

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

**AUTONOMY AND ACCOUNTABILITY IN PROMOTING QUALITY OF
EDUCATION IN GOVERNMENT SCHOOLS OF ARADA SUB-CITY
ADDIS-ABABA**

By

Atsbeha Abreha Akale

June, 2018

Addis Ababa

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SUB-CITY ADDIS-ABABA**

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**A Thesis Submitted to Department of Educational Planning & Management
Addis Ababa University in Partial Fulfillment of the
Requirements to the Degree of Master of Art in
Educational Leadership and Management**

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Approved By the Board of Examiners

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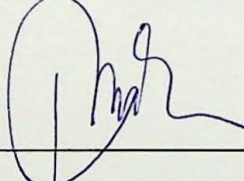
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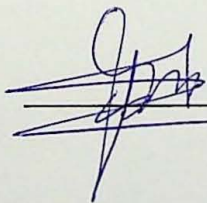
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 27/06/2018

 27/06/2018

Acknowledgements

First and foremost I would like to thank my advisor Dr. Jeilu Oumer. This work wouldn't have been a reality without the unreserved and keen support from my advisor. Without his support, my work would have not been accomplished successfully.

My next praise goes to my beloved wife who is always with me both physically and psychologically. Her love gave me the strength to work hard and complete this research work and all my jobs successfully without which this paper would not have been completed.

Last but not least, I would like to extend my appreciation to the study participants. They had devoted their time to be part of this study and hence, they deserve great appreciation.

Thank you for all.

ABBREVIATION AND ACRONYMS

EDU	Education
EFA	Education for All
MDGS	Millennium Development Goals
MoE	Minister of Education
SD	Standard Deviation
UN	United Nations
UNICEF	United Nations International Children's Emergency Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization

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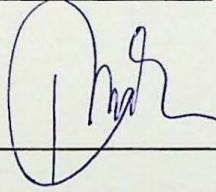
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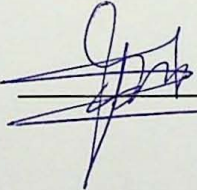
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Abstract

Recent studies conducted in the Ethiopian context indicate that quality of education is deteriorating in schools. School autonomy and accountability are considered as essential factors in promoting and/or hindering quality of education in schools. (Berhanu and associates, 2016; Hargreave and Fink, 2006). However, much empirical research has not been conducted on how school autonomy and accountability are related to quality of education. Thus the objective of the study was examining the effects of school autonomy and accountability over quality education. In doing so the study had employed mixed-method research design. Of the six governmental secondary schools in Arada sub city, four schools were randomly selected. Quantitative data were collected from 116 teachers using questionnaire and qualitative data were collected from four directors using interview. In the present study it was found that schools have lower autonomy and higher accountability. Farther more it was revealed that schools have higher autonomy in managing their budget and lesser accountability in assessing their schools and students performance. Quality education in the schools was found to be poor. The study also found that school autonomy and accountability were found to be associated with higher quality of education. In line with the objective of the study it was concluded that school accountability is the predictor for quality education. From the finding it is recommended that concerned bodies need to maintain the existing accountability and work on improving school autonomy thereby improve quality education.

CHAPTER ONE

INTRODUCTION

This chapter deals with the problem and its setting. It begins with a brief background of the study, statement of the problem, objectives of the study, and also contains its significance; delimitation/scope of the study, research design and methodology, definition of key terms and organization of the study were also included in this section of the study

1.1. Background of the study

There is widespread agreement that high quality education is essential to provide young people with adequate knowledge and skills and thereby enhance the socio-economic development of a nation. Quality of education has been a global agenda for many years back, such as the 1990 World Declaration on Education for All that focuses on improvement of quality of education and ensuring the relevance of the education provided for the learners (UNESCO, 20005a).

Education quality may be understood in different ways, reflecting the values, norms and priorities of various stakeholders. At school level, quality of education is highly related to the quality of student's learning outcomes. It is subject to the influence of multifaceted and interrelated factors. These include among others in-school factors and out of school factors that consists of school autonomy and accountability issues (see Mayer, Mullens and Moore, 2005; UNESCO, 2012,).

School autonomy and accountability are considered as essential factors in promoting and/or hindering quality of education in schools (Millot, 1996). Autonomy refers to the extent to which schools are independent in making critical decisions that affect their ability to improve student's educational performance, including curriculum, pedagogy, assessment, personnel, and budgeting. While, accountability refers to the extent to which schools are responsible /accountable for their educational outcomes-student's performance. In an autonomy-based structure, school principals are held accountable to municipal authorities for (efficient) use of financial resources. Likewise, school principals are held accountable to both parents and local authorities for improving the learning environment and outcomes. An accountability-based system usually entails a shift of decision-making authority from the government to the community, which is represented by

school governing boards and integrated by teachers, parents, and community members (Dakar frame work 200).

Hence, the school through well organized and accountable leadership practices should help students develop creatively and emotionally and acquire the skills, knowledge, values and attitudes necessary for responsible, active and productive citizenship (Osaki, 2000). In real life settings, autonomy and accountability exist side by side (Milot, 1996). This suggests that if schools are autonomous for their educational delivery, they should be accountable for the quality of their educational outcomes. It is not reasonable to hold individual schools accountable for quality of educational outcomes, in a situation where the state determines what, when, and how to teach. However, despite the policy debates for increasing autonomy for schools, central governments are still held responsible for ensuring high quality education in schools across many countries.

Nowadays, improving quality of education in schools holds a central position in the education policy debates across many developed and developing countries. How to make schools autonomous and hold accountable for quality of their education provisions is still a pressing question for many governments in the globe. Ethiopia is not an exception in this regard. In Ethiopia, the need to accelerate economic development and alleviate poverty through rapid expansion of the education system has been evident over the past years. As a result, encouraging achievements have been registered in terms of improving access to education at all levels including secondary education. However, despite such encouraging achievements, the issue of quality education has now become a major concern among all stakeholders including the government. Many research studies have been conducted regarding quality of education in schools. But, the extent to which the issue of quality of education is related to school autonomy and accountability is not well researched at the secondary school level. Thus, this study intends to examine how the issues of autonomy and accountability are related to the quality of education provided by secondary schools in Addis Ababa Administrative region.

1.2. Statement of the problem

Recent studies conducted in the Ethiopian context indicate that quality of education is deteriorating in schools (see Ethiopian Academy of Sciences, 2014, Derebssa and associates, 2016; Berhanu and associates, 2016,). These findings and others focus on the input, process and output factors that influence quality of education in schools.

Two important factors that could contribute toward quality education are school autonomy and school accountability. Scholars argued that school autonomy and school accountability may foster deep, critical and connected learning and their social and moral development (Hargreave and Fink, 2006). In other words school autonomy and accountability had been found to improve quality education and lead schools to gear their efforts to chalk up to the demands of narrow external performance measure (European Union, 2015 and Mulford et al., 2008).

While this is the fact, much empirical research has not been conducted on how school autonomy and accountability are related to quality of education.

Hence this study aimed to fill this research gap by examining the role of autonomy and accountability in affecting quality education.

Research Questions

This research asks Arada government secondary schools teachers, school directors and other concerned bodies to examine autonomy and accountability in promoting quality education. Thus, a survey was conducted to address the following questions.

1. What is the level of school autonomy in Arada sub-city schools?
2. What is the level of school accountability in Arada sub-city schools?
3. What is the level of quality education in Arada sub-city schools?
4. Are there associations among teachers' autonomy, teachers' accountability, school autonomy, school accountability and quality education?
5. Did school autonomy and school accountability predict quality education?

1.3. Objectives of the study

The purpose of this study is to examine how quality of education in secondary schools is related to the issues of school autonomy and accountability and thereby identify the challenges and implications for improvement. More specifically, the study intends to identify the levels of school autonomy in Arada sub-city schools, to assess the levels of school accountability in Arada sub-city schools, look in to the quality of education in school at Arada sub-city, examine the association among teachers' autonomy, teachers' accountability, school autonomy, school accountability and quality education and to identify the predictive ability of school autonomy and accountability on quality education.

1.4. Significance of the study

The prime objective of the study is to assessing whether the systems of autonomy and accountability are realized to promote quality of education in pubic secondary schools. Thus, the following are among the contributions of the study.

- It may initiate autonomy and accountability is the factor in promoting quality education.
- It may enable to identify who could be accountable for the failure of quality education in public secondary schools.
- It may contribute to a policy and planning strategy of quality of education.
- It could encourage other researchers for future investigation in the area.

1.5. Delimitations/scope of the study

The areas of this study are delimited to public secondary schools of Arada sub city in Addis Ababa administration. Due to the difference of their curriculum application and administration systems from government schools and due to limitation of time and scarcity of finances private secondary schools of Arada sub city are exclude from the study. Specifically in Arada there are six public secondary schools, out of them (due to time and resource scarcity) four schools were randomly selected and included in the study. In addition the study is delimited to school autonomy and school accountability. In doing so teachers autonomy and accountability are not part of the study because of material and administrative related constraints.

1.6. Limitation of the study

The study is delimited to selected schools in Arada sub-city and it is acknowledged that the study would have been better had it cover a wider area. And hence this is one of the limitations of the study; the second limitation of the study is related with content coverage. The study is delimited to the effects of school autonomy and accountability on quality education. In reality a host of factors affect quality education. Thus the study would have been better had it include other factors like teacher autonomy and accountability.

1.7. Definition of key terms

Accountability is responsibility of the authorized body of an organization.

Autonomy is the freeing of organizations from centralized and bureaucratic control or, put simply, it is the decentralizing of decision-making to schools (Department of Education and Skills, 2015, p.6).

Governmental means the constitutional administrative organisms of the country (Oxford dictionary 2016.)

Promote refers to encourage or advancement for programs of quality of education

Quality; is indicator of the bench marks with which we can systematically assess the quality of education system?

Secondary schools; According to the current Ethiopian policy it refers for the cycle 9th and 10th grades.

Status refers to the existing condition of practice and problems of quality education in public secondary schools

Quality education; means an education that enables school to produce the required human power in the country which benefits the learner as well as all stake holders 'reason.

Quality indicators- are the bench marks with which we can systematically assess the quality of education systems (Ethiopian educational policy, 1994.).

CHAPTER TWO

Review of Related Literature

The chapter reviews the related literature regarding on the concept of Autonomy, the concept of Accountability, combination of school autonomy and accountability, the concept of Quality in education, Quality standards in education, models of quality as applied to education, challenges to quality teaching and learning; the rise of Accountability Agenda, importance of secondary education, Quality of secondary education, summaries and Empirical Literature review.

2.1 The concept of Autonomy

The concept of autonomy is a structural solution intended mainly to provide an enabling environment to improve and strengthen the teaching and learning process. Autonomy alone may not guarantee higher quality; just as non-autonomy need not preclude better performance. The essential factors for high quality education are the caliber and attitudes of students towards learning, the competence and commitment of teachers towards educational processes, the flexibility and foresightedness of the governance system and the social credibility of the educational outcome (Jumani and Malik, 2017).

The autonomous one is expected to provide a better framework for fostering these factors which helps to the effectiveness of the educational system with all its constraining conditions by handling the obstacles that hindering the system. Even the limited evidence so far suggests that autonomous colleges have by and large fulfilled the expectations of them. At the core of the concept of autonomy is the decentralized management culture (Jackson and Stewart, 2012).

The delegation of responsibility with accountability for the academic as well as the associated management functions is essential for the success of autonomy. For understandable reasons, there has been a great deal on the part of the higher echelons to delegate these responsibilities to decentralized units. At the same time there are hesitations on the part of the functional units to undertake the decentralized responsibilities. Those who have successfully instituted autonomy consist of visionary leaderships with stable foundations and creditable track records. (Jumani and Malik, 2017).

The successful implementation of the concept of autonomy requires willing and honest participation of the students, teachers and management in the education process. They should be willing to stand up to intense scrutiny of their role in autonomy. A system of academic audit at every step of the implementation of the concept of autonomy should be acceptable to all concerned parties. The facilities for carrying out autonomous functions such as innovations in curricular content, systems of examination and evaluation, teaching methods, supplementary learning, etc. require not only sufficient financial resources but also continuous training and up gradation of teachers (Wattleton, 2000).

The strengths of ideal autonomy are: innovations; experimentation; expansion and maximization of potentials; quality improvement; societal relevance; full involvement of teachers in the entire system; capacity building between students and teachers; transparency in teaching and evaluation; Increased scope for educational reforms; and prompt implementation of programs.

2.1.1 The concept of Autonomy in Education

Numerous researches are discussing on “what is autonomy?” “Many researchers answered it in different perspectives such as Sith (2005) stated autonomy as capacity and responsibilities to bring change and manage one’s attitudes and capabilities in a productive way. Teachers possess autonomy when they are able to have control over any situation and possess freedom to handle all matters using their own approach.

For Moses (2007), autonomy is a freedom to decide, that people use to make their own choices without feeling hesitation of their authorities. Moses discussed various dimensions of autonomy related to educational settings. Generally educational institutions offer autonomy to their teachers to decide their work and employment conditions, to assess students’ progress, establish educational objectives and decide curriculum, decide academic standards, engage in continuous research and innovations, direct administration and finance, and provide organizational governance (Moses, 2007).

To answer the question “how to create opportunities to offer autonomy to teacher professionals so that they can possess authority for curriculum development, deciding academic standards and procedures evaluation “Bowen (2006) referred to the law of autonomy given by Kant.

The law of autonomy emphasizes upon the freedom for decision-makers to take appropriate decisions which are often unattained because of sway or pressure of the organizational authority. Professional autonomy is the key aspect of self-determination among the employees that relates to the self-choice of goals.

Kuvaas (2009) elaborated that the supportive attitude of leaders for autonomy, competence, and skill development is essential for the intrinsic motivation that leads the individuals for self-determination. Further is emphasized by the researcher that social conditions and environment heavily impact through the individuals' perception about their autonomy upon their intrinsic motivation. The key benefit of the professional autonomy discussed by Penuel et al., (2010) is when organizations that offer freedom to its employees to construct their practices, control over the decisions, and develop self-efficacy in result improve their practices and minimize all issues.

For Rothstein (2003), the term autonomy covers a sense of overconfidence, and self-importance is hampered with emotional feelings, and that's why lack the depth of meaning related to what individuals are trying to practice, that include freedom from evaluation, decision-making ability, openness in expressing their views, or lack of boundaries.

Professional autonomy employees need strict evaluation of their own practices for improving all tasks. According to Streshley and Bernd (1992) effective administrators support the professional development of the teachers by offering them to participate in decision-making that can influence the whole schools. Freedom of choice and decision-making promote creativity and enhance experiences of the employees that further lead them to social consciousness and enhance universal values (Moses, 2007).

To endorse high-level dedication among staff members, it is crucial for administrators to promote autonomy among their staff members for enhancement of their creativity. Providing opportunities for teacher's autonomy and encouraging them to participate in goal setting will lead to accomplish the institutional agenda (Streshley and Bernd, 1992).

2.1.2 The concept of school Autonomy

School autonomy involves the freeing of schools from centralized and bureaucratic control or, put simply, the decentralizing of decision-making to schools. Examples of the varying definitions of school autonomy to be found in the literature include:

- The concept of school autonomy is related to schools' ability to self-determine relevant matters, such as objectives and activities to be conducted. It refers to domains such as, personnel, curriculum, instructional methods, disciplinary policies, budgeting, facilities and student admission (Agasisti et al, 2013)

School autonomy is a form of school management in which schools are given decision-making authority over their operations, including the hiring and firing of personnel, and the assessment of teachers and pedagogical practices (Arcia et al, 2011)

The power to make decisions can be decentralized to schools themselves, parents, communities, local authorities, patrons, or a combination of all of these. Within a school, the transfer of decision-making power can be to the principal of the school, the teachers, and, in some cases, even the students (Arcia et al, 2011).

2.2 The concept of Accountability

Accountability is an ethical concept – it concerns proper behavior, and it deals with the responsibilities of individuals and organizations for their actions towards other people and agencies. Accountability is answerability, blameworthiness, responsibility, and the yearning of record giving (Dykstra, 1993).

Accountability is the certification and assumption of commitment in regard to exercises, things, decisions, and methodologies including the association, organization, and use within the degree of the part or employment position and wrapping the dedication to report, clear up, and be at risk for occurring results (Mulgan, 2000).

Accountability implies answering for one's activities, and especially the consequences of those activities. It is a multilayered idea which characterizes a relationship of control between various

gatherings, and has an association with trust. Accountability is a social work on seeking after specific purposes, characterized by particular connections and evaluative systems (Ranson, 2003).

2.2.1 The concept of accountability in education

Accountability in education means that schools should provide information regarding their performance and implementation to outside parties. In this way schools and educational provisions are open to the public for review (EFEE, 2015).

Outside agencies, which have vested interest in the quality of education, may use this information for sanctioning (providing rewards or punishments). Such sanctions may be administrative in nature, when originating from national, regional or local governing bodies, or take the shape of certain reactions from the consumers of education (EFEE, 2015).

Parents, for example, may try to persuade schools to alter their practices, or, in situations of free school choices, may take their children to another school. Accountability is the academic, administrative and financial responsibility with defined goals for each constituent namely teachers, students, administrative staff and all others aiming towards providing quality education for the betterment of the society (Ranson, 2003).

The yardstick of measurement of accountability includes self-regulated or agency-regulated adherence to rules; self-motivated efforts towards accountability and pro-active role in conceiving and implementing innovations (Ranson 2003).

The types of accountability would involve individual category-oriented accountability; intra-institutional and inter-institutional accountability, and system oriented accountability.

Several global developments have stimulated demands for accountability in education.

These are:

- The growing realization of the increasing importance of education, when economies develop into “knowledgeable societies”.

- The high cost of education. Which in many countries is the highest post in government expenditure, paired with economic decline in the eighties; this realization has led to an increased concern with the *efficiency* of education provisions.
- An increased sense of openness and making public sector provisions accountable for the quality of their services.

The substantive interest in accountability is in checking the *quality* or the general “well-functioning” of educational provisions.

Quality is a rather general term. In actual practice, concerns may relate to a good choice of educational objectives (*relevance*) or to the question whether the educational objectives are actually attained (*effectiveness*), there may also be an emphasis on the fair and equal distributions of educational resources (*equity*) or a specific concern with an economic use of these resources (*efficiency*). And the recognition that schools are to be accountable to stakeholders other than administrators or governmental units also points to a basic requirement for democracy. Particularly when this concerns the immediate consumers and the clients of educational provisions, information from monitoring and evaluation can be seen as a basis for more direct democracy in education. Influence from the immediate clients and stakeholders are also seen as a stimulant of effectiveness and efficiency (EFEE, 2015).

Finally, schools may also use information from monitoring and evaluation for reflecting on their own functioning and for feedback to teachers. Such approaches may be indicated under headings like “internal quality control” or “school self-evaluation” (EFEE/ETUCE, 2013). But also terms like “professional accountability” or “internal accountability” are sometimes used for these approaches (Carnoy et al., 2003). And the strengths of achieving accountability are: Quality sustenance and quality enhancement in higher education; Student feedback mechanism to facilitate system oriented quality improvements; Teachers’ self-appraisal to achieve building of confidence and capacity; Setting up of benchmarks of accountability and quality; Checks and balances for monitoring accountability and quality; and Appraisal to get oriented towards the entire system of higher education.

In sum, accountability in education is frequently conceptualized in the following ways one is *transparency and right to information*, it indicates the process of guaranteeing access to information to any citizen (regularly on budget and procurement), either from schools or public education agencies. Usually, this definition does not delve into the expected use of this information, or how it relates to performance evaluation. This interpretation has been observed among parents, journalists, and NGOs (Saha and Dworkin, 2009). The other is *testing* which means accountability is frequently conceptualized as the process of informing schools and parents about test results, often times without further debate on standards/goals to be achieved, or the identification of who should be accountable for results. This interpretation is common among public officials, politicians, parents, and NGOs (Saha and Dworkin, 2009).

The third one is *school management* which is the process of distributing information among parents about activities organized by school principals during the school year (e.g. cultural and sport activities). Often times, this conceptualization is linked to the implementation of government programs aimed to promote school autonomy, like “The Quality Schools Program”, Just like in previous categories, information about academic results often times is overlooked. This interpretation is common among public officials, teachers, principals, and parents (Saha and Dworkin, 2009).

And fourthly is *Academic concept* it refers to the process of defining and implementing standards, collecting information, administering sanctions or rewards linked to student’s academic results, and developing capacities to better use information, is the least common used definition. This definition is found mainly in academic studies or technical reports, and is usually not extensively adopted by public officials and/or school communities (Saha and Dworkin2009),

Finally *legislation* is another source of definitions and interpretations for accountability in secondary education are Education Acts (state and federal), local regulation, and different planning documents guiding public interventions in education (government educational plans). In addition, there are also studies focusing on the analysis of how accountability is supported by different acts. Both sources provide basic references to understand how accountability is conceptualized, especially among public officials (Saha and Dworkin2009).

2.3 Combination of school autonomy and accountability

School autonomy and accountability are key components to ensure education quality. The transfer of core managerial responsibilities to schools promotes local accountability, helps reflect local priorities, values, and needs, and gives teachers the opportunity to establish a personal commitment to students and their parents (Leithwood and Earl 2000).

School autonomy is a form of education decentralization in which school personnel are in charge of making most managerial decisions, frequently in partnership with parents and the community. More local control helps create better conditions for improving student learning in a sustainable way, since it gives teachers and parents more opportunities for developing common goals, increased mutual commitment to student learning, and a more efficient use of scarce school resources (Linn and Haug, 2002) .

By allowing more local control over school operations, school autonomy and accountability fosters a new social contract between parents and teachers by improving communication and increasing local cooperation and local accountability, to be effective, school autonomy must function within a compatible set of incentives that take into account the education policies in the country, and the incentives for their implementation. Moreover, having the managerial responsibilities at the school level automatically implies that the school also has to be accountable to its local stakeholders and to national and local authorities (Linn and Haug, 2002).

The empirical evidence from education systems where schools enjoy managerial autonomy shows that it has been beneficial for restoring the social contract between parents and the school, and that it has been instrumental in setting in motion policies aimed at improving student learning (Wilches, 2007). And the experience from high performing countries, as measured by their performance in national exams, indicates that:

- Education systems where schools had more autonomy over teaching content and student assessment tended to perform better on the national exams
- Education systems where schools have more autonomy over resource allocation and that also publish test results performed better than schools with less autonomy

- Education systems in which many schools competed for students did not systematically get better national exam results
- Education systems with standardized student assessment tended to do better than those without standardized student assessment.
- Top scorers among schools with students from different social backgrounds differed less in education systems that use standardized student assessments than in systems that did not (Earley, 2000).

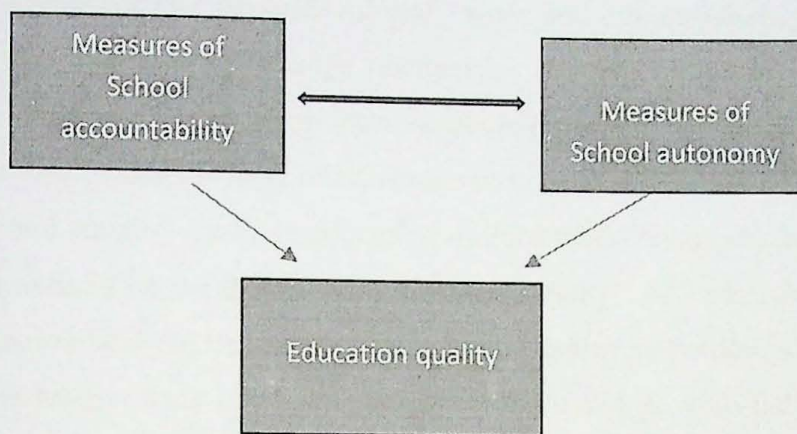


Fig 2.2 Combination of school autonomy and school accountability

From the above diagram we can understand the relationship among the measures of school autonomy, school accountability and education quality, which implies that school autonomy is implemented effectively when there exists clearly stated set of policies and applicable to practices, that are more effective in fostering school autonomy than the assessment of results, and the use of the assessment to promote accountability. Accordingly benchmarking the policies intent for these variables can be very useful to any country interested in improving education system performance (Arcia et al. 2011).

2.4 The concept of Quality in education

Education quality can be clarified on the basis of a conceptual framework that describes education. The most frequently used way to do this is to depict education as a productive system, in which inputs are transferred into outcomes. The central “black box” can be defined at various levels. As far as education is concerned, this could be the national education system, the school or the classroom. Quality in education is a multi-dimensional concept, embracing all functions and activities of education, including teaching and academic programs, research and scholarship staffing, student, building, facilities, equipment, service to the community, academic environment, taking into account national cultural values and circumstances and international dimensions such as exchange of knowledge, interactive networking, mobility of teachers and students and international research projects, however the public debate on quality education is usually concentrates on students’ level of achievement in comparison to the old days schooling of parents. Quality and equality issues in education in third world countries, he pointed out that there is as yet no consensus on the definition of the term “quality”. More importantly, notions of quality change over time and are tied to societal values. Another important point that has been raised relates to the relative lack of meaningful data that could provide indicators of quality (Samoff, 2007).

For many people, casual and expert observers, political authorities, parents and communities, teachers and education administrators, “education quality” is defined by national examinations. In their role of measuring quality, they actually specify what it is that they want. The logic of such an orientation is quite straightforward. Education systems set objectives and those objectives are then operationalized in the curriculum and teachers’ guides. The mastery of the curriculum is measured by national examinations. Hence the best indicator of high quality education is a high score on the national examinations. When students perform well on national examinations, then it is reasonable to conclude that they have had high quality education. The focus on quality teaching and the continuum of teacher education has become a key policy focus for national and international governments, trans-national agencies and inter – governmental bodies (Cochran-Smith & Zeichner, 2005; Cochran-Smith, 2006).

Quality education is collective concern in focusing on how to respond best to the challenges of globalization, sustainable development and the knowledge society and how to attract and maintain quality teachers who will teach to even higher standards to an ever increasingly diverse pupil population (Conway, Murphy, Rath & Hall, 2009).

At a national level, teachers are being asked to improve their schools, to respond in a more effective manner to higher social and economic expectations and to transform educational outcomes, often under difficult conditions. At a school level, teachers have to construct learning experiences to meet the increasing diversity of cultural and learning needs in their classrooms and to equip students with the competencies that they need to become active citizens and workers in the 21st century. In addition, they also need to keep abreast with new innovations in curriculum, pedagogy, assessment and digital learning (OECD, 2011).

Teachers are central to school improvement efforts (Darling Hammond & Bransford, 2005) in that improving the efficiency and equity of schooling depends, in large measure, on ensuring that teachers are competent, that their teaching is of high quality, and that all students have access to high quality teaching, while student learning is influenced by a myriad of factors in schools and classes it is broadly recognized that 'teacher quality' is the single most important school variable influencing student achievement. However, protecting and nourishing 'teacher quality' is problematic due the ever changing demands on teachers from national policy directives and changing school contexts. (OECD, 2005: 7)

Cochran-Smith (2006) claims that the issue of teaching quality is emerged from the standards and qualities of accountability systems, and focused on school improvement programs, which promotes the school quality and teacher accountability and becoming inextricably linked in policy agendas, and most argue that about the interrelation between teacher quality in terms of student learning quality, so the problem is arises when the teacher quality is narrowly equated accordingly the higher scores and standardized student achievement tests will also decrease.

And this narrow focus ignores the complexity of the teaching task and context and presents an impoverished notion of teaching and learning which is grossly inadequate in helping to understanding and ultimately improve quality teaching and learning in a diverse but democratic 21st century, in this regard, it is important to understand the factors that gave rise to this accountability agenda and to explore its impact on quality teaching and learning.

2.4.1 Features of educational quality

According to the Critics argue (Cochran-Smith, 2001, Earley, 2000; Engel, 2000), the features of educational quality, defined on the basis of their key elements and interrelationships included in figure 1 are schematically summarized below:

Quality feature	Key indicators and relationship between indicators
Productivity	Outcomes
Equity	The distribution of inputs, processes and outcomes
Effectiveness	Association between inputs and processes on one hand and outcomes on the other
Efficiency	Effectiveness at the lowest possible costs
Responsiveness	The way input, processes and intended outcomes are tailored to the demands of the context

2.4.2 Quality teaching

According to (Hattie, J., 2003), the importance of quality teaching in the achievement of students outcomes, the teachers need to be able to understand what each of their students can do, and what they need to be able to do next. And students need constructive feedback on the things that they are doing well and where further attention or improvement is required to stronger quality assurance of teacher education courses, to rigorous selection for entry to teacher education, to improved structured practical experience for teaching students, to improve assessment of graduates to ensure classroom readiness; and finally to improved national research and workforce planning.

2.4.3 Strategies for quality improvement

According to, Hattie and Alderman, (2012) exclaimed that schools and educational effectiveness knowledge base provide an instrumental orientation to school improvement, meaning that strengthening identified school factors is expected to lead to better student performance, or in very broad terms the variables identified in educational effectiveness have to do with the technology of the curriculum (as intended and implemented) and with facets of the organizational climate. In this way one could say that a broad orientation to school improvement could be labeled as the technology and climate emphasis. However, it should be noted that schools could choose alternative orientations. A second strategy might be labeled as the teacher recruitment and professional development strategy. According to this strategy most of a school's energy for improvement should be focused on teacher issues, including human resources management. Thirdly, schools could capitalize on matching and grouping issues. *Here*, matching could be both externally oriented towards the local community, towards higher administrative levels, other schools and to parents. Internally oriented matching could be done in grouping students in classrooms and learning groups and assigning teachers to these groups of students.

As noted in the above, applying the knowledge base of educational effectiveness research is closest to the Technology and Climate orientation.

Further, Marsano and Scheerens are also exclaimed that, technology and climate or environmental orientations are determinant factors for promoting quality education. Here, according to the (Marsano (2003), Scheerens et al. (2007), the following are list of accountabilities or responsibilities of school leaders which determines promoting of quality education. One is exposure to educational content, this could be seen as a composite of opportunity to learn (what content is being taught) and instruction time, and it expresses the curricular focus and duration of exposure in school curricula and teaching. The other is Evaluation, monitoring and feedback provisions. Evaluation and feedback can be seen as driving improvement at school and classroom level. It implies the facets include clarity of purpose through standards, examination syllabi etc., verification of what students have learned, identification of strengths and weaknesses in content and skills that are mastered, feedback and diagnosis of outcome patterns, systematic consideration of remedial strategies and setting concrete goals for improvement at student, classroom and school level, in cooperation with other teachers, school principals and eventual support staff, these latter characteristics could make evaluation/feedback/systematic corrective action the core task of related professional development and teacher cooperation.

The third one is managing the school climate, this involves diverse facets like creating a safe atmosphere, positive interactions, as well as fostering high expectations and pressure to achieve. And fourthly, is managing the teaching and learning program, which is important synthesizing constructs in the field of teaching effectiveness, cognitive activation and focused in the teaching learning activities with careful attention to lesson planning, variation in structure, independence in learning assignments and keeping students engaged seem to be the core issues in these constructs.

Finally is, meta-control which is the overriding leadership approach, and is a concept from control theory, and means control of controllers. Which is applied to school leadership this concept emphasizes the notion that schools are professional organizations, with teachers as semi-autonomous professionals. Teachers may metaphorically be seen as the prime “managers” of teaching and learning at school. A school leader as a meta-controller is not a laissez-faire leader, but one who sets clear targets, facilitates, and monitors the primary process of the school.

These five strategic angles are the substantive focus of enhancing school effectiveness and can be seen as having certain connections. Exposure and evaluation/feedback have a common element in educational objectives and learning standards. Alignment of what is taught and what is tested is the key issue of opportunity to learn. High expectations and pressures to achieve, as facets of the school climate, likewise need a substantive focus in the form of objectives, standards, assessment instruments and feedback. The educational content dimension, perhaps indicated as the implemented school curriculum, is a core dimension of the teaching and learning program, next to the ideas on transmission that are more central in concepts like cognitive activation. Managing all of these strategies, as well as their connections, is the task of school leadership as meta-control. Integration of these angles to school improvement, inspired by the educational knowledge base is very close to the approach of comprehensive school reform.

System level policies and structural characteristics of educational systems can be seen as pre-conditions or constraints of school level improvement policies, to which schools need to adapt. Analytically, one could ask which system conditions could be seen as supportive of effective schools and improvement. The neutral approach might be to establish matches between the major system level reform dimensions and structural conditions, as discussed earlier, and the school level improvement strategies. This approach would favor accountability policies as the best matching system level arrangement for the Technology and Climate orientation to effective school improvement. Accountability policies touch directly on core facets of school functioning, like performance standards, achievement orientation, and perhaps also the “internal accountability” of schools (see the reference to the work of Carnoy et al. 2003).

And according to Bormant’s , as accountability policies are almost inevitably associated with a degree of centrality in the curriculum, this would emphasis the connection with content exposure and opportunity to learn at school levels. Other system level policies and structural arrangements are more closely associated with alternative orientations and enhanced school autonomy, strong teacher policies helps more to the teacher recruitment and professional development. Choice and market mechanisms, as well as tracked versus comprehensive school systems, are associated with admittance, selection and grouping processes at school levels, the development of

educational support on national system levels and its function in stimulating school improvement could be seen as a relevant object of study as well.(Bormant et al. (2003).

2.5 Models of Quality in Education

It has rightly been said that welfare, prosperity and security of a nation depends upon the quality of the education system prevailing in that country. The better the standards of education the better will be the position of the prosperity of the nation. In the present age of science and technology, the advanced and developed nations are dominating in the world only due to their latest knowledge (Harvey and Knight. (1996).

The term standard in education tends to elusive Nonetheless, it usually relates to three areas of activity; academic standards, standards of competence and service standards. And the methods of measuring standards and how standards relate to the different concepts of quality are the cornerstones of educational institutions. Standards are a word used to denote both excellent and ordinary being both an identification of uniqueness and a measure by which conformity is judged. The multi-dimensional nature of quality of education, as evidenced in the various definitions opens up several models for analyzing the quality of education. It is not easy to say which model of analyzing quality of education is best since all seem to have significance and the best option may be to blend the models. Quality Control; Quality Assurance; are among will know models of quality in education. (Knight 1996)

2.5.1 Quality Control

This is the oldest concept of quality, a view held by Wadsworth, et al (2002:27) when they say, "Quality is the original and most basic term for the application of quality principles". And defines quality control as, "...the regulatory processes through which we measure actual quality performance, compare it with standards, and act on the difference.

As a result of its emphasis on performance, the model has the following weakness. First, it draws a lot of internal costs of failure or wastages especially when the students are not performing well. The other weakness of this approach is that quality becomes a concern only for inspectors.

In a school system, if quality becomes only the concern of school inspectors, it cannot be achieved as inspectors are not involved in the day to day teaching and learning activities. Quality control is thus not a sufficient strategy for ensuring quality. There is a need to assure quality in the process rather than merely check for it in the output. In spite of its shortcomings, quality control laid down the bases for recent quality models. In supporting to this Bell, et al (1994:2) maintains and quality control may be viewed as a subset of quality assurance.

2.5.2 Quality Assurance

Quality assurance is broadly prevention of quality problems through planned systematic activities including documentation. And quality assurance is a system of activities whose purpose is to provide an assurance that the overall quality control is in fact being done effectively, quality assurance is the totality of systems, resources and information devoted to maintaining and improving the quality and standards of teaching, scholarship and research, and of the students' learning experience. And this involves an audit of the system and its key operations as well as establishing a good quality management system. (UNESCO (2012)

As Sallis (1996:19) argues that quality assurance before and during the teaching learning process quality and is the prevention of defects rather than the identification of the defects when they have already occurred. Thus Quality assurance is a way of managing quality by ensuring the designed into the process rather than the product, and the costs of rectifying defective outputs are substantially foregone.

The production process is well defined and teams are set up to implement it. And quality becomes a concern for the workers, and the thrust is to get things right the first time, every time quality assurance is an activity and an approach to efficient and effective production. And the production is checked and audits through professional one, which are followed and carried out through quality control procedures and working with suppliers to ensure that materials and components meet required standards to produce quality outputs and quality assurance is built into the production process and focuses on preventing, rather than merely detecting faults belatedly . Sallis (1996:19) and Danks (1996:471)

2.5.3 Indicators of Education Quality

Dare (2005) says quality in education is difficult to define and measure. In practice, however, it is often described in terms of the educational experiences that help produce those outcomes the learning environment or inputs into teaching process rather than in terms of student's achievement basically because inputs are easier and less cost to measure. But even if information on the availability of school input is important, attention is required in drawing conclusions about quality education as environmental and global innovation, information and external factors of the schools are also influences the Childs eventual level of academic achievement.

According to the UNISCEF (2002) clarification, the input indicators of quality learning achievement of secondary schools are school factors that include a broad range of variable such as the socio economic back ground of the families the learners come from, home support system educational policy decisions prior learning experience, the health and nutritional status of the children. And School related factors that include a broad range of factors comprising the input, the resources, and the process variables are curricular inputs, instructional processes, organizational climate teachers, professional training instructional materials management styles and individual related factors that include parent's education reading other materials correcting home task regular and educational occupational aspiration etc.

Thus, as stated by UNISCEF (2002) students' learning is a function of school inputs and family background for the betterment of life and to overcoming the problems and challenges of the globe, and school related inputs indicators have been found to have the most significant effect on student learning. And there are three education quality indicators which are tools or measures that that are used to assess a quality characteristics or the achievement of quality objectives. Indicators provide information about the state of particular systems and are typically used as yard sticks in comparisons.

And according to Dare (2005), defines quality indicators: the three aspects of quality indicators are input, process and output. From this explanation we can see the definition and conceptual of quality indicators of education as performance indicators that refer to a quality characteristic or objective indicating to the broad context of performance evaluation in which the learners operate. Here Dare tries to measures the quality of education: in terms of input, process, output/outcome the system.

INPUTS

According to Dare (2005), **input** refers the availability of material and human resources the nature and quality of these inputs significantly determine the outcome of educational provision. One is **educational personnel**, this include teachers and the non-teaching staff. The other is **instructional content** and materials which is the type relevance and the volume are important and the materials that support teaching and learning, them type, quality and quantity impact significantly on the quality of education. The third one is **educational facilities**, which indicates the pupil and teacher furniture (tables and chairs), places of convenience water, etc. The standard of construction, the conditions of the facilities and the specialized rooms are all important areas to consider. The last but not the list is **educational finance**. This is the fundamental input that comes along all the other inputs is finance. An important input that comes along all the alter inputs is finance which are categorized as capital and recurrent expenditures. Constructions of classroom buildings constitute are of the major capital expenditure of education, while salaries, particularly of teachers represent the most important aspect of recurrent education expenditure.

PROCESS

The process component is one of the aspects of quality indicators of the quality education, which relates to many aspects as teacher-pupil interaction in class management and control and daily time-on-task with the class. It also concerns the regularity and punctuality of the teacher in the school for instructional activities. It also includes the intensity of operation which has to do with length of the school day and term, how many days are effectively available for school work in a term. (Dare, 2005)

OUTPUT/OUTCOMES

According to Dare (2005) the output of educational service which constitutes the immediate evidence of quality is the achievement of students in examinations. For many including parents the performance of students in national level or standardized examinations is enough indication of what quality education has been provided. When, for instance, people talk of fallen standards in education, they are basing their assertion principally on some poor examination results. But quality of the education service is also indexed by such non-measurable outcomes as improved health habits effective participation in social and political activities, etc. in supporting to this, Dare further proposed the following formula for determining critical quality indicators in education:

Student Achievement

Student achievement is critical aspect of quality indicator of schooling quality, which indicates students' scores on internationally, standardized or nationally comparable tests of achievement in knowledge, skills, behavior, and attitudes. The effects of non-school inputs, such as parental background, would have to be held constant to isolate the effect of schooling on test scores. Dare (2005)

2.6 Challenges to quality teaching and learning: The rise of the accountability agenda

Knowledge possession is considered essential for the successful quest of competitiveness and economic growth and economic survival in a competitive global market which has supplies knowledge and conflated educational and economic purposes of the globe. And market prerogatives is now drive educational policy and influence school governance in that signs of a reduced level of performance in educational standards, occurring in a climate which supports a competitive economic environment, brings renewed pressure to increase educational standards across the globe (Cowie & Cisernos-Cohernour, 2011:103).

The main factors influencing this new emphasis on accountability at school level relate to the rise in economic globalization and governments' faith in education as a panacea to correct and

ensure economic productivity, equity and social cohesion, together with the belief that performance management and audits systems will optimize governance and improve the management of education at school level and performance management systems and the overall design and implementation of accountability systems (Lauder et al. 2007).

Performance management involves setting targets that schools must meet and is based on the assumption that improvement can be accomplished by external measurement and comparison. And this form of governance has little effect on improvement, does not produce socially just outcomes and leads to concepts such as equality and justice being denuded of meaning and replaced by 'hollowed out' concepts such as quality and excellence agenda in the United States, for example, which was intended to ameliorate disadvantage, and which used high stakes testing to determine academic achievement, appears to have widened the gap between the poor performances of the quality education. And in promoting quality education performance management systems in schools are raises accountabilities questions about educational purposes and values and about who and what is valued in education. Understanding what school accountability means under the performance management approach is critical and it is central to an understanding of the relationship between schools and school systems. (Cowie & Cisernos-Cohernour, 2011:104)

2.7 Importance of Secondary Education

According to UNICEF (2002) education is a powerful catalyzing agent, which provides mental, physical, ideological and moral training to individuals, so as to enable them to have full consciousness of their mission, of their purpose in life and to equip them to achieve that purpose. In addition to that Ministry of education of Ethiopia (2002) reported that secondary education is an important sub-sector of the entire educational system. On the one hand, it provides the middle level work force for the economy and on the other; it acts as a feeder for the higher levels of education and the higher level of education is also expected to produce quality professionals in different fields, hinges on the quality of secondary education.

Thus the higher level of education is needs to be revamped in such a way that it prepares young men and women for the pursuit of higher education as well as prepares them to adjust to their

practical lives meaningfully and productively and secondary education is a stage where a student enters adolescence. This is the most crucial stage of life and the basic perceptions and modes of behavior start taking shape and problems of adjustment with the new roles in life assume critical significance. Secondary education, therefore, provide an excellent opportunity for the educationists to conceive and launch programs that initiate the learners into proper forms of academically, behavioral and attitudinal changes. (Ministry of Education (2002))

2.8 Quality of Secondary Education

According to UNICEF (2002) quality of secondary education is not always easy to arrive at a commonly agreeable definition of quality education because it is difficult to quantify the notion of quality education. And researches in this area has very often adopted an operational definition of the term and emphasized on various dimension of quality. Many researchers have focused upon the level of material and human resources or facilities available in the schools while defining quality of education. And others have tended to equate quality with school effectiveness and treat learner achievement as the indicator of quality. While such approaches to provide as assessment regarding different dimensions of quality, these attempts by themselves present only a practical picture of quality; perhaps we have also to consider various factors and processes that take place in the actual functioning of a secondary school.

(Deming, 1998) argues that the quality education should be understood in a contextual manner, keeping in view the varying operational setting in which the schools are functioning and the development context of the locality in question provides the external environment. The operational setting in which the schools function provides the internal environment in the schools and is reflected through infrastructural facilities available, the human resources especially the teachers and the administrators, the teaching learning process to take into account the way curriculum is transacted and the learner achievement reflecting outcomes of schooling.

No doubt, these outcomes will be influenced by the other three set of factors and hence, learner achievement can be considered as an indicator of quality of education. And in a detailed survey of studies have identified school and family background factors affecting learner achievement.

In support of this, Satijia (1998), states that Government schools are better than private schools regarding infrastructure and series of courses to prepare citizens in terms of their own capabilities and social and economic needs of the country. the school factors considered to be influencing learner achievements are facilities and equipment available in the school, institutional climate and leadership behavior of the head, qualification, training and morale of the teachers and says although basic minimum infrastructure and qualified teachers are inevitable to improve the quality of secondary education, it cannot be said with certainty by making them available;

Accordingly the standards of education will improve only when these resources are managed well. Improvement of curricula, textbooks and teachers are undoubtedly important inputs to the package of quality improvement, yet the delivery system occupies a far more significant place to make these inputs yield the desired results. In fact, unless the traditional management and delivery system undergo a radical change to suit the needs of the fast expanding secondary education, as also to meet the challenge of inadequacy of resources, there seems to be little hope of raising the quality of secondary education. Satijia (1998),

2.9 Empirical Literature review

The study by the European Union (2015) had examined that depict the fact that school autonomy and school accountability contribute toward quality education and the roles of school autonomy and accountability on quality education. In doing so, the union had collected data about quality education in primary, lower-secondary and upper-secondary schools from 28 countries. One of the major findings of the study was that countries with high school autonomy and accountability had better quality education.

Similarly USA (2015) conducted a qualitative study in an urban setting the study had revealed that school autonomy and accountability influence education quality. Specifically autonomy through team based schooling to devolve decision making authority down to school level and accountability enacted in the form of a state-level standards-based initiative had improved quality education.

Reehana (2009) examine autonomy and accountability in promoting the quality of education in secondary schools. This was done taking account of the possible effect of autonomy and accountability in promoting the quality of education. The researcher try to figure out the major challenges of right balance between autonomy and accountability in secondary schools and the extent of school principal in the school compound. The author also discusses the accountability of school teachers in determining the quality of education in the school compound. However the researcher includes only two parts in examining the autonomy and accountability in promoting the quality of education in secondary public schools, such as school principal and teachers. In addition to this, the researcher does not assess other important areas that highly determining in the promoting the quality of education in secondary public schools. It gives necessary possible solutions to the problems that the researcher identified in his research.

The following part will be discussing the empirical review specific to Ethiopia related the quality of education. There were studies on quality of education and its components for different periods in different regimes in Ethiopia but the researcher only focus to the following studies that related to this study.

Abiy (2015) discussed the status of quality of education in government secondary schools. He discussed causes that hinder performance of quality education related with inputs, process and outputs/outcomes and it gave possible recommendations to the problems the author identified in his research. The author, in his research, recognized shortage of teaching input materials, inadequate management, and shortage of resources, budget and lack of incentives, poor trainings and lack of experience as problems or challenges of quality of education in secondary schools that have weakened the ability to achieve desired level of quality education. The researcher does not identify other factor that hinders the promotion of quality education in secondary schools and how the schools practice their autonomy and accountabilities to promote quality education.

2.10 Ssummary

According to the above literature review about the concept of autonomy and accountability in promoting quality education, both school autonomy and school accountability are factors that play an important role in promoting quality of education. This view is supported by Leithwood

and Earl 2000 School autonomy and accountability are key components to ensure education quality. The transfer of core managerial responsibilities to schools promotes local accountability, helps reflect local priorities, values, and needs, and gives teachers the opportunity to establish a personal commitment to students and their parents this will promote the quality of education.

This statement further supported by Arcia et al. 2011 there is a set of policies and practices that are more effective in fostering school autonomy, the assessment of results, and the use of the assessment to promote accountability. Benchmarking policy intent for these variables can be very useful to any country interested in improving quality of education system performance.

Sitch (2005) stated, as there are two factors that highly determine the quality of the education autonomy as capacity and responsibilities to bring significant change and manage one's attitudes and capabilities in a productive way. Teachers possess autonomy when they are able to have accountability to control over any situation and possess freedom to handle all matters using their own approach. According to Sitch autonomy has more value to ensuring quality of education. But, Ranson (2003) gives more emphasis on accountability rather than autonomy for the quality of education: the academic, administrative and financial accountability with defined goals for each constituent namely teachers, students, administrative staff and all others aiming towards promoting quality of education.

Chapter Three

Research Design and Methodology of the study

3.1. Research design

The mixed research design was employed in the study, this is to examine how quality of education in secondary schools is related to the issues of school autonomy and accountability, because mixed research design is more convenient and appropriate method for making proper identification of education problems related to autonomy and accountability in promoting quality education. In doing in this mixed research design which includes both qualitative and quantitative approaches were used. Therefore this approach is selected based on the assumption that studying issues of autonomy and accountability in promoting quality of education in schools requires the collection and analysis of data collected from different sources using different instruments. Hence, the quantitative approach was used to gather information about the knowledge and practices of participants, whereas the qualitative approach was used to gather and analyze information about the perception, values and believes of participants regarding school autonomy and accountability in improving quality of education.

3.2. Data sources

The necessary data for the study were gathered from both primary and secondary sources. The primary data were collected from teachers and school directors from selected governmental secondary schools in Arara sub-city. And books, journals and websites were also used as secondary data sources to examine and to have further understanding on the issues of school autonomy and accountability in promoting quality education.

3.3. Sampling

The population of the study was secondary schools found in Arada sub-city, Addis Ababa City Administration. And the target population of the study was governmental secondary schools of Arada sub city, private secondary schools of found in the sub city are excluded due to limitation of time and scarcity of finances. Specifically in Arada there are six public secondary schools, out of them four were randomly selected.

Kothari (2004) argued that simple random sampling is lottery method, which provides each and every items of the population equal chance of inclusion in the sample. Thus all the six schools had equal chances of inclusion and four are selected using lottery method.

According to most of statics books describe that (is common knowledge), when we conduct statistical analysis, the minimum sample size required from each group is 30. Then accordingly after 30 teacher respondents were again randomly selected from each school using lottery method that makes the pull of teacher respondents to be 120. Hence, the selected teachers were served as questionnaire respondents (detailed descriptions of the respondents is included in chapter four).

Purposive sampling was used to recruit the four interview participants. This is done, because the school directors have direct relation with the issues under study and can provide their insight and share their experience and the purpose was to examining autonomy and accountability in the case of promoting quality education and focal persons are chosen in reference to their accountability to educational activity in their authority. Therefore, a total of four directors were served as interview respondents.

3.4. Data gathering Tools

In order to secure the desired information regarding the effects of school autonomy and accountability on quality education, two types of instruments namely: Questionnaire and Semi-structured interview were used. The questionnaire was used to collect data from the respondent teachers, and the interview was used to collect information from the respondents of the school directors. As Kothari (2004) describe that interview is necessary when we cannot observe behavior, feelings or how people interpret the world around them; such idea implies that attitudes of persons are possibly extracted by systematic approaches of the interviewer in coincidence with the interviewees with regard to the interview. Hence, in this study the attitudes and way of interpret of the respondents on autonomy and accountability in promoting quality education may be different. That's why interview is used.

3.4.1. Description of the formats of the questionnaire

The World Bank's format of the questioner / the IPP model was help to design the questionnaire of the study. The questionnaire does have four sections,

Section one: this is a demographic measure which examined teachers' gender, age, educational level and years of experience.

Section two: this is a school autonomy measure that contains 6 items. The measure is adapted from SYSTEM ASSESSMENT AND BENCHMARKING FOR EDUCATION RESULTS (SABER) created by the World Bank as part of its education strategy (Arcia et al., 2011). It does have two sections where the first measures school autonomy in terms of budget management (3 items) and the second sub-section measures school autonomy in personnel management (3 items). These subscales were rated on a 5-point Likert-type scale (ranging from strongly disagree to strongly agree). Scores for each subscale and the overall scale/section are obtained by summing all the scale items and dividing by the number of items. Mean scores in each subscale were computed (range 1 - 5) and scores above the expected average (i.e. 3) indicate higher scores. Higher score indicates higher autonomy.

Section three: this is a school accountability measure that contains 10 items. The measure is adapted from SYSTEM ASSESSMENT AND BENCHMARKING FOR EDUCATION RESULTS (SABER) created by the World Bank as part of its education strategy (Arcia et al., 2011). It does have two sections where the first measures general school accountability (5 items) and the second sub-section measures assessment of school and student performance (5 items). These subscales were rated on a 5-point Likert-type scale (ranging from strongly disagree to strongly agree). Scores for each subscale and the overall scale/section are obtained by summing all the scale items and dividing by the number of items. Mean scores in each subscale were computed (range 1 - 5) and scores above the expected average (i.e. 3) indicate higher scores. Higher score indicates higher accountability.

Section four: This section is a quality measure where it examines quality education indicators (9 items). The measure is developed by the researcher from the concepts by Dare (2005). It has three subsections/subscales where the first measure inputs (4 items), the second measure process

(3 items) and the last one measures output (2 items). These subscales were rated on a 5-point Likert-type scale (ranging from strongly disagree to strongly agree). Scores for each subscale and the overall scale/section are obtained by summing all the scale items and dividing by the number of items. Mean scores in each subscale were computed (range 1 - 5) and scores above the expected average (i.e. 3) indicate higher scores. Higher score indicates higher quality education indicator. Generally speaking the questionnaire does have 29 items related to respondents' demography, school autonomy; school accountability and quality education.

3.4.2. Description of the formats of the interview

The interview format / guide were developed to tap the perceptions of directors on the influence of school autonomy and school accountability on quality education. It has four main questions that are open-ended. In addition prompt items (e.g. tell me more, please clarify what you really want to say, etc.) were employed to elicit important data from the respondents

3.5. Data Collection procedures

To collect the required data, first formal contact was established with Arada Sub-city education bureau by showing a letter from Addis Ababa University College of Education and Behavioral Studies, which request cooperation with researchers. Then the researchers explained the scope and purpose of the study to the sub-city education bureau head thereby secured permission to conduct the study.

After the questionnaire respondents were approached through the help of the directors of the selected schools, and then interview respondents were also approached with great commitment by informed the purpose of the study. And all the respondents of the questionnaire were informed too about the purpose of the study and how to complete the questionnaire. Respondents were also being asked to give their own responses and were informed that there is no right and wrong answers. Similarly chances for clarification of any item were given during the administration of the questionnaire.

All the interviews were conducted by the researchers. And the interview began after the completion of the data collection through the questionnaires. The data collected through the

interview were conducted by speaking to the respondents face-to-face. Before conducting the interview, necessary rapports were established and the purposes of the interview were explained clearly to them. The respondents were also assured that responses will be kept in absolute confidentiality. They were also assured that they will not be held responsible for the research outcome and their responses will be reported only as part of the entire group responses.

3.6. Methods of Data Analysis

Then the data secured from the two instruments were analyzed using both qualitative and quantitative methodologies. With regard to quantitative methodologies: **descriptive statistics** were used for the purpose of assessing the school autonomy, school accountability and quality education. In its particular case, minimum scored maximum scores, means and standard deviation were computed. In addition frequency and percentage were used to describe respondents' demographic information. And **Pearson correlations** were used to see the relationship among school autonomy, school accountability and quality education. **Multiple linear regressions** were conducted for predicting a dependent variable from a set of predictors. Practically multiple regression models were used examined to the predictive ability of school autonomy and accountability over quality education. And the thematic content analysis, the process of identifying, coding and categorizing the primary patterns in the data was also employed to analyze data from the interviews.

Chapter Four

Presentation, Analysis and Interpretation of Data

This chapter is setting; description of the participants, description of school Autonomy scores, description of school Accountability, description of quality education indicator scores, Associations among school Accountability , school Autonomy and Quality education indicators, and predication of quality education indicators from school Autonomy and Accountability.

The data analysis is presented into two sections. The first part of the questionnaire, which consisted of the personal (background) information of the sample population involved, presented in terms of sex, qualification, and years of services. Section two consists of the analysis and interpretation of the main study that is autonomy and accountability in promoting quality of education in public secondary schools of Arada sub city Addis Ababa. The analysis and interpretation given is based on the data collected using the different instruments.

And this chapter presents the findings or the result of the study. In doing so, results of the quantitative survey are presented first and these findings are substantiated with findings from the qualitative enquiry.

4.1. Descriptions of the participants

As had been said in chapter three, 30 respondents each from the four schools were served as questionnaire respondents and an individual from each school are served as interview respondents. In order to describe questionnaire respondents frequency and percentage were computed and the summaries of the respondents are presented in Table 1 here under.

Table 1

Descriptions of the questionnaire participants

Variable	Category	Name of the school								Total	
		Yekatit 66		Meskerem		Tkur Anbesa		Betelihem			
		F	%	F	%	F	%	F	%	F	%
Gender	Male	20	76.9	22	73.3	24	80	25	83.3	91	78.5
	Female	6	23.1	8	26.7	6	20	5	16.6	25	21.5
Age	24-34	17	65.4	20	66.7	14	46.7	12	40	63	54.3
	35-45	9	34.6	6	20	14	46.7	16	53.3	45	38.8
	>45	-	-	4	13.3	2	6.7	2	6.7	8	6.9
Experience	0-5	15	57.7	12	40	6	20	4	13.3	37	31.9
	5-10	9	34.6	12	40	6	20	20	66.7	47	40.5
	>10	2	7.7	6	20	18	60	6	20	32	27.5
Education	B.A	19	73.1	30	100	23	76.7	29	96.7	101	87.1
	M.A	7	26.9	-		7	23.3	1	3.3	25	12.9

As can be seen from Table 1 majority of the respondents were males (78.7%), between the ages of 24 and 34 were (54.3%) and their educational back grounds were (87.1%). B.A. degree In

terms of their experience 40.5% of the respondents serve between 5 and 10 years, 31.9% of them serve between 0 and 5 years and the remaining 27.5% of them serve more than 10 years. This implied that the demographic data of the respondents are diverse thereby their responses were representative of the diverse teachers in other school in the sub-city.

With regard to interview respondents 3 of them were male and the remaining 1 respondent was female. All the interview respondents were have M.A. degree and their age was more than 45.

4.2. Descriptions of school autonomy scores

Examining school autonomy level was the first objective of the present study. For the purpose of describing the school autonomy measure scores mean and standard deviations were computed. The summaries of the computations are presented in Table 2 below.

Table 2

Descriptive statistics for school autonomy

Items	N	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean	Std. Deviation
<i>School autonomy in budget management</i>							3.2098	.77712
The school director have legal authority to manage its operational budget	116	4	17	12	34	49	3.92	1.195
The school director have legal authority to set and manage staff and teacher salaries	116	24	36	5	38	13	2.83	1.379
The school director have the legal authority to raise other funds in addition to the transfers received from national or sub-national sources	116	16	45	4	39	12	2.88	1.300
<i>School autonomy in personnel management</i>							2.7270	.99331
Hiring and firing decisions of teachers is managed by the school director	116	21	48	4	31	12	2.70	1.320
School Councils (which may include the school director) have legal authority to hire and fire teachers	116	13	47	4	48	4	2.85	1.181
School Councils have legal authority to hire and fire the school director	116	9	68	4	27	8	2.63	1.131
<i>Total school Autonomy</i>							2.9684	.72861

As can be seen from Table 2 the mean score of school autonomy in budget management is 3.21 (SD= .777). Since the mean score is above the hypothetical score (i.e. 3 in a scale of five) it implied that schools have higher autonomy in budget management.

The mean score in school autonomy in personnel management as depicted in Table 2 is 2.73 (SD= .993). Taking the hypothetical score (i.e. 3 in a scale of five) in to consideration, this finding implied that schools have lesser autonomy in personnel management.

Table 2 above also inform us that the total school autonomy scale has a mean score of 2.97 (SD= .729). Taking the hypothetical average score (i.e. 3 in a scale of five) in to consideration the above data implied that schools have lower level of autonomy. In line with this the interview respondents believed that as schools are less autonomous. For example, let's give you a practical voice of a respondent uttered about school autonomy:

« In Ethiopian situation ... I can say that all school doesn't have the autonomy they deserve to have. » (Interview 1)

Generally speaking the these findings inform us that schools are not as autonomous as they are expected to be but we can understand that they do have higher autonomy in managing their budgets.

4.3. Descriptive statistics for school accountability

The second research question is related with identifying the school autonomy levels. For this purpose minimum score, maximum scores, mean and standard deviations were computed. The summaries of the computations are presented in Table 3 here under.

Table 3

Descriptive statistics for school accountability

Items	N	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean	Std. Deviation
<i>School general accountability</i>							3.4638	.47519
There is a manual regulating the use of the results of the yearly assessments of school and student performance by the School Council	116	-	24	4	54	34	3.84	1.068
The school assessment of school and student performance are part of a national or regional assessment system	116	-	4	4	56	52	4.34	.711
The results of the assessments are used to compare school performance with schools in similar conditions	116	21	49	4	38	4	2.61	1.214
School Councils have the legal authority to hire external auditors to perform financial audits at the school	116	8	4	4	40	60	4.21	1.131
There is a manual to guide the School Council in the use of financial audits to evaluate school performance	116	44	44		4	24	2.31	1.518
<i>Assessment of school and student performance</i>							2.5172	1.20176
The school perform yearly assessments of school and student performance	116	28	48	4	12	24	2.62	1.478
The school assessments are used for making administrative or pedagogical decisions aimed at improving school and student performance	116	35	40	-	37	4	2.44	1.307
The school perform yearly assessments of learning outcomes using standardized tests	116	12	40	12	20	32	3.17	1.422
School assessments using standardized tests are used for making administrative or pedagogical decisions aimed at improving school and student performance	116	43	37	4	12	20	2.39	1.496
The results of the assessment of school and student performance are made public to parents	116	72	12	12	4	16	1.97	1.456
<i>Total school Accountability</i>							2.9905	.77560

Table 3 depict that the mean score in the school general accountability is 3.46 (SD= .475). This implied that schools have higher school general accountability for the mean score is higher than the hypothetical scored (i.e. 3 in a scale of five).

The table also show us that the assessment of school and student performance has a mean score of 2.52 (SD= 1.201). Considering the hypothetical score (i.e. 3 in a scale of five) the schools have low performance in assessment of school and student performance.

Table 3 also depict that the mean score of the total accountability scale is 2.99 (SD= .776). This implied that the schools' total accountability score is low taking the hypothetical score (i.e. 3 in a scale of five) in to consideration.

Coupled with this interview respondents perceived that the accountability they have shouldered is above "what we have to shoulder" (Interview 3). In a similar fashion another respondent said:

«We are accountable to many things where the autonomy we had is crimped by others [persons controlling our duty] » (Interview 4)

These findings inform us that schools have higher accountability although they have critically lower accountability in assessing the performances of their schools and students.

4.4. Descriptive statistics of quality education indicators

Describing the level of quality education is the third objective of the present study. Hence minimum scores, maximum scores, means and standard deviations were computed to assess quality education. The summaries of the computations are presented in Table 4.

Table 4

Descriptive statistics of quality education indicators

Items	N	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean	Std. Deviation
Input indicators							2.2931	1.21462
I believe that the school does have enough personnel (teacher and administrative staffs)	116	28	48	8	12	2	2.55	1.410
Our school has relevant educational materials that support the teaching and learning process	116	56	36	-	20	4	1.97	1.222
The school had up to date and standardized facilities that are important for quality education	116	36	40	8	4	28	2.55	1.551
The school has enough finance/budget to run effectively	116	56	24	4	32	-	2.10	1.274
Process indicators							2.6667	.96108
There are good student-teacher interactions in this school	116	41	20	23	20	12	2.50	1.393
Teachers of the school are punctual and regular	116	10	47	8	35	16	3.00	1.272
The length of the school day and the semester are enough to provide quality education	116	28	32	26	30	-	2.50	1.123
Output indicators							2.5948	.92528
Students of the school are able to perform high in school-made examinations	116	5	65	22	20	4	2.59	.942
Students of the school are able to perform high in national/standardized examinations	116	17	56	13	17	13	2.59	1.230
Total quality education indicators							2.5267	.92788

Looking in to Table 4 it can be seen that the mean input indicator score is 2.29 (SD= 1.121). Taking the hypothetical average score (i.e. 3 in a scale of five) in to consideration the above data implied that schools have lesser inputs to achieve quality education.

Table 4 also indicate that 2.67 (SD= .961) is the mean score of process indicator measure. This implied that schools undergone through lower process to achieve quality education for the mean score is less than the hypothetical scoring (i.e. 3 in a scale of five).

With regard to output indicators Table 4 inform us that 2.59 (SD= .925) is the mean output score. In such situation where the mean score is less than hypothetical score (i.e. 3 in a scale of five), as it is here, it can be implied that schools have lower outputs that could indicate lower quality education score

Last but not least the table tells us that 2.53 (SD= .930) is the mean total quality education indicator score. Considering the hypothetical score (i.e. 3 in a scale of five) one can easily imply from this finding that schools have lower quality education.

Interview respondents have substantiated these findings where all seem to agree with the lower quality education in their respective schools. To give examples a respondent raised a question and provide his own answer as follows:

«How did you expect quality education where there is nothing called quality in everything [here]? There is no quality education because there are no qualified teachers, no reference books... uh-hm... the students are bad performers with no discipline... anyway there is no quality education. That is what I can say» (Interview 4)

Both the qualitative and quantitative data indicate that as the quality of education in the schools is low.

4.5. Associations among school accountability, school autonomy and quality education indicators

The fourth research question is looking in to the associations among school autonomy, school accountability and quality education. Pearson's correlations were computed to look into the relationships school accountability, school autonomy and quality education indicators. The summaries of the results of the computations are presented in the following table.

Table 5

Correlation among school accountability, school autonomy and quality education indicators

R/No	Variables	1	2	3
1	School Autonomy	1		
2	School accountability	.292	1	
3	Quality education indicators	.392*	.899**	1

Table 5 show us that school autonomy ($r = .392$, $p < 0.05$) and school accountability ($r = .889$, $p < 0.01$) have positive associations with quality education indicators. These all implied that increase school autonomy and accountability are associated with an increase in quality education indicators.

Table 5 also inform us that school accountability and autonomy have no relationship ($r = .292$, $p = .140$). This finding indicates that an increase in school autonomy is not associated with school accountability and vice versa.

4.6. Prediction of quality education indicators from school autonomy and school accountability

The analyses above indicate that there are associations between the predictive variables (school autonomy and school accountability) and the criterion variable (quality education indicators). The last research question is related with the predictive ability of school autonomy and school

accountability over quality education. This sub-section then deals with the predictive ability of the predictive variables to quality education indicators. In order to examine the predictive abilities of the predictive variables, a linear regression model was computed and Table 6 below presents the summaries.

Table 6

Linear regression analysis of predictive variables to criterion variable

	B	SEb	β	t	p	R ²	R ² Δ	F value	p
Quality education indicators						.827	.813	57.411	.000
School autonomy	.176	.110	.141	1.590	.125				
School Accountability	.987	.102	.858	9.672	.000				

Table 6 depict that 83% of the variations in quality education indicators are explained by school autonomy and school accountability ($F(2,148) = 45.411, p < 0.01, R^2 = .827$). However the t-values of the standardized beta coefficient indicate that school accountability ($\beta = .987, t = 9.672, p < 0.01$) is the only significant predictors of quality education indicators.

These findings inform us that schools with high school accountability are more likely to have high quality education indicators.

In relation with this one interview respondents believed that both school autonomy and accountability are important predictors of quality education. In supporting this respondent number 2 uttered:

«Quality education could be achieved As I understand ... when there are autonomous schools and when they are accountable to what they are doing» (Interview 2)

All in all the findings also inform us that both school autonomy and school accountability play their own share in quality education although school accountability is the only significant predictor in the quantitative analysis.

Chapter Five

Summary, Conclusions and Recommendations

This chapter deals with the summary of major findings of the study, the conclusions drawn based on the major findings and recommendation that forwarded based on the conclusions arrived at. School autonomy and accountability whether the predicates quality education. However, the effects of school autonomy and accountability on quality education are untapped research area in Ethiopia, at least to the knowledge of the present researcher. This study was conducted aiming at assessing the Autonomy and Accountability in promoting quality of education in governmental secondary schools of Arada sub city Addis Ababa. More specifically, the study intended to: (a) identify the levels of school autonomy in Arada sub-city schools; (b) assess the levels of school accountability in Arada sub-city school; (c) look in to the quality of education in school at Arada sub-city; (d) examine the association among teachers' autonomy, teachers' accountability, school autonomy, school accountability and quality education; and (e) identify the predictive ability of school autonomy and accountability on quality education. In order to achieve these objectives mixed research design which is descriptive was employed. A questionnaire was developed from extensive literature searches and existing tools on school autonomy and school accountability. And the interview guide was developed to tap the perceptions of directors on the influence of school autonomy and school accountability on quality education. It has four main questions that are open-ended. In addition prompt items (e.g. tell me more, please clarify what you really want to say) were employed to elicit important data from the respondents.

And the necessary data for the study were gathered from both primary and secondary sources. The primary data were collected from teachers and school directors from selected governmental secondary schools in Arada sub-city. Books, journals and websites were also used as secondary data sources. The population of the study was secondary schools found in Arada sub-city, Addis Ababa City Administration. And the target population of the study was governmental secondary schools of Arada sub city.

Finally, the data secured from the two instruments were analyzed using both qualitative and quantitative methodologies. With regard to quantitative methodologies: descriptive statistics

were used for the purpose of assessing the school autonomy, school accountability and quality education. In its particular case, minimum scored maximum scores, means and standard deviation were computed. In addition frequency and percentage were used to describe respondents' demographic information. Pearson correlations were used to see the relationship among school autonomy, school accountability and quality education. And multiple linear regressions are conducted for predicting a dependent variable from a set of predictors. Practically multiple regression models were used examined to the predictive ability of school autonomy and accountability over quality education. Thematic content analysis, the process of identifying was employed to analyze data from the interviews.

The brief characteristics of the respondents show us; in the questionnaire survey 30 respondents each were recruited and 116 out of the 120 recruited returned their questionnaire (96.7% return rate). Based on their bio-data, 78.5% of the respondents were males and 21.5% are female, 31.9% of them served between 0 and 5, 40.5% have teaching experience between 5 and 10 years, and 87.1% have B.A. /B.Sc. degrees.

With regard to interview respondents, three of them were males, all aged above 45 and all are vice directors.

5.1 Summary of the major findings

Here under the major findings of the study are summarized according to the research questions of the study. The first research question was what is the level of school autonomy in Arada sub-city schools? That examining the level of the school autonomy was the first objective of the study. It was found that schools have low over all autonomy ($M=2.97$, $SD=.729$), and have high autonomy in budget management ($M=3.21$, $SD=.777$). With lower autonomy in personnel management ($M=2.73$, $SD=.993$).

And the second research question was, what is the level of school accountability in Arada sub-city schools?" And it was found that public secondary schools of Arada sub city have higher general accountability ($M=3.46$, $SD=.475$), with lower accountability in assessment of school and student performance ($M=2.52$, $SD=1.201$), and have low total school accountability ($M=2.99$, $SD=.776$).

The third research question of the present study was what is the quality of education in Arada sub-city schools? And it was found that, the public secondary schools of Arada sub city have poorer inputs to achieve quality education ($M=2.29$, $SD= 1.121$), teaching-learning processes implemented to achieve quality education are improper ($M=2.67$, $SD= .961$), and school outputs (as measured by students' achievements) are poor ($M= 2.59$, $SD= .925$) according to the finding

The fourth research question was examine, whether there exists associations among teachers' autonomy, teachers' accountability, school autonomy, school accountability and quality education, And it was revealed that in public secondary schools of Arada sub city; School autonomy is positively and moderately associated with quality education ($r= .392$, $p< 0.05$) and School accountability has strong and positive association with quality education ($r=.889$, $p< 0.01$).

The last research question was, did school autonomy and school accountability predict quality education? And it was revealed that: In public secondary Schools of Arada sub city the school accountability is the best predictor of quality education ($\beta= .987$, $t= 9.672$, $p<0.01$).

5.2 Conclusions

Based on the findings of the present study the following conclusions are made:

The governmental secondary schools of Arada sub-city had higher autonomy in managing their budget. But this is not the end of the story; the schools had lesser autonomy in managing their personnel. This low autonomy in personnel management had made the overall autonomy of the school low.

The overall accountability of the governmental schools in Arada sub-city was above average. The high levels of the school general accountability have contributed a lot toward the above average overall accountability. Contrary to this schools in Arada sub-city had lower accountability in terms of assessing the performances of the schools and the students. In other words schools poor performance in assessing the schools and the students' performance had exerted a negative influence upon the schools' overall accountability.

Schools are established and maintained to deliver quality education. In this regard the quality of education in Arada sub-city schools is significantly low. The inputs used in the schools are not helping to achieve quality education. Likewise the educational processes the schools undergone through are not geared towards achieving quality.

In the present study quality education is associated more with school accountability than it is with school autonomy. Thus schools who had better school accountability had higher quality education than schools that had better school autonomy.

Unlike earlier studies that had reported the effects of school autonomy and school accountability on quality education, one can conclude from the findings of the study is that quality education is best predicted from school accountability.

5.3 Recommendations

Based on the conclusions made from the findings, the following recommendations are drawn on autonomy and accountability in promoting quality education of secondary schools.

1. School personnel are important ingredients in improving quality education. The management of school personnel is shouldered to school principals. However, the findings of the present study depicted that the governmental secondary schools of Arada sub city had low autonomy in managing their personnel. Therefore, the Ministry of Education in general and leaders at regional and sub-city levels in particular need to develop rules and regulations that could empower school principals like through granting autonomy to recruit and fire teachers (if only if they are found guilty of academic misdeeds).

2. Schools lack of proper assessment of their students performances and their overall school performance significantly impeded quality education. In the present study governmental secondary schools of Arada sub city were found to be less accountable in assessing their schools and their students' performance. This could be attributed to improper supervisions from the within (peers or head teachers) and outside (supervisors assigned) supervisory agents. Hence, supervisors need to properly supervise the activities of the teachers and the school directors in the area of assessment.

3. Quality education are achieved through the inputs used, the processes undergone and the outputs gained from teaching-learning. In the present study, the inputs used, the processes undergone through and the outputs reaped from the teaching-learning are poor thereby low quality education in governmental secondary schools of Arada sub-city. Improving all these call upon a number of stake holders. Primarily the Ministry of Education and other stake holders, including NGOs need to provide the necessary inputs for better teaching-learning; and deliver in-service and out-service trainings on how to properly conduct the teaching-learning process. And the schools are suggested to design mechanisms and rub in action researches on how to improve the existing poor outcomes (as measured by students' academic performance).

4. The strong association between school accountability and quality education plus the medium association between school autonomy and quality education call upon actions from Ministry of education. Therefore the ministry of education at all levels need to offer in-service training, organize workshops and conferences on school autonomy and accountability that could create awareness on the side of concerned bodies who work for the betterment of students.

5. As had been said earlier findings from elsewhere reported that school autonomy and school accountability predicted quality education. On the other hand findings of the present study depicted that it is only school accountability that best predicts quality education, but not school autonomy. Hence the higher learning institutions such as teachers' training colleges and universities of the nation need to conduct rigorous studies, and possibly longitudinal one, over the effects of school autonomy and accountability in promoting quality of education.

6. Mechanisms to maintain the current level of accountability while providing autonomy to schools need to be designed by scholars, politicians, governmental and non-governmental organizations and consultants who are working on and/or concerned about quality education in Ethiopia

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Appendix A

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATES STUDIES

Questionnaire to be filled by teachers

Introduction: The purpose of this questionnaire is to collect data for the study on autonomy and accountability in promoting quality education in selected public secondary schools of Addis Ababa.

Part one: Demographic information, please circle your choose

1. Sex: Female ☐ Male ☐
2. Age: ☐
3. Level of education: Diploma ☐ BA degree ☐ MA degree ☐ other (specifies)
4. Your experience in the teaching: below 5yrs ☐ 5-10yrs ☐ 10-15yrs ☐ above 15yrs

Part Two: School Autonomy Measure

Instruction: Please indicate how much you agree or disagree with the following statements about your school by ticking the appropriate box. Please use the following rating scale.

The rating scale is as follows:

- | | | |
|----------------------|-------------------|--------------|
| 1. Strongly disagree | 2. Disagree | 3. Undecided |
| 4. Agree | 5. Strongly agree | |

S/N	Items	1	2	3	4	5
1	The school director have legal authority to manage its operational budget					
2	The school director have legal authority to set and manage staff and teacher salaries					
3	The school director have the legal authority to raise other funds in addition to the transfers received from national or sub-national sources					
4	Hiring and firing decisions of teachers is managed by the school director					
5	School Councils (which may include the school director) have legal authority to hire and fire teachers					
6	School Councils have legal authority to hire and fire the school director					

Part Three: School Accountability Measure

Instruction: Please indicate how much you agree or disagree with the following statements about your school by ticking the appropriate box. Please use the following rating scale.

The rating scale is as follows:

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

S/N	Items	1	2	3	4	5
1	There is a manual regulating the use of the results of the yearly assessments of school and student performance by the School Council					
2	The school assessment of school and student performance are part of a national or regional assessment system					
3	The results of the assessments are used to compare school performance with schools in similar conditions					
4	School Councils have the legal authority to hire external auditors to perform financial audits at the school					
5	There is a manual to guide the School Council in the use of financial audits to evaluate school performance					
6	The school perform yearly assessments of school and student performance					
7	The school assessments are used for making administrative or pedagogical decisions aimed at improving school and student performance					
8	The school perform yearly assessments of learning outcomes using standardized tests					
9	School assessments using standardized tests are used for making administrative or pedagogical decisions aimed at improving school and student performance					
10	The results of the assessment of school and student performance are made public to parents					

Part Four: Quality Education Measure

Instruction: Please indicate how much you agree or disagree with the following statements about your school by ticking the appropriate box. Please use the following rating scale.

The rating scale is as follows:

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

S/N	Items	1	2	3	4	5
1	I believe that the school does have enough personnel (teacher and administrative staffs)					
2	Our school has relevant educational materials that support the teaching and learning process					
3	The school had up to date and standardized facilities that are important for quality education					
4	The school has enough finance/budget to run effectively					
5	There are good student-teacher interactions in this school					
6	Teachers of the school are punctual and regular					
7	The length of the school day and the semester are enough to provide quality education					
8	Students of the school are able to perform high in school-made examinations					
9	Students of the school are able to perform high in national/standardized examinations					

Thank you!

Appendix B
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATES STUDIES
Interview Guide

Objective

The main objective of this instrument is to collect relevant information from school principals on the effect of school autonomy and school accountability over quality education in some selected schools in Addis Ababa City Administration.

All your responses will be kept in absolute confidentiality. You will not be held responsible for the research outcome. Therefore, you are kindly requested to give your genuine responses. The researcher sincerely expresses his thanks in advance for devoting your time and energy to respond to this interview.

Thank you!

Background Questions

1. Your gender is _____
2. How old are you?
3. What is your role in this school?

Basic questions

1. Do you think the school is autonomous?
2. Do you believe that your school is accountable? If yes accountable for what and what?
3. Do you think that school autonomy and accountability contribute toward quality education?
4. Do you have any other comments over the relationship among school autonomy, school accountability and quality education?

Thank you again!

DECLARATION

I Atsbeha Abreha hereby declares that the work which is being presented in the thesis entitled AUTONOMY & ACCOUNTABILITY IN PROMOTING QUALITY OF EDUCATION IN PUBLIC SECONDARY SCHOOLS OF ARADA SUB CITY ADDIS ABABA is my original work and prepared by under the guidance of my advisor Jeilu Oumer. It has not been presented for a degree in any other university. All the resources of the materials used in this thesis have been fully acknowledged.

Name Atsbeha Abreha

Signature;

Date;

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

Name; Jeilu Oumer

Signature;

Date;

DECLARATION

I Atsbeha Abreha hereby declares that the work which is being presented in the thesis entitled AUTONOMY & ACCOUNTABILITY IN PROMOTING QUALITY OF EDUCATION IN PUBLIC SECONDARY SCHOOLS OF ARADA SUB CITY ADDIS ABABA is my original work and prepared by under the guidance of my advisor Jeilu Oumer. It has not been presented for a degree in any other university. All the resources of the materials used in this thesis have been fully acknowledged.

Name Atsbeha Abreha

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Date;

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

Name; Jeilu Oumer

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