A COMPAR ATIVE STUDY OF THE QUALITY OF EDUCATION IN GOVERNMENT AND PRIVATE SECONDARY SCHOOLS IN ADDIS ABBABA IN KOLFE KERANIO SUB-CITY

By

MESFIN HAILU MENGISTU

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Department of Educational Planning and Management

June, 2023

Addis Ababa

Declaration

I, the undersigned hereby declar that I am the sole author of this thesis. To the best of my knowledge this thesis contains no material previously published by any other person except where due acknowledgement has ben made.

Date _____ Signature_____

Mesfin Hailu

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

A COMPARATIVE STUDY OF THE QUALITY OF EDUCATION IN GOVERNMENT AND PRIVATE SECONDARY SCHOOLS IN ADDIS ABBABA **IN KOLFE KERANIO SUB-CITY**

By

MESFIN HAILU MENGISTU

APPROVED BY:

	Signature	Date
_____		
Advisor	_____	_____

A COMPARATIVE STUDY OF THE QUALITY OF EDUCATION IN GOVERNMENT AND PRIVATE SECONDARY SCHOOLS IN ADDIS ABBABA IN KOLFE KERANIO SUB-CITY

By

MESFIN HAILU MENGISTU

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

June, 2023

Addis Ababa

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

A COMPARATIVE STUDY OF THE QUALITY OF EDUCATION IN GOVERNMENT AND PRIVATE SECONDARY SCHOOLS IN ADDIS ABBABA IN KOLFE KERANIO SUB-CITY

By

MESFIN HAILU MENGISTU

APPROVED BY BOARD OF EXAMINERS

_____	_____	_____
Chair man, Dept. Graduate	Signature	Date
_____	_____	_____
Advisor	Signature	Date
_____	_____	_____
External Examiner	Signature	Date
_____	_____	_____
Internal Examiner	Signature	Date

ACKNOWLEDGEMENTS

I would like to express my heartfelt gratitude to my advisor Dr. Dejene Nigissie whose deep concern, constructive comments and suggestions have contributed marvellously to the successful accomplishmentr of the study.

My appreciation also goes to students, teachers, directors and supervisors who have displayed kind collaboration in filling in the questionnaires while conducting this study. I am also indepted to both public and private schools' directors, vice directors who helped me especially in distributing and collecting the questionnaire in their respective schools.

Table of Contents

List of Table

Abbreviations/Acronyms

TTC: Teacher Training College

B. ED: Bachlor of Education

B. SC: Bachlor of Science

BA: Bachlor of Art

MA: Master of Art

M. SC: Master of Science

M. ED: Master of Education

PH. D: Doctor of Philosophy

ABSTRACT

The major purpose of this research was to compare the quality of education in government and private secondary schools of Addis Ababa with reference to KolfeKeranio sub city. All the secondary schools, their principals, secondary school teachers (head of the departments) and students of 12th class of government and private sectors of the Kolfe Keranio Sub City constituted population of the study. There are 10 woredas in Kolfe Keranio Sub City; and a total of 5 public secondary schools and 10 private secondary schools. In general, there are a total of 15 secondary schools in the Sub City. The study was conducted in 10 secondary schools selected from the 10 Woredas. All public secondary schools were included in the study and five private secondary schools were selected using simple random sampling methods. Thare are 26,000 secondary school students (18,632 government and 7,368 private), 100 department head teachers were selected from a total of 579 teachers (396 government and 183 private) and 10 principals. Since the focus was grade 12, there were 1491 grade 12 students (1081 government and 410 private). Hence 120 students (60 government and 60 private)12 students from each school was selected using simple random sampling methods. Two questionnaires, each for secondary school teachers and students, and structured interview questions were prepared and validated through pilot-testing, were used as the research instruments of the study. The researcher visited the target areas personally, distributed the questionnaires himself, and got filled questionnaires back from respondents. The data obtained was tabulated and analyzed by using simple percentage and two -way chi square tests. The main findings of the study were: that the results of 12th class students in university entrance examinations of private schools were better than government schools. While with respect to ownership of building, almost 100% government sector schools had their own buildings and majority of private schools were running in rented buildings. Regarding qualification, the principals of government sector secondary schools were more qualified academically as well as professionally, having more administrative experience as compared to private sector secondary schools'principals. Teachers of government secondary schools were more qualified academically as well as professionally having command over teaching methodology as compared to the teachers of private secondary schools. Commitment of teachers of private schools was motivating and they encouraged questioning and enhanced creativity among students, whereas government schools were lacking these factors. Availability of Audio-Visual aids was excessive in government secondary schools as compared to private secondary schools but their use was more in private secondary schools. Position of physical facilities was better in public secondary schools than in private secondary schools with respect to buildings, libraries, play grounds, furniture. While position of private sector secondary schools was better in availability of computer labs. Respondents of both the systems were of the view that curriculum of both type of systems was not up-to-date, fulfilling emerging needs of neither society nor it was being revised regularly. Inconclusion, eventhough the quality of education can be measured interms of input, process and output/outcome, based on the findings it is possible to say that private schools are better than government schools regarding the provision of quality education. Thus the researcher recommends that teachers of government schools may be made accountable on showing poor result in examinations. They must also be rewarded with incentives for showing good results. Moreover, the school curriculum should be updated according to the emerging needs of the society and it should be revised regularly.

CHAPTER ONE

1. INTRODUCTION

This chapter elaborates background of the study and statement of the problem in depth. It also contains objective of the study as well as research questions that clarify the research as a base of frame work all about the study.

1.1.Background of the study

There is almost similar consensus worldwide that improving the performance of education systems is necessary to advance socioeconomic development, reduce inequality, enhance the economic competitiveness of nations and possibly fortify governmental institutions (Corrales, 1999). According to MoE (1994) education is the process by which man transmits experience, new finding and value accumulated over the year.

Despite the fact that education is a key not only to solve the existed problems but also for innovation like space exploration, but education without quality cannot achieve all the intended goals. Quality of education for all has emerged as one of the most desirable goals throughout the world (Dilshad, 2010). One of the important concept that deemeds to be of great significance from the perspective of all the stakeholders is the concept of quality (Khan, et.al, 2011). Particularly, in the dynamic world, education is expected to equip learner with the basic skills and competencies that will enable them to continually solve their own problems and the society at large. To this effect, the provision of quality education has direct effect on the economic and social aspects of a nation.

Quality of education is what matters to economic development. Scores in standardized tests are better predictors of real per capita GDP growth than years of schooling attainment (Hanushek and Woesmann, 2008, 2012). Cognitive skills are more strongly associated with increases in earnings and development outcomes than the number of years spent in school (UNESCO, 2011; Jamison et al. 2007; Laurini and Andrade, 2012).

Enrolling children into schools alone is not an indication of quality. Ensuring that children attain the basic knowledge and skills needed for personal well-being and national development is much

better. The gains in access are of little meaning if they are not accompanied by improved student learning. If students do not acquire significant knowledge and skills, Ethiopia will not be able to compete within a global economy (MoE, 2010).It is necessary therefore to shift attention to quality concerns in general and to those inputs and processes which translate more directly into improved student learning and which help change the school into a genuine learning environment (MoE, 2010).

Research findings indicate that quality of education is poor at all levels in low and middle-income countries and the need for quality education is fueling further research in the field. In this regard, the concept of quality in education is broad and complex. A number of issues are raised when we talk about quality of education. It is very difficult; both in trying to arrive at common consensus with regard to definition, as well as in trying to agree upon what might best facilitate it (Mewcha and Berihu, 2015).

Ethiopia's progress in education demonstrates that a sustained government led effort to reduce poverty and expand the public education system equitably, backed by sufficient resources and improved service delivery can dramatically increase school enrolment. Improvements in access to education have helped narrow the gender gap and have benefited the poorest. However, to achieve all the above benefits of education, it should be accompanied with the qualified teachers, healthy students, quality of learners, quality of process, quality of assessment etc. But with the absence of all these, it is impossible to realize quality of education in the country (Mewcha and Berihu, 2015).

Now a day, education as a social service is mostly public service especially primary education in Ethiopia. But private schools from pre-primary to universities are delivering the service. According to Kolfe Keranio Sub City education office statistics, there is a total of 161,818 students are enrolled to school in 2014 e.c from pre-primary to secondary schools. From this number the share of private schools is 63,395 which are 39.2% where as the share of government school is 98,423 which are 60.8%. From the above number, the total share of secondary schools is 23,882 (26.9% of students are enrolling in private schools and 73.1% of students are enrolling in government schools). Therefore, the issue of low quality of education incorporates the whole sector of education both governmental and private schools; however, complaint of poor quality of education is significant on governmental ones. That is why the researcher intended to conduct

comparative study on quality of education in the case of public and private secondary schools with special reference to Kolfe Keranio sub city.

1.2. Statements of the problem

According to ETP (1994) education is the process by which man transmits experience, new finding and value accumulated over the year. Ethiopia experienced massive improvement in access to education. Which can be taken as extraordinary achievements in terms of increasing enrolment, but education quality still remains a challenge.

Ethiopian government and Ministry of Education, in partnership with donors, has invested heavily in improving access to education. The General Education Quality Improvement (GEQIP) Package is a reform program that has been designed to further scale up government effort to improve the quality of the general education (MoE, 2007).

According to the report of Centre for British Teachers in 2008, it was found that the education system in Ethiopia, at all levels is confronted by a lack of quality. Policy makers themselves and other stakeholders also portray the lack of quality in the education system. This is confirmed by the state itself on the debate with political parties (EBC, 2015).

From my own experience as a secondary schools' supervisor, regardless of the efforts made, increased participation in secondary education was not accompanied by quality learning outcomes. Graduates of secondary education lack competence which requires integration of knowledge, skills and the necessary values. The focus seems on factual knowledge, and good proportion children fail to master basic skills of leaning at the completion of this cycle.

Currently, education which is the most important social service is being delivered publicly in governmental schools and in private schools from pre-primary (kindergartner) to higher level of education in our contry Ethiopia. Especially, in Addis Ababa the capital of Ethiopia, there are as many private schools as the public (governmental) ones which are delivering the service and there are many students who are enrolled in these private schools. It is common to hear complain of the people towards poor quality of education delivery in governmental schools. On the other hand, the dwellers of the city grumble about the increasing of school fee in private schools. Though the people lament on the high expense, still many people are preferring to send their children to private schools than the governmental ones. From my own practical experience, as an educational supervisor, I have observed that even some education professionals including

teachers, school principals, supervisors and others who are working in governmental schools don't want to send their children to governmental schools. The reason that these individuals mention is the low quality of education in public schools.

Many children are functionally illiterate and innumerate despite at least four years in school; many children's reading abilities are below their grade levels. The 2016 Early Grade Reading Assessment (EGRA) of Ethiopia revealed that over 85% of Ethiopian children read below the standard set for their grades.

According to the manual of school improvement program (SIP), indicators of quality education are results of different national examinations and assessments. Among these, result of grade 10 national examinations (currently omitted) and grade 12 university entrance examinations are considered as the schools' achievement.

According to kolfekeranio sub city education office statistics (2021), 161,818 students were enrolled to school from pre-primary to secondary schools. From this number the share of private schools is 63,395 which are 39.2% where as the share of government school is 98,423 which are 60.8%. This shows that huge number of studens is enrolling in public schools now a day.

Though there is a big problem generally in quality of education at all and particularly in governmental schools, there is no sounded studies conducted on the issue to improve quality of education. There is a research gap in conducting comparative study. For instance, a comparative context between private and public schools in urban Ethiopia was made by Birhanu Seboka (2003). In his survey study, he pointed out that given today's appetite and search for better quality education in Ethiopia, coupled with meager educational budget available for the sector, little attention has been given to see the comparative advantage of demand side financing in education. In the 1960s, 1970s and 1980s, the state-run education system was criticized for being elitist, rigid and irresponsive. Today, more than ever, there is a constant public out cry for access to quality educational services both in urban and rural settings. The starting point for school choice is the availability of private schooling. School choice is believed to increase the efficiency of educational services by encouraging competition and sharpening innovations in the sector.

On top of that, it will help to strengthen public private partnership to supplement the limited government capacity to expand educational opportunities and better target public subsidies to the

poor. Many economists also think that school choice will bring about consumer satisfaction and could be regarded as the best measure of a product's quality. The 1994 Education and Training Policy of Ethiopia also claim to establish conditions to encourage and support private investment in education. However, there is a view that its implementation has problems and little has been achieved in this direction (Berhanu, 2003). The study was intended to contribute to the emerging dialogue on private sector involvement in education. In addition, the study addressed the need for private schooling in relation to demand, opportunities, key constraints, reform options and appropriate points of intervention in the Ethiopian context.

Tekeste (1990), argues that "the Ethiopian education policies have always been formulated 'behind a closed door" referring to a practice once contributed to a social upheaval (the Education Sector Review); and Seyoum (1996), has reached a conclusion that, attempts at the process of policy making in education has been "a top down approach" rather than "a bottom up approach" in which the interest of the needs and intrests of the beneficiaries were not fully addressed. From these conclusions one can infer that in the process of educational policy formulation, broad participation of stakeholders was missing. All the above studies tried to fill different areas of gap but no sounded studies conducted on the issue to improve quality of education comparing private and public secondary schools. That is why this study is aimed to investigate on quality of education comparatively the achievements of governmental and private secondary schools in Kolfe Keranio Sub City.

1.3. Basic Research Questions

Based on the above explanation the following leading questions are raised.

- Is there significant difference in the quality of education in private and government secondary schools?
- What are the factors that can promote or inhibit quality of education in government and private secondary schools?

1.4. Objectives of the study

1.4.1. General objective of the study

The general objective of this study is to conduct a comparative study on the quality of education in public and private secondary schools with special reference to Kolfe Keranio Sub- City.

1.4.2. Specific objectives of the study

- To ascertain if there is significant difference in the quality of education in private and government secondary schools.
- To identify factors that can promote or inhibit quality of education in private and government secondary schools

1.5. Significance of the study

The purpose of this study is to contribute something in relation toquality of education in the selected secondary schools. Thus, this study has the following significant contributions.

→ It may help to promote the understanding of all stakeholders on effectiveness in enhancing quality education.

→ It may help to initiate further study on enhancing quality of education.

→ To provide an input for school leaders/managers.

1.6. Scope of the Study

The focus of this research is delimited to assessing the level of quality of education in Kolfe Keranio Sub City; comparing public and pivat secondary schools. The study was delimited to compare the quality of education in private and public secondary schools of kolfe karanio sub-city on the basis of the availability of time and lack of sufficient financial resource. This means that the study was confined to only one sub-city of Addis Ababa and it may not represent the whole sub-cities of Addis Ababa.

1.7. **Operational Definition of key terms**

- **Secondary school:** is a kind of school which includes grades (9-12)-MoE road map (2018).
- **Education Quality:** refers to learning which strengthens the capacities of children to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and appropriate attitudes. (https:www.right-to-education.org.)

- **Private school:** none-governmental, privately founded or non-state schools, they are not adminstered by local, state or national governments. Also knownas an independent school that is independent in its finance and governance.(https://en.m.wikipedia.org.)
- **Government school:** a school that is maintained at puplic expense for the education of the children of a community or district and that constitutes a part of a sytem of free public education commonly including primary and secondary schools. (https://www.collinsdictionary.com).
- **Competence:** a series of knowledge, abilities, skills, experiences and behaviors, which leads to effective performance in an individual's activities. (https://en.m.wikipedia.org.)

1.8. **Organization of the study**

The research was reported by organizing in to five chapters. The first chapter focuses on the problem and its approach while the second chapter contains the review of related literature. The third chapter contains research design and methodology. The fourth chapter consists of data analysis and interpretation whereas the fifth chapter contains summary, conclusion and recommendations of the study.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Theorethical Review

2.1.1. Concepts and Definitions

The concept of quality is very evasive. It is perplexing to define and often difficult to come by an agreed formal definition for the term. One person's idea of quality often conflicts with another and, as we are all too aware, no two experts ever come to the same conclusions when discussing what makes an excellent school, college or university.

More problems arise when the outcomes of education are the focus for defining quality. This is because purposes of education are cultural bound and value-laden. For example, for some people, the purpose of education is to foster students' cognitive, moral, and social development; for others it is a means of promoting social cohesion and nation building; while for some others, it is a preparation for the world of work. This complex situation makes even agreement on quality assessment results problematic (ADEA, 2004).

Many definitions of quality in education exist, testifying to the complexity and multifaceted nature of the concept. The terms efficiency, effectiveness, equity and quality have often been used synonymously (Adams, 1993).

This definition allows for an understanding of education as a complex system embedded in a political, cultural and economic context. It is important to keep in mind education's systemic nature, however; these dimensions are interdependent, influencing each other in ways that are sometimes unforeseeable.

This definition also takes into account the global and international influences that propel the discussion of educational quality (Motala, 2000; Pipho, 2000), while ensuring that national and local educational contexts contribute to definitions of quality in varying countries (Adams, 1993). Establishing a contextualized understanding of quality means including relevant stakeholders. Key stakeholders often hold different views and meanings of educational quality (Motala, 2000; Benoliel, O'Gara &Miske, 1999). Indeed, each of us judges the school system in

terms of the final goals we set for our children our community, our country and ourselves (Beeby, 1966).

In all aspects of the school and its surrounding education community, the rights of the whole child, and all children, to survival, protection, development and participation are at the centre. This means that the focus is on learning which strengthens the capacities of children to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and appropriate attitudes; and which creates for children, and helps them create for themselves and others, places of safety, security and healthy interaction (Bernard, 1999).

Systems that embrace change through data generation, use and self-assessment are more likely to offer quality education to students (Glasser, 1990). Continuous assessment and improvement can focus on any or all dimensions of system quality: learners, learning environments, content, process and outcomes.

UNICEF: recognizes five dimensions of quality: the learners, the environments, content, processes and outcomes, founded on the rights of the whole child, and all children, to survival, protection, development and participation. Quality education should encourage learner's creative and emotional development, in supporting objectives of peace citizenship and security, promoting equality and passing global and local cultural values down to future generations. It should allow children to reach their fullest potential in terms of cognitive, emotional and creative capacities (UNICEF, 2000, in UNESCO, 2005).

2.1.2. Dimensions of Education Quality

The following dimensions of education quality emerge from the literature:

Learner Characteristics: How people learn - and how quickly - is strongly influenced by their capacities and experience. Assessments of the quality of education outputs should not ignore initial differences among learners. Important determining characteristics can include cultural and religious background and the amount and nature of prior learning. It is therefore important that potential inequalities among students, deriving from gender, disability and others are recognized. These differences in learner characteristics often require special responses if quality is to be improved.

Context: Links between education and society are strong and each influences the other. Education can help change society by improving and strengthening skills, values,

communications, mobility (link with personal opportunity and prosperity) personal prosperity and freedom. However, education usually reflects society rather strongly: The values and attitudes that inform it (education) are those of society at large. Equally important is whether education takes place in the context of an affluent society or one where poverty is widespread. In the latter case, opportunities to increase resource for education are likely to be constrained. More directly, national policies for education also provide an influential context. For example, goals and standards, curricula and teacher policies set the enabling conditions within which educational practice occurs. These contextual circumstances have an important potential influence upon education quality.

Enabling Inputs: The success of teaching and learning is likely to be strongly influenced by the resources made available to support the process and the direct ways in which these resources are managed. It is obvious that schools without teachers, textbooks or learning materials will not be able to do an effective job. In that sense resources are important for education quality – although how and to what extent this is so have not yet been fully determined. Inputs are enabling in that they undersign and are intrinsically interrelated to teaching and learning processes, which in turn affect the range and the type of inputs used and how effectively they are employed. The main input variables are material resources (textbooks, classrooms, libraries, school facilities and other non-human resources) and (human resources (managers, headteachers, teachers, supervisors, and support staff) with the management of these resources as an important additional dimension.

2.1.3. Indicators of Education Quality

The literature so far suggests that quality is both a quantitative and a qualitative issue. Its indicators should therefore convey notions of quantity and quality (Dare (2005). Van den Berghe (1997) defines quality indicators of education as performance indicators that refer to a quality characteristic or objective, thus alluding to the broad context of performance evaluation in which the learners operate.

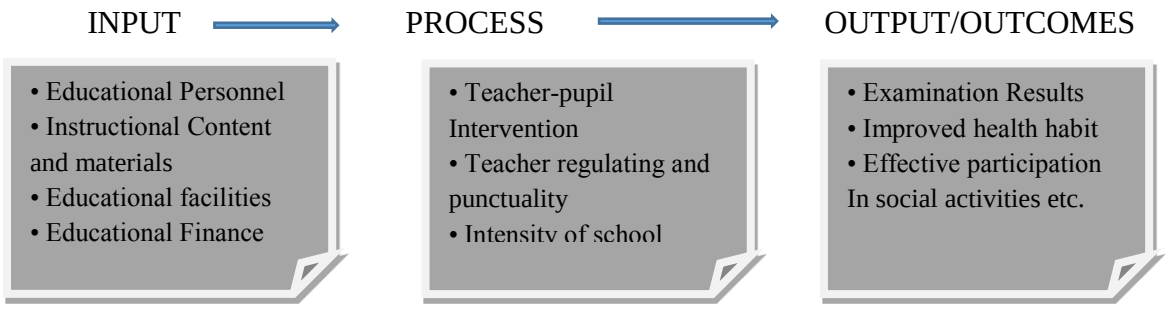


Fig 1: Educational Quality Continuum (Van den Berghe (1997).

It may also be understood in terms of a figure that describes quality characteristic or the achievement of quality objectives. In matters of indicators therefore, concepts such as efficiency, relevance, importance and adequacy cannot be ignored. In his presentation at the Edqual National Consultative Workshop, Ankomah (2005) provides a continuum of three processes necessary for identifying indicators in educational quality.

INPUTS

The nature and quality of these inputs significantly determine the outcome of educational provision.

• **Educational Personnel:** These include teachers and the non-teaching staff. But teachers are the principal factor in educational provision and thus affect quality of education in a significant way. Attributes of concern include number of teachers available, pupils-teacher ratios, and the personal characteristics of the individual teachers. These personal characteristics include academic qualification, pedagogical training, content knowledge, ability or aptitude, years of service/experience.

• **Instructional Content and Materials:** The content of education is conical in determining learning outcomes. The type relevance and the volume are important. The materials that support teaching and learning, the type, quality and quantity impact significantly on the quality of education.

• **Educational Facilities:** These are about school space and equipment including classroom and other buildings, challenging boards, 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.

• **Educational Finance:** An important input that comes along all the other inputs is finance which is 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 of the equality continuum 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 etc.

OUTPUT/OUTCOMES

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 none measurable outcomes as improved health habits effective participation in social and political activities, etc.

Student Achievement

One indicator of schooling quality is students' scores on internationally, standardised or nationally comparable tests of achievement in knowledge, skills, behaviour, 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. The tests of cognitive achievement are good predictors of students' future earnings (Bishop, 1992); Boissiere, Knight, & Sabot, 1985). Evidence also shows that test scores are highly correlated with economic performance in aggregated data. Hanushek and Kimko (2000) find that test scores are positively related to growth rates of real per capita GDP in cross-country. This indicates that the quality of education, in addition to the quantity, is an important ingredient of human capital formation.

School Resources

Resources available to the students in schools can influence students' achievement. Various indicators such as pupil-teacher ratios, expenditure per pupil, teacher salary and educational level, availability of teaching materials can measure these resources. Although certain teaching strategies can be effective even for very large classes, students are often unruly in these settings. Moreover, teachers in large classes tend to focus more on rote learning, rather than on problem

solving skills (Psacharopoulos & Woodhall, 1985). Another resource of a school necessary for achieving quality is the intensity of operation. The length of the term indicates how intensively schools are operated but can also be a signal of how importantly school education is perceived in a society.

Pupil-Teacher Ratios

Actual class size may be larger than measured pupil-teacher ratios because of teacher absenteeism and specialization. On the other hand, class sizes would be lower than observed pupil-teacher ratios in multiple-shift systems (where students attend school on double or triple shift rather than at the same time). Some researchers argue that measured pupil-teacher ratios are reasonable approximations of actual class sizes, especially, at primary schools (Lockheed et. al., 1991). Education quality is much higher when the pupil-teacher ratio is much lower and this improves students' achievement.

School Enrolment

One initial issue is the age at which children are enrolled for the first time. While primary education is officially meant to start at age 5 or 6 in most countries, late enrolment is common in Ghana, for a variety of reasons, e.g. Children's participation in family economic activities and the difficulty of walking to distant schools. In our country Ethiopia, this is also common in rular areas and even in urban settings for various reasons.

Retention, Repetition and Dropout Rates in School

Once children are enrolled, it is crucial to ensure that they remain at school long enough to complete the curriculum and acquire basic skills. For a variety of school or family related reasons, large numbers of children drop out of school, or more accurately, are pushed out (e.g. by the costs of schooling or by a child-unfriendly environment in the classroom) or drawn out to participate in household economic activities before completing school. In Ethiopia, the government has currently introduced a policy of free feeding of pupils and banned all fees at the basic schools in order that money does not become an inhibitive factor for pupils' access to quality education (National Consultative Workshop group report, November, 2005). Level of pupils repeating a class also determines the quality of the education system. High repetition rate will indicate a lower quality of schooling or a lower raw material of students. Repetition rate is measured as the percentage of repeaters in the total number of students enrolled at a given level

The rate of repetition would, however, also be influenced by variations in the promotion standards of schools. Repetition rates at the primary level are much higher in the developing countries. At the secondary level, the repetition rates are similar. Teacher quality depends not only on observable and stable indicators but also on the quality of training they receive. It also depends on the behaviour and the nature of the relationship teachers maintain with their pupils or students. The potential indicators deal with such aspects as:

- ✓ academic qualification
- ✓ pedagogical training
- ✓ years of service/experience
- ✓ ability or aptitude
- ✓ content knowledge

Preparing teachers for the challenges of a teaching career means equipping them with subject specific expertise, effective teaching practices, an understanding of technology and the ability to work collaboratively with other teachers, members of the community and parents. Available data suggest that large proportions of primary school teachers in Africa lack adequate academic qualifications, training and content knowledge, especially in developing countries like Ethiopia.

Teacher's Knowledge of Subject

The level of teachers' knowledge of subject is crucial and has been shown to be a good predictor of student achievement (Darling-Hammond, 2000). In many developing countries, levels of subject knowledge are a problem.

Educational facilities

This is about school space and equipment. In countries that have reached high levels of education, this represents marginal investment. However, in countries that have significantly low enrolment ratios, this is one of the most important budgetary categories (Gyekye, 2003).

2.2. Empirical Review

This section reviewed studies that are related to the topic under investigation. As it is discussed by TirussewTeferra and others (2018) in Ethiopian Education Development Roadmap (2018-30), many gaps and challenges are still observed in the education sector as indicated in the next section.

Equity: Regardless of immense improvements in narrowing the gender gaps over the last two decades, GPI still remains in favor of boys than girls (national GPI was 0.93 in 2014/15) and the index is 0.84 and 0.86 in the same years for Afar and Benshangul-Gumuz regional sates respectively (MoE 2016). Though male and female enrolments are almost equal in urban areas, girls' enrolment was less than that of their counterparts in rural Ethiopia during the same years, entailing that more actions are needed to close the gap between rural male and female children's enrolment than in urban Ethiopia. Furthermore, it was observed that there is inadequate inclusion of children with special needs as well as absence of any provision for gifted and talented children.

Efficiency: Though secondary dropout rate is brought below 10% at the national level, dropout is still a concern in some grades. For instance, 19% of pupils enrolled in grade 1 in 2013/14, have left school before reaching grade 2 in 2014/15 (MoE, 2016).

Quality: Regardless of the efforts made, increased participation in secondary education was not accompanied by quality learning outcomes. Graduates of secondary education lack competence which requires integration of knowledge, skills and the necessary values. The focus seems on factual knowledge, and good proportion of children fail to master basic skills of leaning at the completion of high school.

Curriculum: The findings indicate that soft/life skills subjects (such as - sport and vocational skills) are not either adequately incorporated or not included, and the curriculum is highly saturated with academic subjects and contents. Civics and ethical education contributed little to the socialization of students' behavior and do not strongly advocate about unity with diversity in the secondary schools. Besides, problem solving skills which promote critical and livelihood skills are not given due attention. Co-curricular activities which are instrumental to promote social competence and moral development are not part of the curriculum. The study participants have also expressed the poor practice of continuous assessment in the learning-teaching process.

Educational facilities: The current study revealed that educational facilities and materials are inadequate in most of the observed secondary schools which in turn affected quality of education. Some of the challenges identified include lack of clean and separate sanitation facilities for girls and boys, inadequate teaching materials, laboratories and lab chemicals and library, poor physical conditions and unsafe school environment (including gender based violence), and poor provision and utilization of ICT facilities in almost all secondary schools.

Teachers' selection, preparation, development and retention: Among others the most serious challenges in the teaching profession identified include; recruiting low achievers and less committed candidates, poor quality of the teaching force (poor subject matter knowledge and know-how of the teaching force), low teachers' motivation and high teachers' turnover (see also the section on Teacher Preparation and Development). Furthermore, it is important to note that research participants have reported about the prevalence of poor school leadership in several schools.

Student related issues: According to most of the study participants, majority of the secondary school students tend to have little motivation, interest and commitment in their education. It was reported that students did not possess adequate literacy, numeracy and skills required to continue their secondary education. The study further revealed that absenteeism, inadequate student support system and heavy household chores/child labor are still common problems that affect quality of the education.

Financing: The findings of the current study depicted over reliance on development partners for funding; lack of transparency in the allocation of budget; lack of accountable system in the utilization of the budget; inadequacy of the budget allocated to schools; highly centralized system of government financing; and limited participation of the community in funding schools are the major challenges of financing secondary education.

> Up on the study of MoE, Education Strategy Center (ESC) in Ethiopian Education Development Roadmap (2018-30), and poor quality of education it self and other indicators of education quality like curriculum, equity, efficiency, educational facilities and others are gaps and challenges of the education sector.

2.3. Research Gap

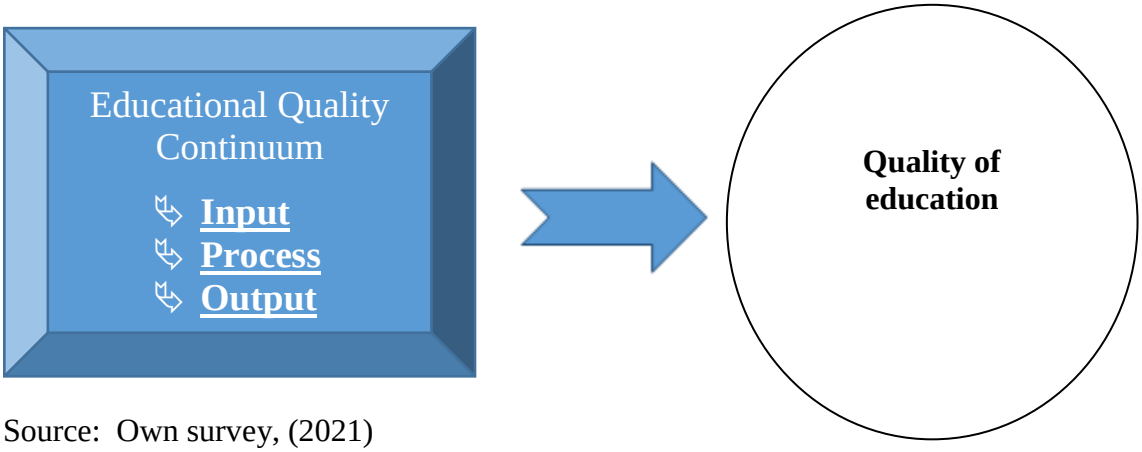
In Ethiopian contexst, there are some few studies which are conducted in assessing quality of education; however, there is a research gap in conducting a comparative study in the case of governmental and private schools. That is why this study is aimed to investigate on quality of education comparatively the achievements of governmental and private secondary schools in Kolfe Keranio Sub City.

2.4. Conceptual Framework

A conceptual framework is a structure which the researcher believes can best explain the natural progression of the phenomenon to be studied (camp, 2001). It is linked with the concepts, empirical research and important theories used in promoting the knowledge espoused by the researcher (peshkin, 1993). In my study, the conceptual structure involves more of the independent and dependent variables. Thus, the researcher will try to assess the level of educational Quality Continuum (IV) on promoting quality of education (DV).

Educational Quality Continuum
(Independent Variable)

Quality of Education
(Dependent Variable)



Source: Own survey, (2021)

Ingeneral Ethiopia has recently experienced massive improvement in access to education. Primary school enrolment has increased five-fold since 1994, and there are now more than 14 million children in school compared to five million in 2000. Secondary school enrolment has also shown modest improvement, with a 3.2% increase in the net enrolment rate between 2005/06 and 2009/10. These are extraordinary achievements in terms of increasing enrolment, but education quality remains a daunting challenge. Some commentators suggest deterioration in quality and pupils' progress might be the inevitable corollary of an expanded education system that is more inclusive of pupils from underprivileged members of society. To address the challenges in educational quality, the government has recently devised two major plans - the Education Sector Development Plan (ESDP IV) and the General Education Quality Improvement Programme (GEQIP), where the emphasis is on enhancing student achievement through better

teaching and learning processes. In particular, GEQIP has focused strongly on improving equity and access to reduce current rates of drop-out and improve completion and progression to secondary schooling. The programme mainly seeks to increase investment in key inputs, such as textbooks, teacher training and development, and school infrastructure improvements.

Addressing these issues is critically important, given that the experience of Middle-income countries suggests that sustained economic progress is associated with a rapidly evolving skill profile of the labour force.

Therefore, understanding the ways in which teachers, administrators perceive education quality within their own policy content, may help explain success and challenges in the Implementation of quality education in secondary schools and help to find points of intervention to improve the effectiveness and success of quality education for all. Hence, these study focused on the quality of secondary education comparing government and private scools.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

This chapter describes the research design, study population, sampling design and procedure, data collection instruments, data collection procedures and data analysis. It explains various scientific methods used in achieving the study objectives.

3.1. Research Approach

In this study a Simple–Comparative research method was used. In a comparative research, the researcher attempted to compare the two types of schools (public and private schools) in terms of input and process.

3.2.Research Design

The researcher used the Convergent Parallel Design which is QUAN–QUAL Model. In the QUAN–QUAL model, also known as the triangulation mixed methods design. Quantitative and qualitative data are equally weighted and are collected concurrently throughout the study. The purpose of a convergent (or parallel or concurrent) mixed methods design is to simultaneously collect both quantitative and qualitative data, merge the data, and use the results to understand a research problem. A basic rationale for this design is that one data collection form supplies strengths to offset the weaknesses of the other form, and that a more complete understanding of a research problem results from collecting both quantitative and qualitative data. For example, quantitative scores on an instrument from many individuals provide strengths to offset the weaknesses of qualitative documents from a few people. Alternatively, qualitative, in-depth observation of a few people offers strength to quantitative data that does not adequately provide detailed information about the context in which individuals provide information (Creswell, John W, 2012).

3.3. Type and Sources of Data

Primary and secondary sources of data were employed by gathering it with questionnaire and interview from different stake holders of education. Primary sources of date were secondary schools' teachers, students, and principals; secondary sources of data were documents i.e. annual plan like SIP (School Improvement Plan), minute, roster, reports and others were also utilized. The researcher used instruments for both quantitative and qualitative research types to

understand a phenomenon more fully than is possible using either quantitative or qualitative methods alone (Azorín& Cameron, 2010; Creswell, 2007; Dijkstra et al., 2015; Nayak& Singh, 2015)

3.4. Population of the study

There are 10 woredas in KolfeKeranio sub city; and a total of 5 public secondary schools and 10 private secondary schools. In general, there is a total of 15 secondary schools in the sub city. The researcher included all the public secondary schools that are found in the sub city as the target population and five out of ten private secondary schools using simple random sampling method to inhance the content validity of the research. There are 26,000 secondary school students (18,632 publics and 7,368 private), 150 department head teachers and 15 principals.

3.5. Sampling Technique and Sample Size

All the secondary schools, their principals, secondary school teachers (head of the departments) and students of 12th class of government and private sectors of the Kolfe Keranio Sub City constituted population of the study. There are 10 woredas in Kolfe Keranio Sub City; and a total of 5 government secondary schools and 10 private secondary schools. In general, there are a total of 15 secondary schools in the Sub City. The study was conducted in 10 secondary schools selected from the 10 Woredas. All public secondary schools were included in the study and five private secondary schools were selected using simple random sampling methods. Thare are 26,000 secondary school students (18,632 government and 7,368 private), purpusely 100 department head teachers were selected from a total of 579 teachers (396 government and 183 private) and 10 principals. Since the focus was grade 12, there were 1491 grade 12 students (1081 government and 410 private). Hence 120 students (60 government and 60 private) 12 students from each school was selected using simple random sampling methods.

Table 3.5: Sample Woredas, Schools, Principals, Teachers, Students and the Sample Size.

School	public			School	Private		
		Total	Sample			Total	Sample
Ayertena	Student	345	12	Alpha	Student	80	12
	teachers	150	10		teachers	35	10
	principals	1	1		principals	1	1
Repi	Student	24o	12	Yetwulid tesfa	Student	105	12
	teachers	90	10		teachers	41	10
	principals	1	1		principals	1	1
Keranio	Student	209	12	Time	Student	75	12
	teachers	56	10		teachers	33	10
	principals	1	1		principals	1	1
Yemane	Student	189	12	Merit	Student	65	12
	teachers	59	10		teachers	36	10
	principals	1	1		principals	1	1
Waqo Gutu	Student	98	12	Abel	Student	85	12
	teachers	41	10		teachers	38	10
	principals	1	1		principals	1	1

3.6. Method of Data Collection

The instruments were validated by participating 10 panelists who were subject matter experts from educational fields. Besides, 6 secondary schools were taken for piloting (three from public and three from private). It was further divided into five males and five females equally. The researcher personally visited and administered relevant questionnaires among, fifty teachers (25 from each category) and sixty students (30 from each category). Besides, in order to establish the reliability of the instrument, the researcher used Split-Half Reliability Method and the reliability coefficient was found to be 0.886. Then questionnaires were distributed for the selected participants of the study (teachers and students). It was believed that several questions were needed to obtain better information about the problem and respondents had the chance to give the necessary information freely. Besides, observation checklist was employed to see the quality and availability of facilities and resources in both categories of schools. In addition to these, different documents like the schools' plan, minute, roster, reports and others were analysed for further recommensdations. The investigator started data collection process by visiting each sampled school and administering the questionnaire in person. It took about a month to collect data from the selected sample. The response rate was 100 percent.

3.7. Method of Data Analysis

Technically speaking, the process implies editing, coding, classification and tabulation of collected data so that they can be amenable to analyze. The term analysis refers to the computation of certain measures along with searching for patterns of relationship that exist among data-groups (Kothari,2004). Different statistical techniques were employed on the basis of the basic question stated and on the nature of the data collected. Consequently, data that was collected from the respondents were analysed as follow: The researcher categorised respondents and frequencies has been tailed. Percentage and frequency was used to analyse the haracteristics of the sampled population as it helps to determine the relative standing of the respondents. Moreover, chi squre was employed to see if there is statistically significant difference between the two categories of schools.

Data collected through above-mentioned instruments were tabulated, analyzed and interpreted category-wise as principals, teachers and students. To analyze the data, chi-square as acontingency test and percentage were used. For statistical treatment chi-square as a contingency test was applied using the following formula:

Oi = Frequency observed or experimental determined

Ei = Frequency expected

df = Degree of freedom

P = Probability of exceeding the tabulated value of X^2 = Oi - Ei

$= (Oi - Ei)^2$

$= \frac{(Oi - Ei)}{Ei}$

$X^2 \text{ obs} = \sum_{cell} \frac{(Oi - Ei)^2}{Ei}$ (Garret, 1997)

Chi-square as contingency test was used to compare the frequencies of principals/teachers, teachers/students and principals/students. It was also used in comparisons of male and female principals, teachers and students' responses. The method can be illustrated as follows, using fictional data:

	Responces as Frequencies										
	Strongly Agree	**Agree**	**Undecided**	**Disagree**	**Strongly Disagree**	**Total**	**Expected Frequencies**				
Group -1	**11**	**10**	**16**	**9**	**14**	**60**	**21.2**	**10.3**	**12.4**	**6.7**	**9.3**
Group-2	**30**	**10**	**8**	**4**	**4**	**56**	**19.8**	**9.5**	**11.6**	**6.3**	**8.6**
Total	**41**	**20**	**24**	**13**	**18**	**116**					
Chi-square = 11.8 df =4											

Here there are two samples, neither of which can be regarded as a control group. The samples need not be of the same size. The expected frequencies are found by taking the totals for each of the five choices as the best estimate of the control group and working out what proportion of each sample might be expected to make that choice. Thus, for 'strongly agree', 11 of the sample made that choice with group 1 and 30 with group 2. 41 overall made that choice. Thus, the expected frequencies are 21.2 and 19.8 (to the first decimal place). These were obtained as follows:

Group 1 Expected frequency = 41 x 60/116 = 21.2

Group 2 Expected frequency = 41 x 56/116 = 19.8

The value of the degree of freedom for any analysis is obtained from the following calculations:

df = (r-1) x (c-1) = (2-1) x (5-1) = 1x4=4(for this analysis)

On the basis of the analysis and interpretation of data, conclusions were drawn and recommendations were made.

3.8. Reliability and Validity

However, the researcher is going to use instruments which were designed by MoE, and their validity and reliability will be proved, as it is necessary in different mechanism in this study. To check the validity and the reliability of the instruments pilot testing was employed. Thus, the validity and reliability test was conducted as follows:

Validity refers to the degree to which a test measures what it is supposed to measure and consequently permits appropriate interpretation of scores. Validity is the most fundamental consideration in developing and evaluating tests. The instruments were validated by participating 10 panelists who were subject matter experts from educational fields. Besides, 6 secondary schools were taken for piloting (three from public and three from private). It was further divided into five males and five females equally. The researcher personally visited and administered relevant questionnaires among five heads, fifty teachers (25 from each category) and sixty students (30 from each category). They were requested to give their suggestions freely for the improvement of the questionnaires. They were also requested to amend the questions, if necessary in format and the language to make the questions simple and understandable. Accordingly, questionnaires were revised and prepared by incorporating their suggestions and proposals. Then the final version of questionnaires was developed.

Reliability means dependability or trustworthiness. Reliability is the degree to which a test consistently measures whatever it is measuring. Reliability is expressed numerically, usually as a reliability coefficient, which is obtained by using correlation.

In order to establish the reliability of the instrument, the researcher used Split-Half Reliability Method and the reliability coefficient was found to be 0.886. Research shows that reliability values between 0 .75 and 0.9 indicates good reliability. This shows how consistently the instruments measured the subject of interest. Thus the quesionnaires were reliable.

3.9. Ethical Consideration

Ethical considerations play a role in all research studies, and all researchers must be aware of and attend to the ethical considerations related to their studies. Therefore, a number of ethical considerations will be made. The first is asking permission to the schools officially personally by giving letter that will be given from the university to encourage voluntary participation of respondents. Responding to interviews and questionnaires required significant time and energy and their participation may disrupt the respondents' regular activity. For this reason, the researcher explained the objectives and significance of the study to the respondents and allowed them to exercise their right to participate voluntarly.

To avoid any psychological harm, questionnaires were framed in a manner that are not offensive and disturb their personality. The participants consent was secured ahead of time. Their identities would be kept confidential. Questions of deception were not used during the entire data collection process.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

The major purpose of the study was to compare the quality of secondary ducation in public and private sector institutions in Addis Ababa city with special reference to KolfeKeranio sub city. This chapter deals with the analysis and interpretation of data obtained by themeans of questionnaires. The analysis of data is given below

4.1 ANALYSIS OF DESCRIPTIVE DATA

Table 1. Academic and Professional Qualification and Admminstrative experience of Administrators

Sector	Professional qualification		Academic qualification		Experience in years	
Public	Ph.D	0	Ph.D	0	1-5	0
	M.Ed	5	M.A/M.Sc/M.Ed	5	6-10	2
	B.Ed	0	B.A/B.Sc/B.Ed	0	11-15	2
	Others	0	Others	0	16-20	1
	Total	5	Total	5	Total	5
Private	Ph.D	0	Ph.D	0	1-5	2
	M.Ed	0	M.A/M.Sc/M.Ed	1	6-10	3
	B.Ed	2	B.A/B.Sc/B.Ed	4	11-15	0
	Others	3	Others	0	16-20	0
	Total	5	Total	5	Total	5
Total		10		10		10

Table 1 indicates that in public sector schools 5 had Master degree, null had Bachelor degree as their academic qualification while in private sector schools 1 administrator had master degree and 4 had B. A/B. Sc degrees respectively. It also indicates that in public sector schools there were 5 administrators had professional qualification of M. Ed whereas in private sector schools

there were 02 administrators had professional qualification of B. Ed degrees and 3 had professional qualification other than these.

Regarding experience, in public sector schools there were 2 administrators having administrative experience of 06-10 years, 2 administrators having 11-15 years, 1 administrators having 16-20 years, no administrators had 21-25 years and above 26 years whereas in private sector schools there were 2 administrators having administrative experience of 01-05 years, 3 administrators having 06-10 years, no administrators had 11-15 years, 16-20 years, 21-25 years and above 26 years administrative experience.

Table 2. Academic and Professional Qualification and Teaching experience of Teachers

Sector	**Professional qualification**		**Academic qualification**		**Experience in years**	
Public	**Ph.D**	**0**	**Ph.D**	**0**	**1-5**	**2**
	M.Ed	**20**	**M.A/M.Sc/M.Ed**	**20**	**6-10**	**10**
	B.Ed	**30**	**B.A/B.Sc/B.Ed**	**30**	**11-15**	**11**
	Others	**0**	**Others**	**0**	**16-20**	**12**
						10
						5
	Total	**50**	**Total**	**50**	**Total**	**50**
Private	**Ph.D**	**0**	**Ph.D**	**0**	**1-5**	**15**
	M.Ed	**2**	**M.A/M.Sc/M.Ed**	**9**	**6-10**	**25**
	B.Ed	**20**	**B.A/B.Sc/B.Ed**	**41**	**11-15**	**9**
	Others	**28**	**Others**	**50**	**16-20**	**1**
					21-25	**0**
					26 and above	**0**
	Total	**50**	**Total**	**5**	**Total**	**50**
Total		**100**		**100**		**100**

Table2 indicates that in public sector schools there were 20 teachers had academic qualification of MA/ M. Sc/M. ED, degrees and 30 teachers had academic qualification of BA/B.SC/B. ED degrees whereas in private sector schools there were 9 teachers had academic qualification of MA/ M. Sc/M. ED degrees and 41 teachers had academic qualification of BA/BSC/BED degrees no teacher had Ph.D. degree. This table also indicates that in public sector schools there were 20 teachers had professional qualification of M. Ed and 30 teachers had teachers had professional qualification of B. ED degrees no teacher had Ph. D. degree whereas in private sector schools there were 2 teachers had professional qualification of M. Ed degrees and 20 teachers had professional qualification of B. Ed degrees and 28 had professional qualification other than these.

In addition it indicates that in public sector schools there were 2 teachers having teaching experience of 01-05 years, 10 having 06-10 years, 11 teachers having 11-15 years, 12 teachers having 16-20 years, 10teachers having 21-25 years and 5 teachers having above 26 years whereas in private sector schools there were 15 teachers having teaching experience of 01-05 years, 25 teachers having 06-10 years, 9 teachers having 11-15 years, 1 teacher having 16-20 years, and no teacher had 21-25 years and above 26 years teaching experience.

Table 3. Status of building

Type of building	Government	Private	Total	Percent
Own	**0**	**2**	**2**	**40%**
Government	**5**	**0**	**5**	**100%**
Rented	**0**	**3**	**3**	**60%**
Total	**5**	**5**	**10**	**100%**

Table 3 indicates that regarding the ownership of building, almost 100% of government schools had their own buildings whereas, majority of private schools (60%) were running their education in rented buildings.

Table 4: Overall result of students in pass percentage in sampled public and private schools

Year(E.c)	Government			Private		
	Number of students sat for exam.	Number of students passed	Pass percentage	Number of students sat for exam.	Number of students passed	Pass percentage
2010	2156	1043	48.4	275	178	65.01
2011	2560	1305	51	407	318	78.2
2012	2714	1288	47.45	436	312	71.2
2013	2836	1040	36.67	686	491	71.6
Average	2566	1170	45.6	451	329	73

Source: Kolfe Keranio Sub-City education office annual abstract (2021).

It is clear from table 4 that number of students of public schools which appeared in University Entrance Examination was higher than that of private schools. The average number of students of public schools which appeared in Unuversity Entrance examination was 1170 whereas the average number of students of private schools which appeared in University Entrance Examination was 329. The above table 4 also indicates that pass percentage of private schools is higher than pass percentage of public schools. The average pass percentage of public schools is 45.6% whereas the pass percentage of private schools was 73%.

Table 5. Document analysis of enrollment of students in secondary classes and teacher student ratio

Sector	Average number of teachers	Average Enrolment	Teacher-student ratio
Government	117	3300	1:30
Private	23	500	1:21

Table 5 indicates that there are more average number of teachers teaching in secondary classes in government schools than private schools. It also indicates that public secondary schools had more number of students studying in secondary classes as compared to students studying in secondary classes in private schools. This indicates that higher proportion of average teacher student ratio in government schools than private ones.

4.2 ANALYSIS OF QUESTIONNAIRE OF TEACHERS

Table 6: Teachers responses on their appraisal, competence, teaching methodology and their participation in school affairs.

Key: A=agree, UD=undecided, DA= disagree,

Items	Category	Sector	Responces	A	UD	DA	Total	χ^2
1. In-service training is provided to teachers	Teachers	Public	Frequencies	15	2	13	50	
			Percentage	70	4	26	100	28.5
		Private	Frequencies	4	1	45	50	
			Percentage	8	2	90	100	
2.The selection procedure for recruitment of teachers is standardized		Public	Frequencies	33	2	16	50	
			Percentage	64	4	32	100	42.2
		Private	Frequencies	20	2	28	50	
			Percentage	40	4	56	100	
3. Teachers have command over subject matter		Public	Frequencies	33	2	15	50	
			Percentage	66	4	30	100	35
		Private	Frequencies	33	3	14	50	
			Percentage	66	6	28	100	
4. Teachers have command over teaching methodology		Public	Frequencies	36	2	12	50	
			Percentage	72	4	24	100	23.4
		Private	Frequencies	32	3	15	50	
			Percentage	64	6	30	100	
5. Job security for teachers is ensured		Public	Frequencies	30	1	19	50	
			Percentage	60	2	38	100	20.1
		Private	Frequencies	27	2	21	50	
			Percentage	54	4	42	100	
6. School environment is suitable for teaching.		Public	Frequencies	31	1	18	50	
			Percentage	62	2	36	100	20.6
		Private	Frequencies	26	1	23	50	
			Percentage	52	2	46	100	
7. Merit is strictly followed in all matters.		Public	Frequencies	30	1	19	50	
			Percentage	60	2	38	100	10.3
		Private	Frequencies	26	1	22	50	
			Percentage	52	2	44	100	
8. You are satisfied with current salary		Public	Frequencies	19	0	31	50	
			Percentage	38	-	62	100	18.4
		Private	Frequency	18	-	32	50	
			Percentage	36		64	100	

df = 4 χ^2 **at 0.05 level = 9.488**

Items	Category	Sector	Responces	A	UD	DA	Total	$\square^2$
9.Your principal likes to be a part of team while leading teachers	Teachers	Public	Frequencies	25	0	25	50	
			Percentage	50	0	50	100	22.4
		Private	Frequencies	29	1	20	50	
			Percentage	58	2	40	100	
10. Tasks being carried out in the institution are well-organized		Public	Frequencies	25	1	24	50	
			Percentage	50	2	48	100	13.2
		Private	Frequencies	27	1	22	50	
			Percentage	54	2	44	100	
11. Proper planning is conducted before launching any activity in school		Public	Frequencies	36	1	13	50	
			Percentage	72	2	26	100	19.4
		Private	Frequencies	35	1	14	50	
			Percentage	70	2	28	100	
12. The student assessment procedure is fair.		Public	Frequencies	27	2	21	50	
			Percentage	54	4	42	100	11.8
		Private	Frequencies	27	1	22	50	
			Percentage	54	2	44	100	
13. Creative thinking is encouraged in class.		Public	Frequencies	35	1	14	50	
			Percentage	70	2	28	100	11.3
		Private	Frequencies	30	2	18	50	
			Percentage	60	4	36	100	
14. Subjects and content being taught is relevant to the present and future needs to society.		Public	Frequencies	34	0	16	50	
			Percentage	68	-	32	100	
		Private	Frequencies	29	1	20	50	
			Percentage	58	2	40	100	

df = 4 **χ^2 at 0.05 level = 9.488**

Table 6 reveals that the obtained χ^2 value is greater than the critical value at 0.05 levels. Thus, the frequency of responses of public and private schools' teachers about the statement "In-service training is provided to teachers" differed significantly in favour of public schools' teachers in the category of strongly agree.

Table 6 depicts that the obtained χ^2 value is greater than the critical value at 0.05 levels. Thus, the frequency of responses of public and private schools' teachers about the statement "The selection procedure for recruitment of teachers is standardized" differed significantly in favour of public schools' teachers in the category of strongly agree.

Table 6 reflects that the obtained χ^2 value is greater than the critical value at 0.05 levels. Thus, the frequency of responses of public and private schools' teachers about the statement "Teachers have command over subject matter" differed significantly in favour of public schools' teachers in the category of strongly agree.

Table 6 shows that the obtained χ^2 value is greater than the critical value at 0.05 levels. Thus, the frequency of responses of public and private schools' teachers about the statement "Teachers have command over teaching methodology" differed significantly in favour of public schools' teachers in the category of strongly agree.

Table 6 states that the obtained χ^2 value is greater than the critical value at 0.05 levels. Thus, the frequency of responses of public and private schools' teachers about the statement "job security for teachers is ensured" differed significantly in favour of public schools' teachers in the category of strongly agree.

Table 6 shows that the obtained χ^2 value is greater than the critical value at 0.05 levels. Thus, the frequency of responses of public and private schools' teachers about the statement "School environment is suitable for teaching" differed significantly in favour of public schools' teachers in the category of strongly agree.

Table 6 indicates that the obtained χ^2 value is greater than the critical value at 0.05 levels. Thus, the frequency of responses of public and private schools' teachers about the statement "Merit is strictly followed in all matters" differed significantly in favour of public schools' teachers in the category of strongly agree.

Table 6 shows that the obtained χ^2 value is greater than the critical value at 0.05 levels. Thus, the frequency of responses of public and private schools' teachers about the statement "You are satisfied with present pay structure" differed significantly in favour of private schools' teachers in the category of strongly dis agree. Table 6 indicates that the obtained χ^2 value is greater than the criticl value at 0.05 levels. Thus, the frequency of responses of public and private schools' teachers about the statement "Facilities are provided to the secondary school teachers in Transport" differed significantly in favour of private schools' teachers in the category of strongly disagree.

Table 6 shows that the obtained χ^2 value is greater than the critical value at 0.05 levels. Thus, the frequency of responses of public and private schools' teachers about the statement "Your principals involves you in decision making" differed significantly in favour of private schools' teachers in the category of agree.

Table 6 indicates that the obtained χ^2 value is greater than the critical value at 0.05 levels. Thus, the frequency of responses of public and private schools' teachers about the statement "Your sprincipal likes to be a part of team while leading teachers differed significantly in favour of private schools' teachers in the category of strongly agree.

Table 6 reflects that the obtained χ^2 value is greater than the critical value at 0.05 levels. Thus, the frequency of responses of public and private schools' teachers about the statement "Tasks being carried out in the institution are well-organized" differed significantly in favour of private schools' teachers in the category of strongly agree.

Table 6 shows that the obtained χ^2 value is greater than the critical value at 0.05 levels. Thus, the frequency of responses of public and private schools' teachers about the statement "Proper planning is conducted before launching any activity in school" differed significantly in favour of private schools' teachers in the category of agree.

Table 6 indicates that the obtained χ^2 value is greater than the critical value at 0.05 levels. Thus, the frequency of responses of public and private schools' teachers about the statement "The student assessment procedure is fair" differed significantly in favour of public schools' teachers in the category of agree.

Table 6 exhibits that the obtained χ^2 value is smaller than the critical value at 0.05 levels. Thus, frequency of responses of public and private schools' teachers about statement "Your school focuses upon qualitative aspect of education" does not differ significantly.

Table 6 states that the obtained χ^2 value is greater than the critical value at 0.05 levels. Thus, the requency of responses of public and private schools' teachers about the statement "Creative thinking is encouraged in class" differed significantly in favour of public
Schools' teachers in the category of agree.

Table 6 indicates that the obtained χ^2 value is greater than the critical value at 0.05 levels. Thus, the frequency of responses of public and private schools' teachers about the statement "Subjects

and content being taught is relevant to the present and future needs to society" differed significantly in favour of public schools' teachers in the category of strongly agree. Table 6 also shows that the obtained χ^2 value is greater than the critical value at 0.05 levels. Thus, the frequency of responses of public and private schools' teachers about thestatement "Questioning is encouraged in class" differed significantly in favour of privateschools' teachers in the category of strongly agree.

Table 7: **Teachers responses on school facilities**

Items	Category	Sector	Responces	A	UD	DA	Total	Df	At 0.05 confidence level	χ^2
1.Playground is available	Teachers	Public	Frequencies	22	2	26	50			
			Percentage	44	4	52	100	4	9.448	4.2
		Private	Frequencies	21	2	27	50			
			Percentage	42	4	54	100			
2.Classrooms are well-ventilated		Public	Frequencies	30	0	20	50			
			Percentage	60	0	40	100	4	9.448	10.4
		Private	Frequencies	35	0	15	50			
			Percentage	70	0	30	100			
3 .The school has well maintained boundary wall		Public	Frequencies	43	1	6	50			
			Percentage	86	2	12	100	4	9.448	56.2
		Private	Frequencies	34	1	15	50			
			Percentage	68	2	30	100			
4.Sufficient furniture is available in rooms		Public	Frequencies	30	1	19	50			
			Percentage	60	2	38	100	4	9.448	28.6
		Private	Frequencies	33	0	17	50			
			Percentage	66	0	34	100			
5.Building facility is adequate		Public	Frequencies	33	2	15	50			
			Percentage	66	4	30	100	4	9.448	36
		Private	Frequencies	27	2	21	50			
6.Drinking water facility is available	principals	Public	Frequencies	34	1	15	50			
			Percentage	68	2	30	100	4	9.448	8.6
		Private	Frequencies	30	0	20	5			
			Percentage	60	0	40	100			
7.Science laboratories are well equipped		Public	Frequencies	33	1	16	50			
			Percentage	66	2	32	100	4	9.448	13.4
		Private	Frequencies	30	2	18	50			
			Percentage	60	4	36	100			

df = 4 χ^2 **at 0.05 level = 9.488**

Table 7 indicates that the obtainedχ^2 value is greater than the critical value at0.05 level. Thus, the frequency of responses of public and private schools' teachers aboutthe statement "Building facility is adequate" differed significantly in favour of public schools' teachers in the category of agree. This table also shows that the obtained χ^2 value is smaller than the critical value at 0.05 levels. Thus, the frequency of responses of public and private schools' teachers about the statement "Play ground is available" does not differ significantly. Besides it indicates that the obtained χ^2 value is greater than the critical value at 0.05 levels. Thus, the frequency of responses of public and private schools' teachers about the statement "Proper fans are available in all rooms of school" differed significantly in favour of private schools' teachers in the category of strongly agree.

In addition, it depicts that the obtained χ^2 value is greater than the critical value at 0.05 levels. Thus, the frequency of responses of public and private schools' teachers about the statement "The school has well maintained boundary wall" differed significantly in favour of private schools' teachers in the category of strongly agree.

On one hand, it indicates that the obtained χ^2_{value} is greater than the critical value at 0.05 levels. Thus, the frequency of responses of public and private schools' teachers about the statement "Sufficient furniture in available in rooms" differed significantly in favour of public schools' teachers in the category of strongly disagree. On the otherhand, depicts that the obtained χ^2 value is smaller than the critical value at 0.05 levels. Thus, the frequency of responses of public and private schools' teachers about the statement "Drinking water facility is available" does not differ significantly. However, it reflects that the obtained χ^2 value is greater than the critical value at 0.05 levels. Thus, the frequency of responses of public and private schools' teachers about the statement "Science laboratories are well equipped" differed significantly in favour of public schools' teachers in the category of strongly agree. Similarly, it shows that the obtained χ^2 value is greater than the critical value at 0.05 levels. Thus, the frequency of responses of public and private schools' teachers about the statement "Instructional facilities are appropriate" differed significantly in favour of public schools' teachers in the category of strongly agree.

4.3 ANALYSIS OF QUESTIONNAIRE OF STUDENTS

Table 8: **students' responses on their teachers' competence, teaching methodology and assessment procedures.**

Items	Category	Sector	Responces	A	UD	DA	Total	Df	At 0.05 conf.level	χ^2
1.teachers have command over subject matter	student	Public	Frequencies	47	1	12	60			
			Percentage	80	2	18	100	4	9.448	116
		Private	Frequencies	41	1	18	60			
			Percentage	68	2	30	100			
2.Your teachers are well-prepared before delivering the lesson.		Public	Frequencies	36	3	21	60			
			Percentage	59	5	36	100	4	9.448	144
		Private	Frequencies	46	2	12	60			
			Percentage	76	4	20	100			
3.Teachers have command over teaching methodology		Public	Frequencies	45	1	14	60			
			Percentage	75	2	23	100	4	9.448	15.5
		Private	Frequencies	43	1	16	60			
			Percentage	71	2	27	100			
4. Teachers communicate the subject matter effectively in the class		Public	Frequencies	44	2	14	60			
			Percentage	74	4	22	100	4	9.448	16.6
		Private	Frequencies	46	2	12	60			
			Percentage	77	4	19	100			
5.School environment is suitable for learning		Public	Frequencies	38	3	19	60			
			Percentage	64	5	31	100	4	9.448	34.7
		Private	Frequencies	37	2	21	60			
			Percentage	64	4	32	100			
6. The student assessment procedure is fair.		Public	Frequencies	28	2	30	60	4	9.448	150.6
			Percentage	47	4	49	100			
		Private	Frequencies	30	3	27	60			
			Percentage	50	5	45	100			
7. Students are admitted according to merits. Items		Public	Frequencies	41	3	16	60	4	9.448	334.2
			Percentage	68	5	27	100			
		Private	Frequencies	31	5	24	60			
			Percentage	51	7	42	100			

8.Subjects and contents being taught are relevant to the present and future needs of you.		Public	Frequencies	33	3	24	60	4	9.448	24.9
			Percentage	54	5	41	100			
		Private	Frequencies	29	3	28	60			
			Percentage	48	5	47	100			
9. Teachers encourage class participation		Public	Frequencies	44	0	16	60	4	9.448	64.4
			Percentage	72	0	28	100			
		Private	Frequencies	49	0	11	60			
			Percentage	81	0	19	100			
10. Teachers make conducive environment to leaning		Public	Frequencies	36	1	23	60	4	9.448	32.3
			Percentage	60	2	38	100			
		Private	Frequencies	41	2	17	60			
			Percentage	70	4	26	100			
11. Teachers arrive on time.		Public	Frequencies	21	3	36	60			
			Percentage	35	5	60	100	4	9.448	8.7
		Private	Frequencies	20	1	39	60			
			Percentage	33	2	65	100			
12.Teachers leave class on time		Public	Frequencies	39	1	20	60			
			Percentage	65	2	33	100			
		Private	Frequencies	40	0	20	60			
			Percentage	67	0	33	100	4	9.448	7.4
13. Questioning is encouraged in class.		Public	Frequencies	22	4	34	60			
			Percentage	36	8	56	100			
		Private	Frequencies	33	5	22	60			
			Percentage	55	8	37	100	4	9.448	186.9

df = 4 χ^2 **at 0.05 level = 9.488**

Table 8 indicates that the obtained χ^2 value is greater than the critical value at 0.05 levels. Thus, the frequency of responses of public and private schools' students about the statement "Teachers have command over subject matter" differed significantly in favour of public schools' students in the category of strongly agree.

Table 8 shows that the obtained χ^2 value is greater than the critical value at 0.05 levels. Thus, the frequency of responses of public and private schools' students about the statement "Your teachers are well prepared before delivering the lecture" differed significantly in favour of private schools' students in the category of agree.

Table 8 depicts that the obtained χ^2 value is greater than the critical value at 0.05 levels. Thus, the frequency of responses of public and private schools' students about the statement "Teachers have command over teaching methodology" differed significantly in favour of public schools' students in the category of agree.

Table 8 depicts that the obtained χ^2 value is greater than the critical value at 0.05 levels. Thus, the frequency of responses of public and private schools' students about the statement "The teacher communicates the subject matter effectively in the class" differed significantly in favour of private schools' students in the category of strongly agree.

Table 8 depicts that the obtained χ^2 value is greater than the critical value at 0.05 levels. Thus, the frequency of responses of public and private schools' students about the statement "School environment is suitable for teaching" differed significantly in favour of public schools' students in the category of agree.

Table 8 indicates that the obtained χ^2 value is greater than the critical value at 0.05 levels. Thus, the frequency of responses of public and private schools' students about the statement "Teachers have command over subject matter" differed significantly in favour of public schools' students in the category of strongly agree.

Table 8 shows that the obtained χ^2 value is greater than the critical value at 0.05 levels. Thus, the frequency of responses of public and private schools' students about the statement "Your teachers are well prepared before delivering the lecture" differed significantly in favour of private schools' students in the category of agree.

Table 8 depicts that the obtained χ^2 value is greater than the critical value at 0.05 levels. Thus, the frequency of responses of public and private schools' students about the statement "Teachers have command over teaching methodology" differed significantly in favour of public schools' students in the category of agree.

Table 8 depicts that the obtained χ^2 value is greater than the critical value at 0.05 levels. Thus, the frequency of responses of public and private schools' students about the statement "The teacher communicates the subject matter effectively in the class" differed significantly in favour of private schools' students in the category of strongly agree.

Table 8 depicts that the obtained χ^2 value is greater than the critical value at 0.05 levels. Thus, the frequency of responses of public and private schools' students about the statement "School environment is suitable for teaching" differed significantly in favour of public schools' students in the category of agree.

Table 8 shows that the obtained χ^2 alue is greater than the critical value at 0.05 levels. Thus, the frequency of responses of public and private schools' teachers about the statement "Facilities are provided to the secondary school students in Transport" differed significantly in favour of private schools' students in the category of agree.

Table 8 exhibits that the obtained χ^2 value is greater than the critical value at 0.05 levels. Thus, the frequency of responses of public and private schools' students about the statement "The student assessment procedure is fair" differed significantly in favour of public schools' students in the category of agree.

Table 8 exhibits that the obtained χ^2 value is greater than the critical value at 0.05 levels. Thus, the frequency of responses of public and private schools' students about the statement "Students are admitted according to merits" differed significantly in favour of public schools' teachers in the category of strongly agree.

Table 8 exhibits that the obtained χ^2 value is greater than the critical value at 0.05 levels. Thus, the frequency of responses of public and private schools' students about the statement "Your school provides quality education" differed significantly in favour of public schools' students in the category of strongly agree.

Table 8 shows that the obtained χ^2 value is greater than the critical value at 0.05 levels. Thus, the frequency of responses of public and private schools' students about the statement "Creative thinking is encouraged in class" differed significantly in favour of public schools' students in the category of strongly agree.

Table 8 indicates that the obtained χ^2 value is greater than the critical value at 0.05 levels. Thus, frequency of responses of public and private schools' students about statement

"Subjects and content being taught is relevant to the present and future needs to society" differed significantly in favour of public schools' students in the category of strongly agree.

Table 8 indicates that the obtained χ^2 value is greater than the critical value at 0.05 levels. Thus, frequency of responses of public and private schools' students about statement "The teacher encourages class participation" differed significantly in favour of private schools' students in the category of agree.

Table 8 indicates that the obtained χ^2 value is greater than the critical value at 0.05 levels. Thus, the frequency of responses of public and private schools' students about the statement "The teacher maintains an environment that is conducive to learning" differed significantly in favour of private schools' students in the category of agree.

Table 8 indicates that the obtained χ^2 value is smaller than the critical value at 0.05 levels. Thus, the frequency of responses of public and private schools' students about the statement "The teachers arrive on time" does not differ significantly.

Table 8 indicates that the obtained χ^2 value is smaller than the critical value at 0.05 levels. Thus, the frequency of responses of public and private schools' students about the statement "The teachers leave class on time" does not differ significantly.

Table 8 shows that the obtained χ^2 value is greater than the critical value at 0.05 levels. Thus, the frequency of responses of public and private schools' students about the statement "The Questioning is encouraged in class" differed significantly in favour of private schools' students in the category of agree.

Table 9. Students responses on school facilities

Items	Category	Sector	Responces	A	UD	DA	Total	Df	At 0.05 confidence level	χ^2
1. Building facility is adequate	student	Public	Frequencies	34	3	23	60			
			Percentage	68	6	46	100	4	9.448	438.7
		Private	Frequencies	27	4	29	60			
			Percentage	54	8	38	100			
2. Playground is available		Public	Frequencies	44	0	16	60			
			Percentage	72	0	28	100	4	9.448	344.6
		Private	Frequencies	49	0	11	60			
			Percentage	81	0	19	100			
3 .The school has well maintained boundary wall		Public	Frequencies	44	0	16	60			
			Percentage	72	0	28	100	4	9.448	12,7
		Private	Frequencies	49	0	11	60			
			Percentage	81	0	19	100			
4.Sufficient furniture is available in rooms		Public	Frequencies	34	3	23	60			
			Percentage	55	5	40	100	4	9.448	112.5
		Private	Frequencies	26	3	31	60			
			Percentage	43	5	52	100			
5.Drinking water facility is available		Public	Frequencies	34	3	23	60			
			Percentage	56	5	39	100	4	9.448	6
		Private	Frequencies	35	4	21	60			
			Percentage	56	5	39	100			
6.Science laboratories are well equipped	student	Public	Frequencies	27	0	33	60			
			Percentage	58	0	42	100	4	9.448	80.3
		Private	Frequencies	49	0	11	60			
			Percentage	81	0	19	100			

Table 9 shows that the obtained χ^2 value is greater than the critical value at 0.05 levels. Thus, the frequency of responses of public and private schools' students about the statement "Building facility is adequate differed significantly in favour of public schools' students in the category of agree. Similarly, it shows that the obtained χ^2 value is greater than the critical value at 0.05 levels. Thus, the frequency of responses of public and private schools' students about the

statement “Play ground is available” differed significantly in favour of public schools’ students in the category of strongly agree.

In addition, the above table reflects the obtained χ^2 value is greater than the critical value at 0.05 levels. Thus, the frequency of responses of public and private schools’ students about the statement “The school has well maintained boundary wall” differed significantly in favour of public schools’ students in the category of strongly agree. Moreover, that the obtained χ^2 value is greater than the critical value at 0.05 levels. Thus, the frequency of responses of public and private schools’ students about the statement “Sufficient furniture in available in rooms” differed significantly in favour of public schools’ students in the category of strongly agree.

However, this table indicates that the obtained χ^2 value is smaller than the critical value at 0.05 levels. Thus, the frequency of responses of public and private schools’ students about the statement “Drinking water facility is available” does not differ significantly.

Table 9 also indicates that the obtained χ^2 value is greater than the critical value at 0.05 levels. Thus, the frequency of responses of public and private schools’ students about the statement “Science laboratories are well equipped” differed significantly in favour of public schools’ students in the category of agree.

Table 10: **Reasons given by respondants for the deterioration of quality of secondary education.**

Sector	Statement	Percent	Sector	Statement	Percent
Government	Majority of principals are not regular principals they are acting principals	75	Private	Buildings are not available according to need.	72
				Affiliation procedure with board is complex	66
	Teachers pay structure is low	60		Government attention towards private institutions is not proper	62
	Polices are not implemented well.	70		Students are not admitted according to merit.	69
	Curricula are not updated regularly.	64		Teacher Salary is low	60
	Teachers students ratio is high and number of pupils is much	58		Teacher job security is uncertain.	57

The above table shows that teachers of both sectors are complaining that they are not earning enough salary that matchs with the current living standards. Respondants from the government schools said that quality of education is deteriorating because curricula are not revised regularly; large class size or large number of students in a class which inhibits monitoring and evaluating each student in every lesson; they also added that quality is declining because of temporary or impermanent assignment of school principals/directors.Though educational policies are formulated –well, they are not implemented –well. Whereas respondants of private schools' reason outs that quality of education is abating: 1, teachers' job security is uncertain; 2, lack of government attention for private schools; 3, lack of sufficient buildings as required; 4, the complexity of affiliation procedures with board of schools.

Table 11: **Suggestions given by respondants to improve quality of secondary education**.

Sector	Statement	Percent	Sector	Statement	Percent
Government	Policies should be implemented effectively	74	Private	Govt. should cooperate with private schools management	79
	Proper monitoring system should be introduced	69		Curricula should be revised regularly	76
	Curriculum should be revised and updated	66			
	Teachers pay scale should be revised	71		Teachers job security should be ensured	67
	Teachers work load be minimized	64		Training should be provided to private schools teachers	62
	Curriculum should be updated	57		Students in private schools should be selected on merit	59

According to table 11, both sectors' respondants (private and government) agrees on the points that quality of secondary education can be improved if the curricula under implementation are revised regularly; teachers' salary is improved and job security is ensured. On onehand, government schools' respondants argue that effective implementation of educational plicies, formulating proper monitoring and evaluation system and minimizing teachers' period load can improve quality of secondary school education. On the otherhand, private schools' respondants convince that quality can be improved if: 1, the government intervens or cooperates with the management of private schools; 2, proper trainings are provided to private schools' teachers; 3, private schools' students are selected based on merit.

DISCUSSION

Secondary education is the secure inlet of education. It holds pivotal position in entire education system. On one hand, it provides middle level work force for the economy and on the other hand it acts as an input for higher education. The higher education which is expected to produce high quality professionals in different fields of social, economic and political life of the country depends upon the quality of secondary education. The concept of quality should be reviewed and expanded so as to provide secondary education that is more relevant and innovative in its objectives, contents, means and processes. Most of the developing countries are concerned about the low quality of secondary education that is marked by a high percentage of failures, repeaters and dropouts. In addition, expansion in enrollment in secondary education demands increasing budgetary allocation. 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. Government schools are better than private schools regarding infrastructure. This study also manifested that public sector secondary schools were better than that of private sector secondary schools regarding infrastructure. Quality of management has a central role in secondary education. It has remained neglected for long and it is time that it now receives special attention. But obviously, it would necessitate a new look at some of the basic issues relating to policy, planning and management of secondary education, especially in the third world countries. In western countries private sector schools are very much better than public schools. (Lockette, C. (1999*).).* This study contrasted with the above mentioned results of the study conducted by Lockette, C. (1999*)* as in our country heads of public sector secondary schools were highly qualified academically as well as professionally having more experience as compared to heads of private sector secondary schools. Good quality education depends on the availability and effective use of (a) teaching methodologies designed to encourage independent thinking; (b) capable, motivated, well-trained teachers; (c) appropriate, well-designed curriculum; (d) effective learning materials including, but not limited to, textbooks; (e) a suitable, well-maintained learning environment; and (f) a valid

and reliable examination system. The situation in Addis Ababa secondary schools falls short in most aspects. Teaching is almost entirely in the lecture/recitation mode. Teachers are often poorly motivated and have few opportunities to keep themselves up-to-date in content or methodology; curriculum is

outdated and poorly disseminated; textbooks do not match curriculum objectives, are badly organized, are of low production quality; learning materials, except for textbooks, are scare; and examinations are technically flawed and their credibility is undermined by widespread cheating and other malpractices Creswell, John W. (2012). Results of the undertaken study showed that teachers of public sector secondary schools were highly qualified academically as well as professionally having more experience as compared to teachers of private sector secondary schools. Only motivated trained teachers can make the teaching learning process effective and meaningful. Proper training can motivate the teachers and enhance their performance, Creswell, John W. (2012). The study showed that teachers of public sector secondary schools were well trained as compared to teachers of private secondary schools.

Proper physical facilities are necessary for creating conducive environment for teaching learning process. The study showed that position of public sector schools, were better than that of private sector secondary schools regarding physical facilities. According to Creswell, John W. (2012), curriculum is needed to attain the objectives. So objectives have to be defined in terms of expected outcomes of pupil's-behaviour. If the curriculum is thus specified, we know the present status of the pupils and the expected outcomes and the gap between the two. Then we know where and how to guide the child through suitable experiences. If we do not have a well-defined curriculum, there is a possibility of the \'learner and the teacher to be engaged in purposeless activities. The element of ambiguity and vagueness will be avoided, if there is a clearly specified curriculum. To improve the quality of education, two curriculum issues must be addressed: the number and range of courses offered and the content of the individual courses. The first issue is faced by high schools in all systems that include both compulsory and optional subjects: that is the appropriate tradeoff between responding to student: preferences and using facilities and teachers efficiently. The World Bank mission visited high schools in which as few as nine students opted for a particular subject. Some schools use certain specialist teachers as little as two hours a day. The study showed that in both types of schools' public as well as private neither curriculum being used were updated and according to the needs of the society nor it was revised regularly.

CHAPTER FIVE

5. SUMMARY, CONCLUSSION AND RECOMMENDATION

5.1. SUMMARY

The quality education is an indispensable and inevitable agent for desired change as education is a process of civilization and development. The triangular shaped edifice of education has three tiers i.e. the elementary, the secondary and the tertiary tier. All the three have their own importance. The secondary stage is more pivotal and crucial stage, for it serves as a link between elementary and higher education and its importance is also vital as it is a terminal stage too. The issue of deterioration of quality in education in Ethiopia, especially decline in quality of secondary education, was the slogan of the day. The major purpose of this research was to compare the quality of education in public and private schools of Addis Ababa city with special reference to Kofe keranio sub city with these objectives: 1) To investigate the number and qualification of teachers, the enrollment of students as well as student-teacher ratio in both types of schools.

2) To compare the results of the students of both types of schools who appeared in University Entrance examinations. 3) To compare the quality of education in terms of quality of management, quality of infrastructure, quality of teaching staff, quality of curricula etc. in both types of schools. 4) To make recommendations for improvement of the quality of education in both types of schools. All the heads, secondary school teachers and students of 12th class of public and private sector secondary schools of the kolfe keranio sub city constituted the population of the study. All the heads of sampled 10 secondary schools of public and private sector from each woreda were included in sample. One handred teachers (ten from each sample schools) constituted the sample of the study. One hundred and twenty students studying in 12th class in public and private high schools of already samped schools were randomly selected as the sample of the study. Three questionnaires, one each for heads, secondary school teachers and students prepared and validated through pilot-testing were used as the research instruments of the study. The researcher visited the target areas personally, distributed the questionnaires himself, and got filled questionnaires back from respondents. The data obtained was tabulated and analyzed by using simple percentage and two-way chi square tests. Conclusions were drawn and recommendations were made in the light of the objectives of the study.

5.2. CONCLUSIONS

1. The study revealed that private sector schools had actually less number of students and teachers at secondary level as compared to public sector schools. The results of 12th class students in university entrance examinations of private schools were better than government schools. With respect to ownership of building almost 100% public sector schools had their own buildings while majority of private schools were running in rented buildings. In public schools, student teacher ratio was higher than private schools.

2. The quality of education is the most burning issue of the day. Administration is considered to be the most important ingredient of any organization, for it serves as the asset for the most previous assets of the nations which are educational institutions. The entire study revealed that heads of private sector secondary schools were better than heads of public sector secondary schools regarding involvement of other staff in decision making, keeping themselves as a part of team while leading them and carrying out the tasks in a well -organized fashion. But the heads of public sector secondary schools were more qualified academically as well as professionally having more administrative experience as compared to private sector secondary schools' heads.

3. It is no more rhetoric but a time tested reality that destiny of the nations is shaped in classrooms. It means that teachers are the central figure in education system of any country. The present research found that teachers of public secondary schools were more qualified academically as well as professionally having command over teaching methodology as compared to the teachers of private secondary schools. In public schools, in service training was provided to teachers and their selection was done on merit. They had also job security and their pay structure was better. In contrast, private sector was lacking in these facilities. Behaviour of teachers of private schools was motivating who encouraged student questioning to enhance creativity among students whereas public schools were found lacking in these factors.

4. In the new world's scenario of technological changes and due to technological advancement, audio visual aids have become an important source of delivering lecture more efficiently and effectively. The study exhibited that availability of Audio-Visual. aids were excessive in public secondary schools as compared to private secondary schools but their use was more frequent in private secondary schools.

5. The quality of education is intrinsically integrated and directly proportional to the quality of infrastructure. The physical facilities hold paramount position in educational institutions. It was

found that position of physical facilities was better in public secondary schools than in private secondary schools with respect to buildings, libraries, play grounds, furniture while position of private sector secondary schools was better in availability of computer labs and gas facilities.

6. The quality of education also owes a lot to the quality of curriculum. It was found that respondents of both the systems were of the view that curriculum of both type of systems was not updated and revised regularly fulfilling emerging needs of society.

7. The quality of students of any educational institution also shows quality of that institution. The study showed that students in public schools were admitted according to merit but there were no specific merit criteria in private schools.

5.3. RECOMMENDATIONS

On the basis of conclusions of the study, following recommendations were made:

1. The enrollment of students was higher in public sector than private sector. It is therefore recommended to establish more schools in the public sector. School mapping kept in mind before establishing new schools.

2. The heads and teachers of schools should take such necessary actions which may help to raise academic standard of these schools. The heads of public schools should take seriously into consideration the problem of their low pass percentage.

3. Teachers of public schools may be made accountable on showing poor result in examinations. They must also be rewarded with incentives for showing good results.

4. Teachers of both systems should be given opportunities to regular in-service training in order to improve their teaching methodology.

5. Libraries of public and private schools should be kept well maintained and all necessary books be available and students and teachers should be encouraged to get benefit from their library.

6. All necessary educational facilities such as well maintained buildings; science laboratories with standardized apparatus and needed audio visual aids be provided and maintained by school management.

7. Teachers should be encouraged to make use of Audio-Visual. aids more and more to make teaching process more effective.

8. The school curriculum should be updated according to the emerging needs of the society and it should be revised regularly.

9. The study indicates that due consideration was not given to merit in student admission procedure. Merit should be the sole consideration for entry to private universities. Access to higher education, therefore, be based on entry tests that measure the aptitude and ability of suitable candidates for higher learning. For construction of valid and reliable aptitude/ability tests, the services of National Testing Service be fully utilized.

10. Hostel and transport facilities should be provided to teachers as well as students in both the systems.

References

Balach, C., Malone, B. &Castleman, C. (1995). An investigation of variables related to student achievement. *Mid-Western Educational Researcher*, 8 (2), 23-29.

Bauch, J.P. (1994). Parent involvement partnerships with technology. Transparent school model.

Cotton, K. &Wikelund, K.R. (2001). *Parent Involvement in Education:* The schooling Practice That Matter Most.Office of Educational Research and Improvement (OERI).

Creswell, John W. (2012). Educational research: planning, conducting, and evaluating quantitative and qualitative research / 4th ed, ISBN-13: 978-0-13-136739-5 (alk. paper).

Debate with political parties on Quality of Education (EBC, 2015).

Ethiopia, Federal Democratic Republic of MOE (Ministry of Education). Curriculum Framework for Ethiopian Education (KG– Grade 12) Addis Ababa; 2013.

Epstein, J.L. & Sheldon, S.B. (2001). *Improving student attendance: Effects of family and community involvement.* Paper presented at the annual meeting of the American Sociological Association, Washington, DC.

Federal Democratic Republic of Ethiopia. Education Sector Development Programme V (ESDP V), Addis Ababa; 2015.

General Education Quality Improvement Package (GEQIP) (MoE, 2007).

Henderson, A. T. (1998). Parents are a school's best friend. *Phil Delta Kappan.69 (2).*148-153.

Liu, P. (1996). Limited English proficient children's literacy acquisition and parental involvement: A tutoring /family literacy model. *Reading Horizons,* 37(1), 60-74.

Lockette, C. (1999*). Proceedings of at the National Conference of the Center for the Study of Small /Rural School 9th*. Memphis, TN: marhc 25-27, 1999.

Louis, C., Lawrence, M., & Keith, M. (2007). Research Methods in Education.Sixthedition. Rutledge, 2 Park Square, Milton Park, Abingdon, Oxon OX144RN

Lunts E. (2003). Parent Involvement in Children's Education: Connecting Family and School by Using Telecommunication Technologies, Retrieved October 2, 2006, from http:// www.nesu.edu /merdian/ win2003/ involvement/3.html.

Ministry of Education. Education Sector Development Program IV (2010/20112014/2015). Addis Ababa: FDRE Ministry of Education of Ethiopia; 2010

Ministry of Education. Education Sector Development Programme V (ESDP V) Programme V (ESDP V) 2016 -2020 Addis Ababa: FDRE Ministry of Education of Ethiopia; 2015.

Motsinger, H. (1990). Positive parent involvement is possible if… (Report No. RC 018 240), Tucson, AZ: Speeches Conference Papers. (Eric Reproduction Service No, ED337-332.

Onikama, D. L., Hammond, O.W, & Koki, S. (May 1998). Family involvement in education: A synthesis of research for pacific educators. ERIC Document ED 420-446.

Reutzel, R., &Cooter, R. (1996). *Teaching children to read:* From basals to books. Englewood Cliffs, NJ: Prentice –Hall.

Rich, D. (1985) "The Forgotten Factor in School Success: The Family; A Policymaker's Guide." District of Columbia: The Home and School Institute, 72 pages. ED 263-264.

Rudnitski, R.A. (April 1992). Through the eyes of the beholder. Breaking economic, ethnic and racial barriers to parent involvement in a School-University partnership. ERIC Document ED 347-930

Scheider, B., & Coleman, J.S. (1993). *Parents, their children, and schools*. West view Press, Inc.

Stahl, G. (2002). National PTAs National Standards for Parent/Family Involvement Programs.

Transitional Government of Ethiopia. Education and training policy (ETP). Addis Ababa: Educational Materials Production and Distribution Agency; 1993

Transitional Government of Ethiopia – TGE. Education and training policy Addis Ababa: EMPDA; 1994