



ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATIONAL AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT

FACTORS AFFECTING QUALITY OF EDUCATION IN
GOVERNMENT SECONDARY SCHOOLS OF SOUTH ARI
WOREDA SNNP REGIONAL STATE

BY
DAGIM MEKONNEN

ADVISOR: KENENISA DABI (PhD)

A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF
ADDIS ABABA UNIVERSITY IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTERS OF ART IN
EDUCATIONAL LEADERSHIP AND MANAGEMENT

AUGUST, 2021
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Addis Ababa University
School of Graduate Studies
Approval sheet of thesis

This is to confirm that the thesis prepared by Dagim Mekonnen Gashawbeza titled: Factors affecting Education quality in government secondary schools of south Omo zone, South Ari woreda and recommended that it is be known as accomplishing the thesis prerequisite for the degree of Masters of Arts in Educational leadership and management.

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DECLARATION

I, the undersigned, announce that this thesis is my work accomplished through my individual personal understanding. It is my original effort and to the best of my knowledge it has not ever been given to any university for the honor of an educational degree. All material from other sources has been appropriately and humbly acknowledged.

Dagim Mekonnen Gashawubeza

Signed

Date

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Table of Contents

Contents	Pages
Acknowledgments.....	i
Table of Contents.....	ii
List of Tables.....	vi
List of Figures.....	vii
Abstract.....	viii
List of Acronyms/Abbreviation.....	ix
CHAPTER ONE.....	1
I.INTRODUCTION.....	1
1.1. Background of the study.....	1
1.2. Statement of the problem.....	4
1.3. Objective of the study.....	6
1.3.1. General objective of the study.....	6
1.3.2. Specific objectives of the study.....	6
1.4. Significance of the study.....	6
1.5. Delimitation of the study.....	7
1.6. Limitation of the study.....	7
1.7. Operational Definitions of Key Terms.....	8
1.8. Organization of the study.....	8
1.9. Conceptual Framework of Quality Education.....	9
1.10.Ethical Consideration.....	10
CHAPTER TWO.....	11
REVIEW OF RELATED LITERATURE.....	11
2.1. Introduction.....	11
2.2. Quality and Quality Education.....	11
2.3 School Inputs, Teaching-learning process, and output in Education.....	13

2.3.1 School input and Facilities	14
2.3.1.1 Textbook	14
2.3.1.2 Laboratories	14
2.3.1.3 School Library	15
2.3.1.4 ICT (Infrastructure) and Internet Service	15
2.3.1.5 Class Size.....	16
2.3.1.6 Physical Education Facilities	16
2.3.1.7 Water & Toilet Facilitate	17
2.3.1.8 School Leadership System.....	17
2.3.1.9 Teacher Related Factors.....	18
2.3.1.9.1 Qualification.....	18
2.3.1.9.2 Teacher Motivation	19
2.3.1.10 Students Related Factors.....	20
2.3.1.10.1 Students Absenteeism	20
2.3.1.10.2 Participation income-generating activities	21
2.3.1.10.3 Students' health problem.....	21
2.3.1.10.4 Parent-Community Involvement	21
2.3.2 Teaching and Learning Process	22
2.3.2.1 Instructional Time	22
2.3.2.2 Teaching Approaches.....	23
2.3.2.3 Language of Instruction	23
2.3.2.4 Curriculum content and delivery	24
2.3.2.5 Monitoring & Evaluation.....	24
2.3.2.6 Effective School Rules & Discipline Policies	25
2.3.2.7 Guidance & Counseling.....	25
2.3.3 Learning Output.....	26
2.4 Summary of the Literature Review	27

CHAPTER THREE	29
RESEARCH DESIGN AND METHODOLOGY	29
3.1. Research Design.....	29
3.2. Source of Data.....	30
3.2.1 Primary Sources of Data.....	30
3.2.2 Secondary Sources of Data.....	30
3.3. Population, Sample Size, Sampling Technique	31
3.4 Instrument of Data Collection.....	32
3.4.1 Questionnaire.....	32
3.4.2 Interview	33
3.4.3 Document Analysis.....	34
3.4.4 Observation Checklist.....	34
3.5 Reliability and Validity (check/Pilot study).....	34
3.6 Procedure of Data Collection	35
3.7 Method of Data Analysis.....	36
CHAPTER FOUR.....	37
PRESENTATION, ANALYSIS AND INTERPRETATION	37
4.1 Characteristics of Respondents	39
4.1.1 Respondents' Gender.....	39
4.1.2 The Respondents' Age.....	39
4.1.3 Respondent's Educational Background.....	40
4.1.4 Respondent's Work Experience	41
4.1.4 Students' Parents Education level	42
4.1.5 Students' response on school distance.....	43
4.2 Data Analysis and Interpretation.....	43
4.3 Input Factors.....	44
4.3.1 Educational Materials and Facilities.....	44

4.3.2 Response related to teachers:.....	53
4.3.3. Response Related to School Administrative Bodies	56
4.3.4. Response Related to Parent Involvement	60
4.4 Teaching & Learning Process	63
4.5. Student Performance	69
CHAPTER FIVE	73
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	73
Introduction.....	73
5.1 Summary	73
5.1.1 Major Findings of the Study.....	73
5.1.1.1 Input Related Factor.....	73
5.1.1.2 Teaching and learning process factors.....	75
5.1.1.3 Output	76
5.2 Conclusion.....	76
5.3 Recommendations	78
References.....	81
Appendixs	85

List of Tables

Pages

Table: 3.1 Populations, Sample Size, Sampling Technique	31
Table 1; Characteristics of respondents	38
Table 2: Students' parents Education level	42
Table 3A: Educational Materials and Facilities related responses	44
Table 3B: Educational Materials and Facilities related responses	48
Table 4; Student text book Ratio	45
Table 5:Class room -student ratio (during the time of Coronavirus).....	49
Table 6; Student Chair/Desk Ratio (during the time of Coronavirus)	50
Table 7: Response Related to Teachers	53
Table 8A: Response Related to School Administrative Bodies.....	56
Table 8B: Response Related to School Administrative Bodies.....	58
Table 9; Response related to parent involvement	61
Table 10 A; Response related with teaching learning process	64
Table 10B: Response related with teaching learning process.....	66
Table 11; students' performance related responses	69
Table 12: South Ari Woreda 1013 E.C First Semester Secondary Schools Students Result	70

List of Figures

Pages

Figure 1: an input, teaching-learning process, and output/outcome framework for assessing quality of education; source Education for All Global Monitoring Report, 2002	10
Figure 2: an input, teaching-learning process, and output/outcome framework for assessing quality of education; source Education for All Global Monitoring Report, 2002	13
Figure 3: Concurrent Triangulation Research Design	30
Figure 4: Teachers and Principal Educational Qualification	41

Abstract

The purpose of this research was to assess factors affecting quality of education in government secondary schools in SNNPR Regional State, South Ari woreda. The study was directed by 3 research questions. These involved: what are the major inputs factors affecting the quality of education in secondary schools? How does teaching and learning processes affect the quality of education in secondary schools? And what is the state of performance of learners in government secondary schools? A mixed research design was used and jointly qualitative data and quantitative data employed , analyzed, interpreted and merged to give sense. The target population was all the 6 secondary schools of South Ari woreda were involved in this study. The sample scopes of this study were 5 woreda education experts, 18 PTA members, 2 supervisors, 6 principals, 5 five vice principals, 51 teachers and 240 students. Teachers and students were selected by stratified sampling technique while woreda education experts, supervisors, principals, vice principals and PTA members were selected using purposive sampling technique. Organized qualitative and quantitative data were used. The tool employed to gather data from the respondents were questionnaire both open and cloth ended, interview, observation and documents. The quantitative data were examined by means of frequency and percentage. The qualitative data was studied through narration. In addition, direct observation checklist and document analysis guide were also used to qualitative data in school situations. The result of the study indicated that the major input factors affect education quality are: shortage of teaching and learning materials, text books, adequate reference books, insufficient toilet facilities, lack of clean drinking water, shortage of computer and internet access, shortage of qualified teachers, principals and laboratory experts. Teaching learning process related factors untimely teaching methods, inappropriate continuous assessment, students low motivation and interest in education, low motivation of teachers because of low salary and incentives, students parent low perception towards education, distance from school and lack of parent visit the learning activities of their children and low students parent education background were among the major factors that affect the quality of education in secondary schools of south Ari woreda is SNNPR regional state. Based on the findings recommendations are made to alleviate the existing problems. South Ari woreda secondary schools and south Ari woreda education office in collaboration with religion and social organization, NGOs, and regional education biro with MoE should improve the availability of educational materials and facilities, upgrade teachers and school administrative bodies, provide in-service training, motivating teachers by providing various incentives, improve method of teaching, build more secondary schools increase the accountability of each stakeholders in education and others which are expected to solve the recognized difficulties were recommended.

Key words; Secondary schools, Quality Education, Input, teaching learning proses, output

List of Acronyms/Abbreviation

CPD:	Continuous Professional Development
EGSECE:	Ethiopia General Secondary Education Certificate Examination
ESDP:	Education Sector Development Program me
GEQIP:	General Education Quality Improvement Package
ICT:	Information Communication Technology
MOE:	Ministry of Education
NGO:	Non-governmental Organization
PTA:	Parent Teacher Association
SNNPR:	South Nation National Peoples Region
UNESCO:	United Nations Education, Scientific and Cultural Organization
UNICEF:	United Nations Children’s Fund
WB:	World Bank
WHO:	World Health Organization

CHAPTER ONE

I. INTRODUCTION

This chapter comprises with background of the study, statement of the problem, basic research questions to be answered, objectives of the study, significance of the study, limitation of the study, scope of the study, operational definitions of key terms, conceptual framework , organization of the study and ethical consideration will be addressed.

1.1. Background of the study

It is now globally accepted that education is vital for a country's development and minimizing poverty. Human capital is the primary input for a country to achieve fast and steady economic growth, reduce poverty, and has a role in building a stable, peaceful and healthy society. Education is recognized as the right granted to all human beings by many international conventions. Many international decrees underline all nations have to provide equitable quality education for their citizens irrespective of their social, economic, and cultural status (Christ, 2012).

There is no common definition of quality education that is accepted by all. The reason for this is that different stakeholders view education quality from different perspectives (Blerins, 2009, Parri, 2006). Before we deeply observe the concept of quality education, it is better to see two idea Quality and Quality education, independently in order to understand clearly. When we know the concept of quality shows that something deep measure or reachable standard and we can judge and explain the quality is poor or best based to existing conditions or matters behavioral change and this means can accomplish the established goal. When we define quality in related with education program in order to fulfill education program standard one has skilled, knowledge, efficient and able to perform activity in work place, competitive with other colleagues, responsible for assigned position, self-confident, to be a citizen of full initiative and willing to carryout duties which can contribute best on behalf for his country and world development (MoE,2006).

Quality education helps for one country in order to create strong and competitive citizen and self-familiarize with current different thinking level of the world which seeks for progress and

actively works for change where aims to go with current world's science and technology invention the future and who can give opportunity to individuals to address their internal capacity and able to establish a corner stone as a result create citizens who can change world's outlook beside themselves (Miretab ,2008). For a country national development the issuance of quality education for citizens has impact directly or indirectly. In order to arrive at magnificent knowledge level create self-confident citizen who is can be competitive in his position and as a result through quality education create human resource for the country (MoE ,2007).

According to (MoE, 2008) our country Ethiopia being in serious challenges and it is recalled trying to get solution for these. Mainly was focused with special attention and to be practiced on access, equity, quality and efficiency. The main reason for this was successful activity on education coverage and all round focus on these attention fields with wasting any time by considering the fast globalization competition which needs trained human resource, whereas it is crucial to work on quality, equity and access.

Ethiopian MoE set the nationwide Education and Training Policy in 1994 and within the agenda of the Education and Training Policy launched the first 5 years Education Sector Development Program (ESDP) in nineteen ninety seven as part of a 20 year education sector strategy. The Education Sector Development Program is program of 20 year education sector suggestive strategy, which has been translated into a series of national programs Education Sector Development Program one up to five. Education Sector Development Programs targeted at improving the handover educational difficulties: low access to education, insignificance, unfairness, incompetence, and low quality.

In order to allocate the appropriate quality education the Ministry of Education has created a general education quality improvement package (GEQIP) and has started since long years. In this GEQIP are six (6) main programs and described a lot of activities which contribute considerable role to the school effectiveness, namely 1) the improvement of school infrastructure and facilities 2) planning of school improvement and resource use by schools; 3) improvement of curriculum, textbooks and assessment; 4) management and Administration program 5) the development of teachers and leaders; and 6) the use of information and communication Technology (MOE, 2010). This shows our country Ethiopia has given attention to quality education and government's attention agenda.

Based to seeking allocate education activity to all Ethiopian society there is great change on education coverage. Those who are not constructed schools areas now accessible for education and beside there is expansion of secondary level education. But on this coverage level there is no change on quality education. As far as we do expansion on quality education it is necessary to work hard for quality education. Also all stakeholders have to cooperate to distribute education to all citizens. Following this it is recommended to give attention the government and to all private institution (MoE (2002).

Researches' concluded in different times shows quality education factors a lot. Among this studies Lopckheed et al. (1991) has stated having education inputs with sufficient amount is decisive for quality education. Number of students in a classroom, width and standard of the classroom has grand impact on education quality. Unavailable of inputs on appropriate time is also another reason.

Tirusew (1998) stated that for successful teaching and learning process teachers in the activity of education and students have to make agree. As Philip stated in (1969) if the appropriate educational inputs are supplied formally teaching and learning process is carryout properly students can be successful on their classroom. We can also have seen behavioral and ethical changes. The Ministry of education in 2005 has underlined one of the main and main of quality education confirmation is student result improvement.

In general the issue of educational quality is complex and in nature is deep the world has established different policies, regulations and rules, different study recommendations in different conditions and times in order all countries register transformation on education activity. Our country also has practiced different policies and international conventions. However the performance is differ from place to place and can't be seen a successful change in quality education on all levels.

In this case the aim of this research is give the appropriate recommendation and methods to South Regional State South Ari District government secondary schools and concerned stakeholders by identifying deeply those education quality factors.

1.2. Statement of the problem

As it is known, quality education contributes a vital role in the development of a nation. Therefore, it is necessary to address the education quality issues without any delay. Ethiopia has a vision of joining the middle-income countries category by the year 2030. Moreover, knowing of the role of quality education in enabling citizens to create wealth, securing peace and security in the nation, and social development, ensuring citizens' democratic and human rights, Ethiopia has developed the new future education roadmap (MoE, 2018).

Many research works (like: MOE, 1994, UNESCO, 2015, Akareem and Hassen, 2016) have been conducted on the factors that affected quality education in international and local levels. Yet, they are focused on some specific Factors. As educational quality is not easy and needs all stakeholders' mutual cooperation. Accordingly the same educational quality factors are ample by observing various researches performed at international level as well as in our country. Among studies carried out and identified at international level for educational quality factors of secondary schools as Akareem and Hassen, (2016) stated that students during staying at their school students clubs are few where able to be participant, students age at different education level, the location of schools and students parents contribution on educational quality and students parents role are factors for secondary high schools educational quality.

In our country Ethiopia in different years was concluded many studies on education activities. In order to be accessed quality education at all secondary schools among identified (Bekelu, 2012) and identified on his study education activity to be successful any time depends on individuals' strength and initiative and this lies on un-understanding and un fulfill of GEQIP which is submitted by education sector. Emiru (2012) has performed the same research and has identified factors of secondary high schools education quality by stating as follows. Problems raised in related with schools internal affairs, cases related with the student social affairs, students up growing cultural system, religions, put impact direct or indirect on secondary school.

Tadese Kinfu (2017) has stated the major factors that affect quality education in secondary schools in study area were teachers evaluated based on teaching lesson content and profession, teachers teaching activity experience, teachers view on teaching activity, school community

participation on teaching activity, duration of students at school and learning period are the main factors for secondary school.

In addition, when we look at the results of the grade 10 admissions and 12th grade the national exams, very few students do well, and most of them do score below 2 points and do not get a university entrance. With respect to academic achievement, majority of South Ari Woreda Grade 12 students have failed in university entrances national exam. As the South Ari Woreda Education Office 2009 E.C up to 2012 E.C four years annual report data indicated that , 2009 E.C (42.37%), 2010 E.C (35.22%), 2011 E.C (37.5%), and 2012 E.C (31.25%) respectively, and therefore only 36.58 % of learners scored the required result on the average and joined university in the last four years. This is alarm in the area.

However, this research is focused on educational input, teaching learning proses and output factors of secondary schools education. Although researches show the overall problem of Education quality, this study is limited to secondary schools of the SNNP Regional State, South Omo Zone, South Ari Woreda as it has been confronted with series challenges in providing quality education. Moreover, this area is also a forgotten one and no more research is ever conducted to identify its factors in providing quality education. It is known that South Omo Zone is far from central region and in most localities seen lack of road, light, telephone and internet. The government and non-governmental bodies also didn't consider in carrying out any research to support education activity as well as it quality in the area. The education activity in south Omo Zone, south Ari district is considered in serious problem and the secondary schools devote most of their time in traditional way of educational activities. Thus, these situations inspire me to conduct this research. Therefore, in this research, the factors that affect the quality of education in secondary school at South Ari district are investigated and finally its outcome will be suggested to the stakeholders as a contribution of improving education quality at national level. Thus, the study attempted to focus on the following basic questions:

1. What are the major inputs related factors affecting the quality of education in secondary schools of south Ari wereda?
2. How dose teaching learning processes affect the quality of education in secondary schools of south Ari Wereda?
3. What is the states of performance of learners in secondary schools of south Ari wereda?

1.3. Objective of the study

This study has general and specific objectives

1.3.1. General objective of the study

The general objective of this study was to assess the factors that affect quality of education in secondary schools of South Ari woreda.

1.3.2. Specific objectives of the study

The following specific objectives were framed as of the beyond general objective.

- 1) Asses the major input factors affecting the quality of education in secondary schools of south Ari Woreda.
- 2) To assess the influence of teaching and learning process on quality of education in secondary schools of south Ari Woreda.
- 3) To assess the states of performance of learners in secondary schools of south Ari Woreda.

1.4. Significance of the study

In order to improve the problems stated above, assessing factors affecting quality education is a central part of secondary education to obtain evidence and find solutions. With this understanding; the study will have the following significance.

- 1) The research is predicted to contribute to the identification of factors affecting quality of education in the secondary schools of south Ari Woreda SNNPR state.
- 2) To raise the awareness about secondary schools education system through educational stakeholders to equip the secondary schools with human, material and financial resources required to effectively run secondary schools education and to ensure quality of education.
- 3) It can bring necessary information for students, teachers, school directors, policy makers, planners, politicians, school committees, student's parents, society and other

- alarmed groups to understand the level of the problem so as to empower them to make direct helpful action.
- 4) Stakeholders resides in the district able to know any problems seen in all secondary high school and know the sequence of challenges and priority attention
 - 5) It might be supportive as a reference to coming study for those who have an objective to conduct additional research in the quality of education.

1.5. Delimitation of the study

The study was delimited to the factors affecting quality of education in South Nation National Peoples Regional state in South Omo Zon South Ari Woreda in 6 Government Secondary Schools. These are Tolita secondary school, Berka secondary school, Meter secondary school, Goh secondary school, Gorker secondary school, Shengama Bili secondary school.

The objective of this research title is related to the current issue of students' result improvement and behavioral change which has relation directly or indirectly. But based on current conditions it is hard to perform the study to include schools located at all levels due to in terms of time and budget. In order to perform the necessary study and inform the concerned stakeholders, they shall refrain from time, budget and capacity and have only included south Ari district in 6 secondary high schools.

1.6. Limitation of the study

Among serious obstacles from the very beginning up to the completion of the study CoronaVirus is the most main. As Coronavirus transmission character is through close contact and breathing, was the greatest issue in order to gather data by moving from place to place, a serious problem during seeing school documents. due to the impact of the virus the universities program was collapsed and libraries were obliged to be closed and internet connection was interrupted and many times was unable to use reference books. In addition, there were not enough sources that discuss about grade ten national matric exam documents and a lack of study in South Omo Zone which made it difficult to crosscheck the results of the current research. However, In spite of these limitations, the researcher believes that it was complete to the standard required.

1.7. Operational Definitions of Key Terms

The following key terms and expressions used are defined on the source of framework and importance to the objective of the research.

- **Quality Education:** Quality Education is a set of elements that constitute the input, processes and output of the education system: and usually measured in terms of quality indicators (MoE, 2010).
- **Input:** responds supporting teaching aids any input, human resource, financial supply and these schools inputs investigate in relation with schools facility.
- **Process:** when teachers' doing their actual activities in the class includes supporting education activities.
- **Output:** students which get registered tangible success in their results shows ethical improvement and it is the general performance/Student achievement.
- **Parent Teacher Association/PTA:** is the working group that takes part in all doings of the school preparation, implementing and evaluation.
- **School principal:** This is an individual who leads and monitors both teachers and doings in school plus necessary connection with outside the school environment.
- **Community:** People who live in a geographic or catchment area and whose children share the same school. In this study community refers to the people or society in its overall sense. It means all the people including those who have children in school and those who do not have (MoE, 2006).

1.8. Organization of the study

The study was organized into five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, the scope of the study and operational definition of terms. The second chapter review of related literature. The third chapter presents research design and methodology including the source of data, the study population, sample size and sampling technique, procedures of data collection, data gathering

tools and methodology of data analysis. The fourth chapter provides the presentation, analysis and interpretation of the data. Finally, in the fifth chapter, the findings were summarized, the conclusion was drawn and the recommendations were suggested. At the end, papers containing relevant information that were used in this study have been annexed in the appendix.

1.9. Conceptual Framework of Quality Education

The method of studying the concept of quality education in this research has been tried through a framework with three main related indicators. These are input, process and output/outcome. Through these indicators the researcher tried to explain the quality of education in secondary schools. Therefore based to this research in order to bring quality education have to identify tangible problems through these three indicators and expecting leads to the best results by using research framework by means of input, process and output and tried to show with below stated manner.

- **Input:** responds supporting teaching aids any input, human resource, financial supply and these schools inputs investigate in relation with schools facility.
- **Process:** when teachers doing their actual activities in the class includes supporting education activities.
- **Output:** students who get registered tangible success in their results show ethical improvement and it is the general performance.

This above mentioned three is the assumption of the research. Whenever assumes quality education should be fulfil the appropriate education inputs and to use them properly where researcher believe this shall bring result on the progress of the problem of supply on education inputs has impact on teaching learning process. If the teaching learning process is stalked shall not bring on students results and discipline change. In the researcher's view the target of this research shall observe if quality education is given at secondary high school be solved education inputs through students result. The below mentioned framework can be taken as an indicator.

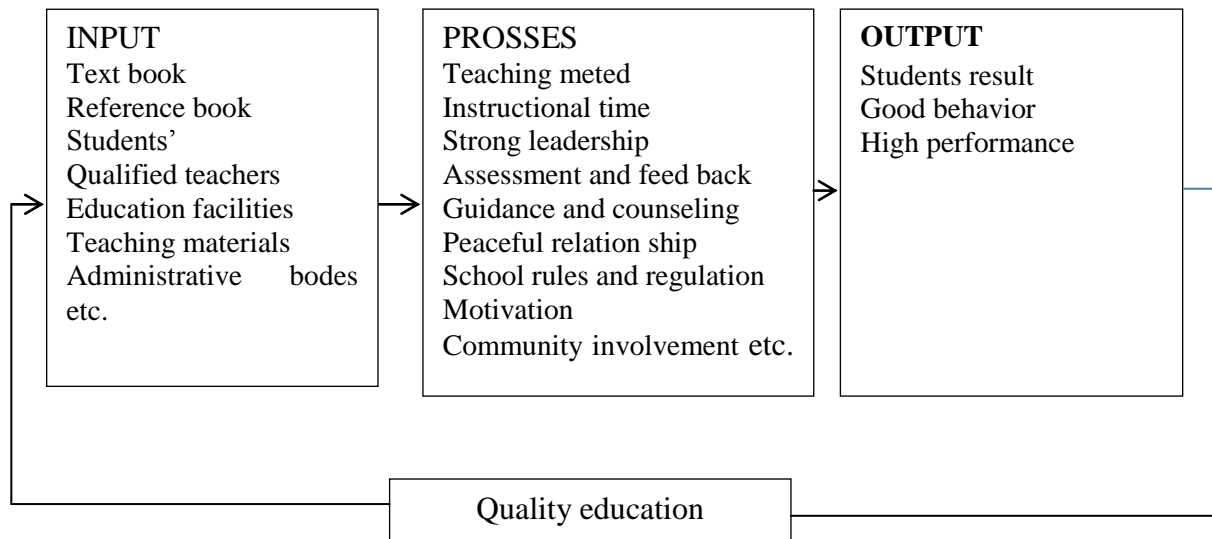


Figure 1: an input, teaching-learning process, and output/outcome framework for assessing quality of education; source Education for All Global Monitoring Report, 2002

1.10. Ethical Consideration

In the first place researcher has used the official letter given from Addis Ababa University for research and have moved to the selected schools as a sample and as researcher arrived schools have distributed the questionnaire to the concerned stakeholders stating clearly the objective of the research in order to cooperate him. Respondents were well-informed that the researcher uses the data only intended for the purpose of the research. During researcher stay at schools have collected information without interfering and by respecting the school regulation and rules. The information collected from students, teachers, school principals, vice principals, supervisors and woreda education experts are very essential and the researcher guaranteed confidentiality by making the members unnamed. Finally the researcher returned back by giving thanks to schools for giving him kindly cooperation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

The purpose of this study is to assess factors that affect the quality of education in government secondary schools of South Ari woreda in Southern Nations Nationalities and Peoples Regional State. Therefore, this chapter attempts to review related literature mainly on the views of different national and international scholars about the quality of education and practical strategies that can help to improve it. The literature review primarily focuses on the following topics: the concept of quality and quality in education, school input and facilities, the teaching-learning process in school, parent involvement and support in education, and school output/outcome. Information sources for this review include policy documents, journal articles, the internet, and other materials that were thought to be relevant to the study.

2.2. Quality and Quality Education

There is no common definition of quality education that is accepted by all. The reason for this is that different stakeholders view education quality from different perspectives (Blerins, 2009, Parri, 2006). Before we deeply observe the concept of quality education, it is better to see two idea Quality and Quality education, independently in order to understand clearly. When we know the concept of quality shows that something deep measure or reachable standard and we can judge and explain the quality is poor or best based to existing conditions or matters behavioral change and this means can accomplish the established goal (MoE, 2006).similarly, quality is conformance to task description and goal accomplishment within widely accepted standards of responsibility and reliability (Bogue and Hall, 2003).According to Cheng (1997), quality can be defined as fitness for purpose, exceptional, excellence, accomplishment and value for change.

In addition, according to Adams (1993) quality in its wide sense may mean the overall standard or ranks of something. In other opinions, it is a managerial instrument, which can create an effective impact to improving performance at the institutional, sectorial level inside the organization. defines quality as somewhat that organizations fix: an approach for refereeing the

point to which the leading targets, aims, objectives and results of organizations have been accomplished (Doherty,2008).

When we define quality in related with education program in order to fulfill education program standard one has skilled, knowledge, efficient and able to perform activity in work place, competitive with other colleagues, responsible for assigned position, self-confident, to be a citizen of full initiative and willing to carryout duties which can contribute best on behalf for his country and world development (MoE, 2006).Also according to UNESCO (2003), the definition of quality of education is associated directly to such serious components as content, assessment systems, program of study, policy design, approaches, teachers, and educational administration system. Education quality ensuring outstanding of all that standard and quantifiable education outcomes are accomplished by all, mainly in Knowledge, skill, literacy and essential life skills (UNESCO, 2003). A quality education is one that empowers student to touch high level educational outcomes (Mc Delmott, 1998). This multifaceted situation makes even harmony on quality education results difficult (Daniel, 2015).

According to Tefera (2007), found that Ethiopia is underdeveloped country of East Africa. Like other underdeveloped country one the key rationales for it is underdevelopment is the poor quality of education which has in circle huge impact on the country's political, social, and economic system. Quality of education is of great alarm for concerning bods in education system including students, teachers, administrative bods, educators, student parents, politicians, NGOs, and the Ethiopian society at large (Birhan, 2018).

The literature recommended that quality is both a qualitative and a quantitative issue (Dare, 2005). Its indicators should therefore express ideas of quality as well as quantity. In issues of indicators hence, notions such as effectiveness, efficiency, significance, and sufficiency cannot be ignored. At the Education for All Global Monitoring Report Conference, UNESCO (2005) provides a continuum comprising three main steps necessary for identifying. These are an input-process-output/outcome framework for assessing education quality:

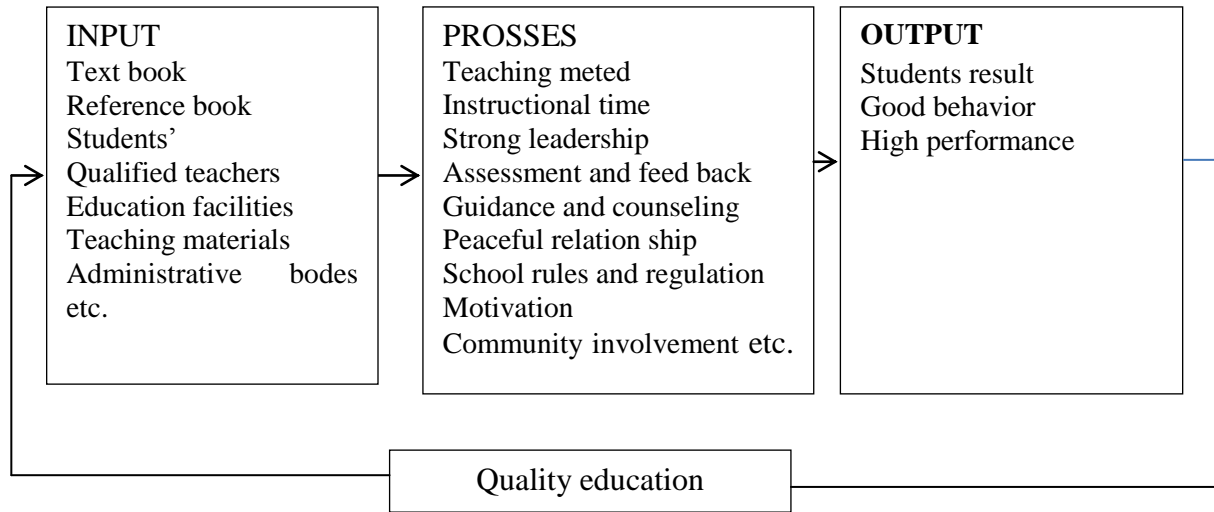


Figure 2: an input, teaching-learning process, and output/outcome framework for assessing quality of education; source Education for All Global Monitoring Report, 2002

Based on seeking to allocate education activity to all Ethiopian society there is great change on education coverage. Those who are not constructed schools areas now accessible for education and beside there is expansion of secondary level education. But on this coverage level there is no change on quality education. As far as we do expansion on quality education it is necessary to work hard for quality education. Also all stakeholders have to cooperate to distribute education to all citizens. Following this it is recommended to give attention the government and to all private institution (MoE (2002).

As it is known, quality education contributes a vital role in the development of a nation. Therefore, it is necessary to address the education quality issues without any delay. Ethiopia has a vision of joining the middle-income countries category by the year 2030. Moreover, knowing of the role of quality education in enabling citizens to create wealth, securing peace and security in the nation, and social development, ensuring citizens' democratic and human rights, Ethiopia has developed the new future education roadmap (MoE, 2018).

2.3 School Inputs, Teaching-learning process, and output in Education

Different researchers have shown that the quality of education could be measured from different perspectives. Chapman & Adams (2002) proposed to analyze education quality in terms of inputs, teaching learning-process, and outputs or outcomes.

From the view of input, classrooms have to be constructed according to the standard and furnished with suitable desk and chair; skilled teacher in different subjects and number should be recruited; student books with different subjects and including references books should be availed; other school facilities such as laboratories, sport games fields, toilets and open areas equivalent to the number of students, etc. Regarding the teaching-learning process, educators need to prepare lesson plans taking sufficient time, using appropriate and clear language in addition to educational aid-related with education content and mode of teaching. They are also responsible for students' healthy and peaceful relationships by implementing school regulations and rules. On the other hand, outputs are measured by using continuous student assessment and the result of the examination, behavioral change, and number of graduate students (Chapman & Adams, 2002).

In general, the issue of educational quality is complex in nature. Many countries have established different policies, regulations, and rules, various study recommendations in other conditions and times in order to register change on education quality. Our country also has practiced different policies and international conventions in this respect. However, the educational quality differs from place to place, and there is a long way to go to quality education on all levels(MoE,2010).

2.3.1 School input and Facilities

2.3.1.1 Textbook

One of the materials which are very important for the success of the teaching learning process is the student textbook. The lack of adequate textbooks is one of the factors that impact students' results. However, if there are enough teaching books, teachers can quickly transfer and facilitate to channel their ideas to students. Inversely, a shortage of books in the class will force teachers to spend too much time copying subject contents leaving less time for communication with students, which also impacts education quality (World bank, 1995).

2.3.1.2 Laboratories

One of the essential school facilities significant for education quality is an organized laboratory. Laboratories help students to develop, create skills to be highly specialized in the science field (Heyneman & Loxley, 1983). A well-organized laboratory has a lot of advantages. Among these,

providing students with practical knowledge with a better understanding of the content they learn and facilitate student's capacity in research and increase innovation (Mekuanent, 1992).

Laboratories are set up in Ethiopia at secondary school levels in three subject fields, namely, physics, chemistry and biology. These laboratories should be equipped with laboratory equipment and professional human resources. Based on the Ministry's declaration, these laboratories should contain a different type of laboratory room for teachers and students, stores, standard laboratory seats, chairs and desks for teachers, practical work tables, writing boards, and different laboratory inputs and enough air ventilation and light (MoE, 1995).

2.3.1.3 School Library

Libraries help students to get the reference for different subjects; increase student's reading interest, and are a place where individuals can borrow books. They should have ventilation and light, fresh air and should be equipped in order to be used in accommodation (Rossoff, 1992). Libraries available at education institutes help students and teachers quickly get reference books in terms of different types and quantities. Students using libraries properly achieve better results by increasing their reading experience (Thomdike, 1973).

2.3.1.4 ICT (Infrastructure) and Internet Service

Information Communication Technology is being used in all areas of society. It's also practiced as a means of improving the education system in many countries. Using ICT at the school level also has many benefits. Teachers and educators can use ICT to facilitate the teaching-learning process in many ways. They can use ICT to gather information for teaching, widen their knowledge, and perform many activities within a limited period of time. Teachers can help their students by downloading references from the internet and also can organize students' results and establish different follow-up information by accessing the internet. On the other hand, school administration bodies can organize various activities using ICT like keeping students' profiles, electronic inventory data of school properties, and administrative activities. In general, ICT gives vital support to secondary schools and should be given attention considering ICT inputs contribute to quality education if properly utilized (MoE, 2011).

2.3.1.5 Class Size

Any learning activity conducted in the classroom is affected by the class size. High-class size can affect students' learning by creating a non-conducive environment in the school such as unconsciousness, inconvenience, challenging communication, and control from their teachers. Due to these factors, teachers get insufficient time to follow up their students. In consequence, it has a significant impact on students' results (Heyn-Eman & Loxley 1983). As a result, MoE has prepared classroom standards that should be adhered to when building classrooms, like the dimension of classrooms and the number of students per classroom. Following the proper measures when building schools, contribute to student's ability to perform better in class. On the other hand, teachers will also have the opportunity to follow up and control their classrooms with the necessary attention (Muhammad, 1998).

As stated by MoE (1995) secondary schools standards, classroom size should not be greater than 1:40 classroom to student ratio. Regardless of this fact, many schools in Ethiopia fail to meet these standards. Therefore, due attention should be given to constructing classrooms according to the MoE standards.

Class size is one of the factors that have a direct impact on students' results. Whenever school size is standardized, it can have space for different activities such as recreation, sports, and organize other activities, which could be one means of income generation for the school (Mohammed, 1997).

2.3.1.6 Physical Education Facilities

According to WHO (1991), physical exercise is an essential part of leading a healthy lifestyle. Therefore, students shall have regular blood circulation, protect against mild and severe heart sickness, blood pressure, and related diseases. Schools also need to take into consideration the importance of physical education and hence should provide enough space and equipment for physical exercises with the school. Physical education at school, sport recreation places has mental & physical importance (Sillis, J.F., 1999). Students have to do the exercise in a practical manner, and this helps to minimize the exposure of students to diseases related to useless lifestyles and students' psychological and physiological well-being (WHO,1991).

2.3.1.7 Water & Toilet Facilitate

Making school areas suitable and clean has an impact directly or indirectly on the result of students. A student affected with the disease cannot follow his education appropriately, the relation might be lacking with his classmates, the initiative and interest for education will become low. As a result, students fail to accomplish their requirements properly. Therefore, in order to protect against these problems in the school should be provided with a clean water supply in the compound and around the school area as well. Also, the number of toilets constructed should be equivalent to the number of students in the school (Wash, 2010).

Schools have an obligation to protect students from gender-based abuse and harassment. Girls are most discouraged from attending school due to the lack of toilet facilities. Therefore, toilets constructed in the school compound must be kept clean and gender separated. The separate gender-segregated toilet facilities should also be built for teachers too (MoE, 1995). As most students in secondary schools are teenagers, schools need to provide sanitary materials.

2.3.1.8 School Leadership System

School administrative bodies have a role in quality education. All administrative cases have a direct or indirect impact on students. Therefore, school administrative bodies have a crucial role in making schools suitable and attractive. Strong school directors always strive hard to improve student's results. Also, school directors have a substantial role in coordinating all stakeholders to have a close relationship with the school and have to make parents trust the school. (South Worth, 2003).

As Fullan stated in 2001, strong school administrative bodies can identify key staff and allocate the best in the education area and can secure quality education. Also, the school director has a role in the progress or decline of the school. Directors who are in secondary school have the ability to coordinate the human resource with school material and assets in order to successfully fulfill educational objectives.

One of the problems for quality education is the lack of trained school administrators and lack of experience (MoE, 2003). Inefficiency on school administrative bodies is known to directly impact educational activities. In general, when education administrators lack the proper

managerial training and school management experience, they register low results on school performance (Adane, 1993).

School directors have to establish a good relationship with stakeholders. Nevertheless, some school directors lack a strong relationship with stakeholders. As a result, this lack of communication results in the underperformance of students (Bayhan & Dlgic, 2012). On the other hand, a strong relationship enhances the motivation and success of students. Hence, as in many developed countries, school administrative bodies need to have good communication both with teachers and school communities, which contributes to the success of students and to fulfill school objectives (Haynes 1996).

2.3.1.9 Teacher Related Factors

The idea of quality education cannot be addressed without the participation and capacity of teachers. For successful quality education, the main decisive element is a teacher. It is impossible to talk about an educational activity without a teacher. Therefore, in order to distribute the quality of education, the availability of an efficient and qualified teacher at all levels is essential. This means teachers should have enough knowledge on the assigned subjects, good preparation for lessons, and good ethics. So, if the teacher accomplishes and fulfills these points, it will contribute to quality education (UNESCO, 1990).

Hence, teachers need to upgrade their knowledge with relevant training opportunities, which has a direct implication on education quality. Also, the more a teacher's knowledge is increased, the better the learning achievement of students (Sailis, 1993). Better qualified teachers are known to have a better relationship with their students. Proficient teachers take enough time to prepare their lessons which in turn enables them to transfer knowledge to their students efficiently (Camoy, 1991). In contrast, teachers who do not spend enough time on their lessons can negatively affect the result of their students (Deer, 1996). Hence, the country's policymakers and researchers should work focusing on teachers' incentives, regulations, and codes in addition to the capacity-building training.

2.3.1.9.1 Qualification

Teachers, while appearing before their students, should be capable. They have to prepare for the subject that they are going to teach in an innovative manner. In order to do this, teachers need to

upgrade their qualifications. In Ethiopia, the ministry of education has set standards of qualification at all levels in the education system. According to the standard, teachers of secondary school should have a qualification of second degree with an appropriate subject (MOE, 2018). Investing in teachers has a direct return on students' results. On the contrary, the lack of such investments affects students' results negatively (Deer, 1996).

Nowadays, different methods of teaching develop all over the world. With that, a new curriculum is designed. Therefore, teachers need to upgrade their teaching methods to go with new ways of teaching. In order for students to achieve the appropriate level and create internal efficiency, the qualification of teachers is an important issue (Coombs, 1985). Hence, continuous professional training is required to upgrade the level of teacher's capacity to enable them to use state-of-the-art techniques in teaching (ENLA, 2007).

Whenever we expect the quality of education, there should be a ready and qualified teacher. As stated in the new roadmap, there is a gap in the proficiency of teachers in Ethiopia. According to the roadmap, teachers have insufficient qualification and low motivation on education activities (MoE, 2018).

2.3.1.9.2 Teacher Motivation

Education activity is always the process of the state of the mind. In order for teachers to do their jobs with passion and interest, they should be motivated. Whenever teachers are happy they can transfer their knowledge to the students properly, build a good relationship, use their education time correctly, become a model and good example to their students.

As many studies show, in order to secure education quality teachers' job satisfaction is essential. Among these studies, Bolan (1993) comments, in order to improve education activity and ensure quality education, schools have to pay attention to teacher's job satisfaction. In order to fulfill the main objectives of schools have to increase teacher's motivation. Motivated teachers compile the theory with objective conditions and encourage their students (Ofogbu, 2004).

According to Suslus (2006), if the concerned stakeholders fail to give motivation, teachers have a negative impact on student's academic success and character. When teachers' remuneration is low, the education activity results to be inadequate and unsatisfactory (Coolahan 2003). ILO

(1991) states that teachers should be given attention to incentives compared with other equal institution staff. Teachers' remuneration should be revised according to the living standards of the society they live in. In addition, school administrators should give special attention to teachers. Teachers should participate in all school administration affairs like decision-making as a way of boosting teachers' satisfaction (ILO, 1994).

In many developing countries, the challenges of getting qualified teachers start from the recruitment stages. For example, those students with high school leaving exams do not join teacher training institutions. Only those who fail in getting the appropriate grades to join universities are assigned to join teacher training institutions. Therefore, such teachers enter the profession without feeling motivated (UNESCO, 1994).

Many researches show, teachers play a vital role in education quality, which is the same in our country's context. In Ethiopia, the teaching profession hasn't got the attention it requires, and those teachers engaged in this profession are students who have low achievers. Even at the university level, low achievers are assigned to the teaching profession, while those who scored high marks get assigned to departments such as medicine, engineering, and others.

2.3.1.10 Students Related Factors

According to the Ethiopian Education Development Roadmap (2018), Ethiopian students have a lot of challenges in secondary school. Student-related factors that affect education quality include low interest in education, disturbance in classrooms, disobeying teachers, and refusal to do class and homework. Moreover, absence and late coming, health problems, disrespecting school regulation and codes, inability to work in harmony with school staff are factors that affect education quality (Yoseph, 2006).

2.3.1.10.1 Students Absenteeism

Students' absenteeism is one of the factors highly affecting students' learning. The reasons behind these are many and, in some cases, could be complex. Some of the reasons include health, family economic status, and social issues. Students who were missing classes due to absence and late coming lack the appropriate benefit they should get from learning, which in turn highly affects their academic performance (Lizette, 2000).

2.3.1.10.2 Participation income-generating activities

Students have to engage all their time in educational activities. However, many children from unprivileged families have to engage in income-generating activities. As a result, these children cannot entirely focus on their education which highly impacts their learning achievements (Yoseph, 2006).

2.3.1.10.3 Students' health problem

Student's health condition is one of the factors that influence their results. If students feel unhealthy, they are obliged to be absent, drop out of school or underperform which affects their outcomes (UNESCO, 2001).

2.3.1.10.4 Parent-Community Involvement

Students, teachers, and school administrative bodies are part of society. We cannot see the school as separate from society. Hence, communities need to engage fully as part of school administration for the success of the school objectives and student learning outcomes.

As Dunkana & Berhanu (2005) stated, the participation of the society in education activity initiates parents to send their children to school. Parent's participation could also help the school by contributing in cash and/or kind for the fulfillment of school inputs. In addition, they attend meetings, participate in school development activities, assign parent committees, and pass decisions as well.

Whenever societal participation increases in school affairs, it supports education quality by decreasing student's absence and late coming, reducing grade repetitions, improving students' good behaviors. Moreover, student's motivation to education improves, which in return will enhance learning outcomes (UNESCO, 2010). In general, when society participates in school activities, the relationship between students, teachers, directors, and student-parent relationship will be strong (Borland 2005).

According to Kathuri (1997), the participation of the parent in the school impacts students' results. Children from parents who participate in schools perform better than those who do not.

Parent's qualifications and economic base also affect students' results and success. These parents are more ready to fulfill their children's needs. On the contrary, those families who have no qualifications lack supporting their children's education. Unschooled parents cannot also help their children in their education and do not give enough time to their children to study and do their homework (Hinde, 2010).

2.3.2 Teaching and Learning Process

Education is a crucial activity for the betterment of society. A successful teaching-learning process has a direct impact on education quality. The teaching-learning process includes preparation on education content, proper control of students during teaching, follow-up of students on tasks given in the process, to use appropriate language and techniques, ensuring students participation, including diverse groups in education, using appropriate teaching materials (UNESCO,2006).

In education institutions, student and teacher relations should be healthy. Quality education cannot be ensured without improving students' relationships with teachers—positive and long-lasting implications for both students' academic and social development. Improving student-teacher relationships is not the only factor that produces gains in achievement. Yet, students who have close, positive, and supportive relationships with their teachers are known to achieve higher grades than those students with more tense relationships with their teachers (Ryan , 1994).

2.3.2.1 Instructional Time

Time for all activities is precious. So, it is better to use time properly considering its high contribution to success. An education program is prepared in dates, hours, and seconds. Instructional time at school plays an important role. Therefore, using instructional time properly can contribute to the teaching-learning process (World Bank 1995). Instructional times are more than the time used for teaching purposes. It includes times used for sessions like question and answer between teachers and students and student analysis sessions (Garet et al.,2001). In order to have enough instructional time, we can use two main strategies. Among these strategies include extending the education calendar, allocating enough classroom periods, and other strategies like giving time to students in order to do their homework at home (World Bank 1995).

2.3.2.2 Teaching Approaches

Whenever teachers are efficient and have complete preparation, there will be an effective teaching-learning process in the class. Students in a class have to be given enough time to practice and forward their views freely. Doing so helps students develop new ideas by themselves without expecting from their teachers. Therefore, it is better to plan appropriate training in order to develop essential pedagogical skills, so that they bring change on student learning achievements and behaviors (Leu & Price -Rom,2005).

In order to be an effective teaching-learning process in the class, teachers should use various teaching methods. These include using innovative instructional techniques and encouraging students not to come late or be absent from class. In general, the teaching approaches influence direct or indirect students' learning achievements (Miles, 2000). Besides, using teachers monitoring in class, using appropriate teaching aids, evaluating students while learning, and helping students to be successful ensures education quality during their stay in school (UNICEF, 2000).

One successful method of methodological method is a student-centered approach which initiates students to participate. Also, it should be given the attention that students give their view with freedom. Basically, the student-centered approach is better than the traditional method in that it encourages students to learn by themselves rather than become dependent on teachers for knowledge acquisition.

2.3.2.3 Language of Instruction

Language in the process of education has a vital role for a change as one means of education transmission. Student's education language has an influence on student results. The medium of instruction for a secondary school in Ethiopia is the English language. Hence, English language proficiency is essential both for teachers and students. Language proficiency is vital as it facilitates accessible communication of ideas within the classroom (Kuper,1998).

Many kinds of researches show when the medium of instruction is students' mother tongue, students understand better, which directly impacts their learning achievements. However, in Ethiopia, students in secondary school face challenges as textbooks are prepared in the English

language rather than students' mother tongue, which hampers easy understanding and communication, as they lack adequate proficiency in the English language (Caillods,1989).

It is evident that English proficiency is also the challenge of many teachers in Ethiopia. This has been seen to have a direct impact on students' results. Therefore, the lack of adequate proficiency of both teachers and students puts a tangible impact on students' results (Waktavi & Vender, 1977).

At the international level, countries where English is not a mother tongue face the same challenges as Ethiopians when it comes to the language of instruction. Therefore, as teachers are unable to provide the appropriate support for their students, they should be supplied with capacity-building training to improve their proficiency (Texeste,1990).

2.3.2.4 Curriculum content and delivery

Based on the new education roadmap research in the participation of all stakeholders, the conclusion shows the Ethiopian education curriculum has significant quality problems. As observed in the study, students attending in the education system face issues related to the learning contents, which do not prepare them adequately for higher learning or to meet the challenges of life. The main challenge of the current curriculum is that contents are more concentrated on descriptive ideas rather than practical practices, which discourages students from having initiative in the learning lessons area (MoE, 2018).

2.3.2.5 Monitoring & Evaluation

Evaluation of the learning process in the class is essential to gauge if teachers are using standard teaching methods. In general, teaching approaches influence students' results directly or indirectly. According to Akinwunmi (1966), learning process evaluation is essential in order to assess each student's learning achievements. Hence, schools need to establish regulations and rules in the assessment by involving all concerned stakeholders. This helps students keep discipline, have good relations with teachers, create transparency among students, and protect against discrimination (Calvani,2001).

The teaching-learning process evaluation has a worldwide standard. In Ethiopia, teaching-learning process evaluation is not well established in secondary schools. According to the

ministry of education, there should be a well-established teaching-learning process in secondary school (MoE, 2018).

2.3.2.6 Effective School Rules & Discipline Policies

Rules and regulations at school levels have a direct or indirect impact on the practical implementation of the teaching-learning process. Such rules and regulations are put in place by discussing with concerned stakeholders. This helps students keep discipline, to have good relations with teachers, to create transparency among students, protect against discrimination and partiality. Therefore, it is necessary to prepare manuals (Schaps,2006).

Regulations need to be put in place that could address the problems that affect students' objectives. Such issues include substance addictions, gender abuse, discrimination, time management, respecting school rules, proper use of school assets and properties (Craig,1996). With all stakeholders, the prepared laws and rules guide have contributed to quality education. Therefore, schools have to establish regulations and rules by discussing them with concerned stakeholders.

2.3.2.7 Guidance & Counseling

Guidance and counseling are essential for students, and schools have a massive role in bringing out their students. Sometimes, young students' minds need the advice to polish their personality and focus their attention. Through counseling, learners are given assistance on how to manage and deal with emotional engagement and personal problems. Moreover, counseling helps learners incorporate valuable programs in their life as well as selections of future courses and different career paths.

Students during their stay in school face economic, political, and social problems. This impacts students from concentrating on their education. As Dessallew (1998) states, guidance & counseling services should follow essential guidance & counseling procedures. Guidance and counseling processes require learners should be identified and advised separately from their classmates. In Ethiopia, secondary school counseling is conducted with more than two or more learners at the same time (Seleshi,2000).

2.3.3 Learning Output

It's a known fact that quality education plays a vital role in a nation's development. Governments allocate considerable proportions of their meager resources to education. This is because education is contributing to developing the skilled manpower in quality and quantity for the development of society. According to UNICEF (2000), learning outcomes are measured based on the impact of education on citizens' positive attitude, on literacy & proficiency achievements.

According to the World Bank (2001), secondary schools are institutions that prepare students with an age group of 12-17 to join universities. Those who do not join the universities can also cover any position by taking short-term training and can discharge their responsibility to the society and family obligations (Hebeman, 1990).

It is necessary to know that the world's achievement on knowledge and technology level needs capacity and skill to know. One who completes the secondary level education could be able to understand technologies easily and uses by admitting the flexibility of world development and expects to teach new creation, know and teach, capacity to expand. Our world's next generation not only accumulates knowledge rather translates knowledge to work. In order to have a better income and lifestyle-based student there shall be reasonable education duration. If a secondary high school student gets the appropriate education, he can familiarize himself with technology and can easily succeed in life (Frederiksen & Allan, 1996).

The education roadmap shows that Ethiopia is lagging behind with learning outcomes. Researches show that students from 9th to 12th grade have a problem with skills, knowledge, and attitudes and are unfit to face their future careers (MoE, 2018).

In general, Ethiopia has all round and different problems with education quality. Hence, this paper aims to address these concerns of education quality in secondary schools with regard to educational processes.

2.4 Summary of the Literature Review

The review has tried to assess worldwide and national opinions of researchers and scholars on the factors of education quality. The reviewed literature shows that there is a gap in understanding the concept of quality education in the same way between the participants of education in Ethiopia and other countries. This in turn leads the participants to express quality differently so that what is quality for one individual could not be for the other. But, educational researchers and planners generally analyzed and said quality education in relation to students' successes, promotion rate, as well as in terms of quality pointers input, process and output/outcome.

This review literature discussed mainly considering factors that affect quality of education in secondary schools. Different scholars and researchers have shown that the quality of education could be measured from different perspectives. They proposed to study education quality in terms of inputs, teaching learning-process, and outputs or outcomes. From the view of input, classrooms have to be constructed according to the standard and furnished with suitable desk and chair; skilled teacher in different subjects and number should be recruited; student books with different subjects and including references books should be availed; other school facilities such as laboratories, sport games fields, toilets and open areas equivalent to the number of students. The teacher's part is measured at the center of quality of education with special stress on teacher development, teachers training, states and educational resources. School leadership is also an essential factor; it motivates and supports teachers and students in their efforts of education. Parents/guardians and societies are main agents in schools by their participation in activities and providing economic and academic support for students' successes.

Regarding the teaching and learning process related factors, educators need to prepare lesson plans taking sufficient time, using appropriate and clear language in addition to educational aid-related with education content and mode of teaching. They are also responsible for students' healthy and peaceful relationships by implementing school regulations and rules. On the other hand, outputs are measured by using continuous student assessment and the result of the examination, behavioral change, and number of graduate students. In general, the literature reviewed above suggests that input, process and output factors do highly affect quality education in secondary schools.

As it is known, quality education contributes a vital role in the development of a nation. Therefore, it is necessary to address the education quality issues without any delay. Ethiopia has a vision of joining the middle-income countries category by the year 2030. Moreover, knowing of the role of quality education in enabling citizens to create wealth, securing peace and security in the nation, and social development, ensuring citizens' democratic and human rights, Ethiopia has developed the new future education roadmap (MoE, 2018).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

The study employed mixed research design and both qualitative and quantitative data were collected all together .As this study needs huge information stakeholders shall be participated and researcher assure get enough information by using the data collection instruments .The quantitative information shall be collected from teachers and students through questionnaire and qualitative from school principals, vice principals , supervisors , PTA and woreda education experts through interview & open ended questionnaire. By performing these observations and investigating documents and triangulation can be collected much information from different angles.

The mixed methods study used in the study was a concurrent mixed method where qualitative and quantitative data are gathered, analyzed, interpreted all together and the findings were merged. The data gathered from both datasets was analyzed distinctly and the finding was likened to make interpretations. The data that were collected using concurrent mixed study methods were analyzed, merged, connected or understood to triangulate both data sources in the study and understand the problem and measure the objective set. Using both qualitative and quantitative data sources supports to combination of the strong point of one type of method and neutralizes the weaknesses of the other.

According to Creswell (2012) indicated that in concurrent mixed methods design both qualitative and quantitative data are concurrently gathered, merged and findings are used to understand a study problem. A basic reasoning for this design is that each approach has its own advantages and limitations .Therefore by taking the strong part it is possible to arrive in conclusion by collecting the necessary information on both sides. Whenever observing information in different directions shows a lot of .Therefore for this study those concerned stakeholders based their number and responsibility have to contribute their best to give information and also using data collection instruments in order to complete the study.

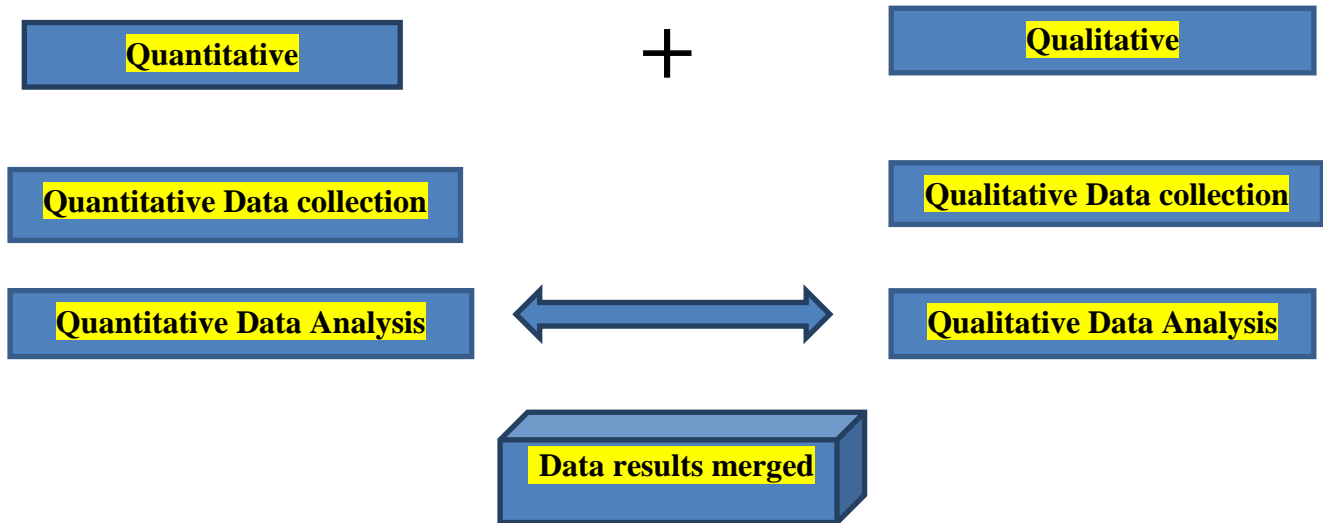


Figure 3: Concurrent Triangulation Research Design

In general, concurrent mixed methods design both data were gathered, analyzed and paralleled to see if the results confirm or disconfirm each other. The main assumption of this method is that both qualitative and quantitative information delivers different types of data at an equal base.

3.2. Source of Data

In this research the sources of required data to conduct the study are both primary sources of data and secondary data sources.

3.2.1 Primary Sources of Data

Primary sources of data Collected directly from concerned stakeholders, supervisors ,school principals, vice principals ,teachers, parent teacher association (PTA) ,woreda education experts ,and students by asking to fill questionnaire and having interview shall be collected the information.

3.2.2 Secondary Sources of Data

The Secondary source of data which has already been gathered by somebody else and passed through a numerical process. Secondary source of data shall be collected from south Ari woreda education office annual and semester reports, education policies and manuals; both published

and unpublished relevant documents that were found in universities and sample secondary schools to strengthen, settle, and triangulate findings.

Regarding Creswell (2014), the main idea with Concurrent mixed research design is collecting both forms of data using the same or parallel variables, constructs, or concepts. A given concept can be measured quantitatively and sometimes qualitatively.

3.3. Population, Sample Size, Sampling Technique

The researcher selected South Ari woreda south omo zone in South Nation National Peoples Regional State as the study area because it is arugula workplace of the researcher and manageable to conduct the study. Moreover on such topic factors affecting quality education in secondary schools in South Ari woreda have not been researched so far. The target population consists of six (6) secondary schools in South Ari Woreda. These are Tolita secondary school, Berka secondary school, Mether secondary school, Goh secondary school, Gorker secondary school and Shengama Bili secondary school. They were selected by using available sampling techniques, because there are only these six government secondary schools in south Ari Wereda. Regarding the selection of respondents from 6 secondary schools, 2(100%) education supervisors, 6(100%) school principals, 5(100%) vice principals and from total of 54 Parent teacher association members in the six secondary schools 18 Parent teacher association members, from 3992 students 240 students, from total of teachers 170 in the 6 secondary schools 51 teachers, and from 18 education biro experts 5 education biro experts.

Table: 3.1 Populations, Sample Size, Sampling Technique

No	Participants	population			sample			Sample in %	Sampling Technique
		M	F	T	M	F	T		
1	Woreda Education officers	16	2	18	4	1	5	25%	Purposively
2	PTA	44	10	54	15	3	18	40%	Purposively
3	Supervisors	2	-	2	2	-	2	100%	Purposively
4	School principals	6	-	6	6	-	6	100%	Purposively
5	Vice principals	5	-	5	5	-	5	100%	Purposively
6	Teachers	133	37	170	40	11	51	30%	Stratified
7	Students	2372	1620	3992	142	98	240	6%	Stratified
Total		2578	1669	4247	214	113	327		

3.4 Instrument of Data Collection

A self-designed questionnaire was designed to include cloth ended and open ended questions, semi structured interview, document analysis and observation checklist were used to collect data from the respondents. The first portions of the questions were used to sort data about respondents' personal characteristics, while the next section described factors of quality education in secondary schools.

According to Creswell (2014), argues that a strong mixed research design research should contain quantitative and qualitative questions. Mixed research design techniques do not rely exclusively on either quantitative or qualitative study but on both procedures of investigation. In this questionnaire, interviews, document analysis and observation checklist were used as instruments to collect data from students, teachers, parent teacher association, school supervisors, school principals, vice principals and district education experts.

Farther more, according to Maldonado and Phones (2015) the development of instruments and methods for data gathering in mixed research design must follow to the research objectives; produce qualitative and quantitative data to response basic research questions, produce quantitative and qualitative data to know the study problem deeply, produce quantitative and qualitative data to know the study problem clearly, produce quantitative and qualitative data of the same phenomenon in the research.

3.4.1 Questionnaire

A self-developed questionnaire was used to produce data from 51 teachers and 240 students as a means of data collection instrument. Among contained within six secondary schools for the study have taken a lot of samples, since shall help the researcher collect from teachers and students .A questionnaire helps individuals to explain their view with freedom and it is best in order to get information by questioning many people's with short time.

Questionnaires were be used to produce data from practitioners and educational leaders as a means of data gathering instrument. The questionnaire is the chosen tool of many of those involved in research, and it can often deliver an economical and effective way of gathering data in a structured and controllable form. Questionnaires have a lot of benefits over other forms of

data gathering instruments: very little exercise is needed to develop them; they are usually economical to administer; and can be easily and quickly analyzed once finalized (Wilkinson and Birmingham, 2003).

The questionnaire items were prepared in English language and were translated into Amharic language so as to alleviate any unnecessary problem in translation and responding to the items. To address the matter of reliability, the pre-testing of all tools was made. From my adviser and two friends of mine who have MA in Biology and MA in English language were given those essential comments on the study questionnaire, and a pilot test was passed out in one nominated secondary school. As the participants were teachers and believed that there would be no difficulty of communication with English; and the students used Amharic version.

3.4.2 Interview

According to Best and Kahn (1993), the essential technique in which a researcher reaches to notice the sense, feeling, understanding, and awareness of individuals in a certain issue is through interview.

Self-developed semi structured interview was used to gather full data about factors affecting quality of education in secondary schools. It was arranged on a one-to-one basis. Moreover it helps to get confidential data that cannot be possible in other methods of data gathering tools. Through interviews we can understand an individual's idea and record, in order to clarify unclear questions and it is an instrument for collecting the appropriate information by asking once more additional clarification. This study is deep and needs clarification from interviewees, raising different ideas and reflects their view. Two supervisors, 6 school principals, 5 vice principals, 5 woreda education office experts and 18 parent teacher associations were interviewed.

The individuals were selected due to their significance positions, the general information about the issue and the readiness of respondents. The interview was held through the researcher himself.

3.4.3 Document Analysis

Document analysis is the additional important data gathering instrument in this research. Several documents including, student result rosters ,teachers result registration book/mark list ,schools annual report ,school improvement plan , student and teachers attendance, policy documents ,district education office reports, student result analysis data, administration minutes, police documents, manuals and related documents. It is believed that the information gotten from these documents are used to validate and confirm the data collected by the questionnaires and interviews.

According to Miiler and Briwir, 2003 document analysis can be taken on qualitatively and quantitatively or together. The script can be in written forms, such as books, researches, articles, broadsheet, brochures, official and private documents, tracts and the like. Documents are an essential source of information in many parts of study and its application to educational research has been recommended in several cases.

3.4.4 Observation Checklist

The researcher believes to interview the concerned stakeholders in order to consolidate and necessary do observation. On the observation of classrooms, student desks, usage of teaching aids, organization of laboratories, water supply, toilet condition, organization of libraries, content of education, administration staff's inputs supply etc. shall be directly with quality education related cases should be given attention.

3.5 Reliability and Validity (check/Pilot study)

According to Adams (2007) the pilot test was delivered an advance chance for researchers to check the questionnaires and to reduce mistakes due to inappropriate design of tools such as problems with language or arrangement. Moreover it is the basic to assure the quality of the information. The reliability and validity of the tool were tested earlier the running of data gathering.

The aim of the pilot study was to evaluate the relevance of tools planned to gather the information for the research. Pilot testing takes in leading an initial check of data gathering instruments and techniques to find and reduce problems, agree to sequencers to make helpful

adjustments or corrections earlier actually gathering data from the target population takes place. The questionnaire items were prepared in English language and were translated into Amharic language so as to alleviate any unnecessary problem in translation and responding to the items. To address the matter of reliability, the pre-testing of all tools was made. From my adviser and two friends of mine who have MA in Biology and MA in English language were given those essential comments on the study questionnaire. A pilot test has been conducted before the questionnaire administered by involving non sampler respondents 6 teachers and 20 students at Goh secondary schools was purposely selected for the pilot study. The investigator chose Goh secondary school because it is the capital city of Woreda and has a similar situation with the other schools under the research area. Based on the findings of the pilot test, specific items were reformed (correction of direct translation of the questionnaires from English language to Amharic language) as well as some are omitted.

3.6 Procedure of Data Collection

In this concurrent mixed methods design qualitative and quantitative information were gathered at the one time. The process of data gathering includes both qualitative and quantitative data that were gathered parallel and simultaneously. After having prepared all kinds of data collection instruments in Amharic and English language, researchers precede pilot study in Goh secondary high schools. Then the researcher revises the questionnaire's validity and reliability by taking consultation from my advisor in order to make corrections and prepare the main questionnaires.

Next the selected schools like Tolita secondary school, Berka secondary school, Meter secondary school, Goh secondary school, Gorker secondary school, and Shengama Bili secondary school and contact directors physically and telephone shall brief about the purpose of study and request to support and cooperate researcher. Then researcher select students and teachers who fill questionnaires and researcher give information in order to properly fill the questionnaire. Then researchers contact the school administration body, Education supervisors, principals, vice principals, PTA members physically and through telephone and perform interviews by asking their willing. Next researcher requested to provide me documents available in the school and investigate them. Finally after observing school inputs and facilities researcher would thank all stakeholders' for their cooperation and researcher summarized the information.

According to Creswell, (2014) concurrent mixed research approaches are a lesser amount of time consuming for the reason that both quantitative and qualitative information gathered at the same time visit towards the ground. Regarding to Curry, Creswell and Fetter (2013) qualitative data and quantitative data gathering take place in parallel and analysis for mixing begins well after the data collection process has been completed. Commonly, the 2 forms of information were examined separately and then combined.

3.7 Method of Data Analysis

In this concurrent mixed research design both qualitative and quantitative information were gathered concurrently, analyzed separately, and then findings were compared. The data analysis concentrated on finding both quantitative and qualitative data to triangulate the same feature of the problem and with this the problem was explained in depth. Depends on the nature of the variables quantitative as well as qualitative data analysis was working. To begin the analysis, first respondents were characterized under different sets. Then, a diverse background of respondents to analyze various characteristics of the participants in the study like gender, age, educational background, and service year as it benefits to govern the relative standing of the respondents were analyzed by using frequency and percentage. Next, the quantitative data acquired through likert scale in questionnaires were structured and set out round the sub topics. For the circumstance of analysis, agree and strongly agree shows that effective application of each item in the secondary schools and unable to decide presents neither positive nor negative agreement of the items. Disagree and strongly disagree shows ineffective application of the items in the issues.

Questioner with teachers and students in order collect information with frequency and percentage defined in quantitative .The information collected from school principal, vice principal, supervisors, woreda education experts and PTA through interview and open ended questionnaire shall be termed qualitative data which is analyzed by narration. And among this information the basic question should be observed properly and can be organized. In addition, in each questionnaire try to get responses and try to get interpretation for those unclear and investigate by triangulating. Observation and go over documents support us in order to understand the real condition. Finally be sure each basic question is responded properly and based on the analysis, prepare summary, conclusion & recommendation.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION

This section concerned the presentation and analysis of the data collected from 240 students, 51 teachers, 6 secondary school principals, 5 vice principals, 18 PTA/Parent teachers' association members, and 5 woreda education office experts. Four tools were used to gather data .These were an interview guide, observation, document analysis and questionnaires (both open ended and close ended items).

The questionnaire was prepared and distributed to 291 respondents 240 (82.47%) were students and 51(17.52%) were teachers. From these questionnaires, 240(100%) of those distributed to students, and 49 (96.07%) of those distributed to teachers were returned and used, the remaining 2 (3.92%) of teachers did not complete and return the questionnaire given to be filled by them.

In addition, the interviews with 5 (100%) Woreda Education Office experts, 2 (100%) cluster supervisors, 6 (100%) school principals, 5 (100%) vice principals and 18 (100%) parent's teacher association members were conducted successfully. Moreover, observation checklists and related documents were assessed. Some of the data collected were analyzed by using tables followed by discussions. To begin with the analysis, the characteristics of respondents were discussed here under the table.

Table 1; Characteristics of respondents

Variables	Indicators	Students		Teachers		PTA		Supervisors		v. principals		principals		Ed. Experts	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
Sex	male	143	59.58	38	77.55	15	83.3	2	100	5	100	6	100	4	80
	Female	97	40.41	11	22.44	3	16.6	-	-	-	-	-	-	1	20
	Total	240	100	49	100	18	100	2	100	5	100	6	100	5	100
Age range	15—20	165	68.75	-	-	-	-	-	-	-	-	-	-	-	-
	21—25	45	18.75	7	14.28	-	-	-	-	-	-	-	-	-	-
	26—30	26	10.83	20	40.81	3	16.6	-	-	2	40	3	50	2	40
	31—35	4	1.66	16	32.65	6	33.3	1	50	2	40	1	16.6	2	40
	36—40	-	-	4	8.16	5	27.7	-	-	-	-	1	16.6	1	20
	41 & <	-	-	2	4.08	4	22.2	1	50	1	20	1	16.6	-	-
	Total	240	100	49	100	18	100	2	100	5	100	6	100	5	100
Level of Education	No edu.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Gr. 1—8	-	-	-	-	9	50	-	-	-	-	-	-	-	-
	Gr. 9-12	240	100	-	-	3	16.6	-	-	-	-	-	-	-	-
	Diploma	-	-	15	30.61	6	33.3	-	-	2	40	1	16.6	-	-
	BA / BSc	-	-	31	63.26	-	-	-	-	3	60	4	66.6	5	100
	MA & <	-	-	3	6.12	-	-	-	-	-	-	1	16.6	-	-
	Total	240	100	49	100	18	100	2	100	5	100	6	100	5	100
Experiences	1—5y.	-	-	17	34.69	18	100	-	-	-	-	-	-	-	-
	6—10 y.	-	-	20	40.81	-	-	-	-	4	80	5	83.3	2	40
	11—15 y.	-	-	7	14.28	-	-	1	100	-	-	1	16.6	3	60
	16—20 y.	-	-	4	8.16	-	-	-	-	1	80	-	-	-	-
	21—25 y.	-	-	1	2.04	-	-	1	100	-	-	-	-	-	-
	Total	-	-	49	100	-	-	2	100	5	100	6	100	5	100

4.1 Characteristics of Respondents

4.1.1 Respondents' Gender

When we see the composition in gender of those who were participating in the interview and filling questionnaires in research, shows 143 (59.58%) male and 97(40.41%) female from the total 240 students. On other hand, from the total 49 teachers participants, 38(77.55%) male and 11(22.44%) are female. From the total 6 principal participants, all 6(100%) are male. In addition, vice principals participants shows all 5(100%) are male. Also when we see from the total 18 (PTA) school committee participants, 15 (83.33%) are male and 3(16.66%), female. From the total 2 Cluster supervisors, both 2 (100%) cluster supervisors are male.

In general, as the composition of gender participants shows, the greater number of respondents is males. For this, from the total participants, 209(65.31%) are male and 111(34.68%) are female. This from the sample taken gender composition shows schools obtain from human resource taken in percent and shows the number of student, teachers ,principals ,PTA, supervisors and education experts males numbers are greater than females and both sexes are participated in the study

4.1.2 The Respondents' Age

When we see the composition of age from 240 student participants, 165(68.75%) have age from 15-20 and 45 (18.75%) students have age from 21-25 and 26 (10.83%) students have age from 26-30.Only 4(1.66%) students have above age of 30.While we observe this on Ethiopian education system, the regular age of Secondary High School is from 15 up to 18 years old (MoE, 2000). Therefore, school age composition tells us mostly 165(68.75%) students are at the appropriate age level. On the other hand, when we see the age composition of teachers, vice principals, principals, supervisors, district education bureau experts from the total 49 teachers 7(14.28%) teachers have age from 21 up to 25 and 20 (40.81%) teachers have age from 26 up to 30 years old. 16(32.65%) teachers range from 31-35 years old and 4 (8.16%) teachers are above the age of 36-40 years old. Only 2(4.08%) teachers are above the age of 40.

Regarding age composition of principals from the total 6 principals 3(50%) principals have age from 26-30 years, 1(16.66%) principals have age from 31-35 years ,1(16.66%) are 36-40 years. Only 1(16.66%) principal is above the age of 41. Regarding age composition of vice principals, from the total 5 principals, 2 (40%) principals have age from 26-30, again 2 (40%) vice principals have age from 31-40.Only 1(10%) vice principals are above age of 40. When we see cluster supervisors, from the total 2 supervisors, 1(50%) supervisor has age from 35-40, and 1(50%) supervisor has above age of 40. From the total 5 education expert participants, 2 (40%) have age from 31-35, other 2(40%) have age from 35-40 and 1(20%) education expert is above the age of 40. Regarding age composition of PTA from the total 18 participants, 3(16.66%) have age from 26-30, again 6(33.33%) have age from 31-40 and 5 (27.77%) have age from 36-40.Only 4 (22.22%) committees are above age of 41. In general as the age composition of teachers, principals, vice principals ,PTAs, supervisors and education experts shows, the greater number have age from 26-40 and which are expected to be fit for job and successful in their career and all participant respondents can be considered successful based on their age numbers.

4.1.3 Respondent's Educational Background

Among 49 teacher respondents, 15(30.61%) vice principals have diploma education preparation, 31 (63.26%) have a first degree. From the total 49 teachers, 31(6.12%) teachers have masters education preparation. From 6 directors participants, 1(16.66%) have diploma preparation, 4(66.66%) have first degree preparation and 1(16.66%) director has second degree masters' education preparation. Regarding cluster supervisors, both have second degrees. Among the five educational experts, all 5(100%) have a first degree. From 5 deputy director participants, 2(40%) have diploma education preparation and the remaining 3(60%) have first degree. Regarding School committees from the total 18 participants, 9(50%) have qualification from grade 1-8 and 3(16.66%) have qualification from grade 9-12 preparation and the remaining 6 (33.66%) have diploma education background.

In general, respondents' education preparation shows the majority of south Ari Woreda secondary schools teachers, directors, deputy directors and woreda education experts are first degree holders and educational preparation of supervisors are appropriate for their position which is second degree in educational planning and management field; which satisfies the

criteria set by ministry of education 2009 (MoE, 2009). Few of teachers, principals, and vice principals are below qualified in the area to provide effective, efficient and proficient assistance and educational leadership. Hence, it could be reasoned that this might have its own impact on the low level of education quality. One can understand that the qualification of the accomplices supports them to understand the ideas under conversation and give the exact information.

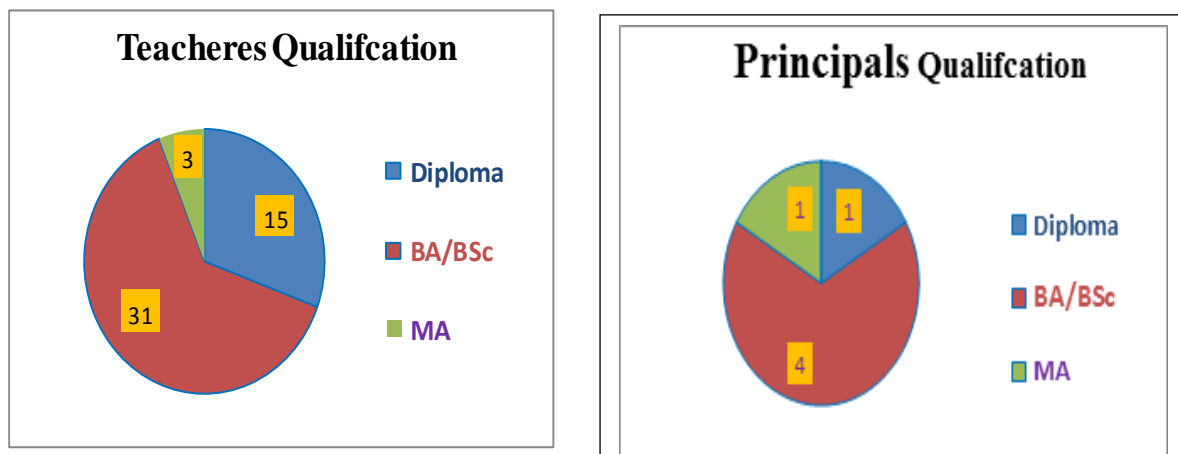


Figure 4: Teachers and Principal Educational Qualification

4.1.4 Respondent's Work Experience

When we see respondents Work Experience among 49 teachers, 17(34.69%) have from 1 up to 5 years work experience, 20(40.81%) teachers 11-15, 4(8.16%) have 16-20 years' work experience. Among these, 1(2.04%) teacher has more than 21 years' work experience. When we see principals from the total 6 principals, 5(83.33%) have 6-10 and only 1(16.66%) principals have 16-20 work experience. Among two cluster supervisors, 1 has from 10 up to 15 years work experience and the second has above 21 years of work experience. From the total 5 education bureau experts, 3(60%) have 11 up to 15 years work experience and 2(40%) have 5-10 years' work experience. Whereas, from school committees, all(100%) have from 1 up to 5 years work experience.

Based on the above respondents' work experience in education, the majority of teachers, principals, vice principals, supervisors and education experts have from 6 up to 15 years work experience. As education stakeholders work experience has contributed to education quality and to assist students by identifying their behavior, therefore, for school directors, deputy directors, supervisors and district education bureau work experience is very important. School committees

work experience is between 1 up to five. According to school regulations, the appointment of school committees is every two years and among these committees three are state rural town officers and lost immediately and shows have no long work service.

According to Adeyemi and Yala (2010), said that teachers' education background and teachers' teaching work experience were positive effect on quality of education.

4.1.4 Students' Parents Education level

Table 2: Students' parents Education level

No	Item	Education level	Frequency	present
1	Student father education status	No education	117	48.75
		Grade 1--12	95	39.58
		Certificate & above	28	11.66
		Total	240	100
2	Student mother education status	No education	125	52.08
		Grade 1--12	91	37.91
		Certificate & above	24	10.00
		Total	240	100

Students' parents Education level is expected to have a direct or indirect relation with students' results and improvement of behavior. Therefore, among the total 240 respondent students, parents/guardians of 117(48.75%) students did not get education and 95 (39.58%) students' parents have qualification 1 to 12th grade and the remaining 28(11.66%) students' parents /guardian have certificate & shows above the mentioned qualification. Among the total 240 students, 125(52.08%) students' mothers did not get education and 91(37.91%) have 1 to 12th grade qualification and 24(10.00%) have certificate & above education preparation. When we see these, the majority of students' mothers and fathers /guardians did not get regular education and we have observed few have taken adult education. Accordingly, there is a knowledge gap for giving the appropriate education support and follow up.

Children's parent /guardians education level showed that degree to which student's parents/guardians or other family members are actively involved in a Children's learning had positive impact on the quality of education (Desarrollo, 2007).

4.1.5 Students' response on school distance

Table; Students' response on school distance

No	School distance per hour	frequency	present
1	Less than 30 minutes	38	15.83%
2	30 minutes to 1 hour	51	21.25%
3	1:00 hour to 1:30 minutes	83	34.58%
4	1:30 minutes to 2:00 hours	51	21.25%
5	More than 2:00 hours	17	7.08%

Regarding the time it took for students to walk from their home up their school, among the 240 students, 38 (15.83%) have responded that it takes less than 30 minutes and 51 (21.25%) students have responded it takes between 30 minutes to 1:00 hour; 83(34.58%) students have responded it takes between 1:00 to 1:30 hours; 51(21.25%) students have responded it takes between 1:30 to 2:00 hours; and 17(7.08%) students have responded it takes more than 2:00 hours. In general, this shows most secondary high school students walk 1:00 to 1:30 hours to arrive at their school.

As it has been mentioned above, the majority of students who attend secondary education are forced to take a journey on foot for more than 1 hour. As a result, these learners were tired when they reached the classroom and typically slept in the classroom and showed excursion and they failed to attend their education correctly and this force a negative impact on their performance.

4.2 Data Analysis and Interpretation

The researcher reviewed in depth under chapter 2 of this paper that there are many factors that affect the quality of education in secondary schools and that it needs coordinated action of all stakeholders to address school problems. Accordingly, based on the questionnaire administered to respondents by categorizing the factors that affect quality of education in secondary schools of South Ari Woreda into three main factors, the responses of participants have been used in this paper. These three factors are presented in terms of supply of educational materials, teaching learning process and student's performance /behavior change of students. The data used in this paper was collected using questionnaire, interview (both open ended and close ended),

observation and document analysis and students, teachers, principals, supervisors from woreda education office and PTA were participants.

4.3 Input Factors

4.3.1 Educational Materials and Facilities

Exercise books available at secondary schools, reference books and library services, laboratory equipment and facilities, sport materials and sport fields, reading rooms, toilets, computer and accessories, are listed on the following tables.

Table 3A: Educational Materials and Facilities related responses

N	Items	Respondent	Scale	SD	DA	UD	A	SA
1	All required text books for all subjects are available to students.	Students	Frequency	205	23	6	6	0
			Percent	85.41	9.58	2.5	2.5	0
		Teachers	Frequency	38	7	4	-	-
			Percent	77.55	14.28	8.16	-	-
2	Science education laboratories are well equipped.	Students	Frequency	150	55	30	5	-
			Percent	62.5	23	12.5	2.08	0
		Teachers	Frequency	39	6	4	-	-
			Percent	79.59	12.24	8.16	-	-
3	Adequate reference books are available at the school library.	Students	Frequency	112	60	38	30	-
			Percent	46.66	25	15.83	12.5	-
		Teachers	Frequency	14	25	2	6	-
			Percent	28.57	51.02	4.08	12.24	-
4	The school has enough sporting space and facilities.	Students	Frequency	130	67	11	25	7
			Percent	54.16	27.91	4.58	10.41	2.91
		Teachers	Frequency	16	25	-	8	-
			Percent	32.65	51.02	-	16.32	-

Among the respondents in table 3A, item 1, more than half of respondents, 228(94.99%) students and 45 (91.83%) teachers strongly disagreed that all required textbooks for all subjects are available to students. To the contrary 6(2.5%) of students agreed that all required textbooks for all subjects are available to students, with 6(2.5%) students and 4 (8.16%) of teachers unable to

decide. The result obtained showed that, in all secondary high schools all required textbooks for all subjects are not available to students.

Table 4; Student text book Ratio

School Name	Grade Level	Student text book Ratio										
		Amharic	English	math's	Physics	Biology	Chemistry	Civic	Geography	History	ICT	HP
Goh	9 th	1/5	1/5	1/6	1/4	1/4	1/6	1/4	1/1	1/4	1/3	-
	10 th	1/6	1/5	1/5	1/5	1/6	1/5	1/5	1/3	1/5	1/4	-
Tolita	9 th	1/5	1/6	1/5	1/5	1/5	1/5	1/6	1/2	1/5	1/3	-
	10 th	1/5	1/4	1/5	1/5	1/4	1/6	1/4	1/4	1/6	1/4	-
Gorker	9 th	1/7	1/5	1/6	1/4	1/6	1/6	1/4	1/1	1/6	1/3	-
	10 th	1/6	1/5	1/5	1/5	1/5	1/5	1/4	1/3	1/5	1/3	-
Mether	9 th	1/6	1/5	1/6	1/4	1/5	1/6	1/5	1/1	1/6	1/4	-
	10 th	1/6	1/4	1/6	1/5	1/5	1/5	1/4	1/3	1/5	1/4	-
Shengama Bili	9 th	1/7	1/5	1/6	1/4	1/4	1/6	1/8	1/1	1/6	1/3	-
	10 th	1/6	1/6	1/5	1/5	1/5	1/5	1/6	1/3	1/5	1/4	-
Berka	9 th	1/5	1/5	1/5	1/4	1/6	1/6	1/8	1/1	1/6	1/2	-
	10 th	1/6	1/5	1/4	1/6	1/6	1/5	1/6	1/3	1/5	1/4	-

The student exercise book pupil ratio is under standard 1 to 1 student's textbook ratio that has been stated by (MoE, 2012).

Also on interview and close-ended questionnaire with teachers, students, principals, supervisors and education experts strengths the reply given by teachers and students view. Teachers face struggle in trying to teach without texts as a result contents would not be finished in the interior fixed time. District education office experts also have expressed there is a serious lack of textbooks. As books printing is incapable at district level has repeatedly informed to concerned bodies in order to eradicate the problem but said unable to solve the problem. This is due to poor supply of text books by Ministry of Education and South Region Education Office. Overall, the student exercise book pupil ratio is under standard 1 to 1 student's exercise book proportion that has been stated by (MoE, 2012). It can be decided that all of the secondary schools in South Ari Woreda suffering from unavailability of textbooks. As a result, in such condition the education process cannot be done appropriately at it very affect the quality of education in secondary schools of South Ari Woreda.

The result is confirmed by (Opitia, 2010) who set up that several teachers in under developed countries work in schools that shortage of basic school facilities and adequate educational materials like students textbook.

Among the respondents in table 3A, item 2, more than half of respondents, 205(85.5%) students and 45 (91.83%) teachers strongly disagreed that there is a problem of science laboratories equipment at all schools. To contrary 5(2.08%) of students agreed that science laboratories were well equipped, with 30(12.5%) students and 4 (8.16%) of teachers were unable to decide. This might imply that a problem of science laboratories equipment's in all secondary schools.

In the interview sitting, all of the supervisors, principals , vice principals and Woreda education experts commonly pointed out that ,in all secondary schools of south Ari Woreda the accessibility of laboratory service in the school was in adequate. Here is a lack of laboratory class, lack of adequate laboratory chemicals, lack of adequate laboratory kits, lack of teachers work table and bench, lack of students work table and bench, essential laboratory materials and also there is no qualified person in the aria and not employed for the schools. But, only chemistry laboratory technician has been employed to *Goh* and *Gorker* secondary schools. As a result, the students who are as of natural science department are missing money kind of details, knowledge and skill on Biology, physics and chemistry laboratory exercise, for the reason that of inadequate laboratory and lack of chemicals. In general, the absence of adequate laboratory service and absence of chemicals might be among the problems that affect the quality of education in secondary schools of South Ari Woreda.

Regarding equipment's of laboratory district education experts and principals have insisted to reply and expressed me it is high to fulfill laboratory inputs based the budget allocated at district level and it is a problem to get inputs as other items from shops and obliged to buy from universities with high amount with serious case which is great problem for them. Also with the employment of laboratory experts, there is a lack of budget and it is unable to get experts in the sector and hence unfulfilled the activity.

The result is reversed with what MoE (1995), the secondary school laboratory suggested 3 laboratories these be present: Chemistry laboratory, Biology laboratory and physics laboratory .each one includes adequate kit's, sufficient chemicals, teachers and students work table,

workbench and qualified laboratory technician to all secondary schools. As a result, the lack of laboratory service and facilities might be among the factors that affect the provision of quality education.

As indicated in table 3A, item 3, most of the respondents, 172(71.66%) of the students and 39(39.59%) of teachers strongly disagreed that there are not enough books in their school library. To the contrary, 30(12.5%) of the students and 6 (12.24%) of the teachers agreed that adequate reference books are available at the school library, 38 (15.83%) students and 2 (4.008%) of the teachers were unable to decide. This shows that there are not enough books in their schools' library.

According to the interview principals, vice principals and supervisors replied that the problem with nearly all of the secondary school libraries are that the number of students and the size of the school libraries are not matched and there is no enough available reference books at all secondary school library. Besides, most of secondary schools have no personnel who trend in library science. The accessibility is only nominal and schools didn't show any initiative to complete these. However *Goh* secondary high school library is seems better is a bit better in comparison to other schools in the woreda, but as a standard there are no enough reference books even in *Goh* secondary school. Within these problems teachers and learners cannot get sufficient service as of the libraries. It might be among the factors that affect the provision of quality education.

As shown in table 3A, item number 4, more than half of them, 197 (82.07%) of the students and 41(86.67%) of the teachers disagreed that there is not enough sport performing space and facilities. To contrary, 32 (13.32%) of the students and 8 (16.32%) of the teachers agreed that enough sport performing space and facilities in their school, with11 (4.58%) of students have responded unable to decide. The result obtained showed that there is a lack of enough sport space and Sport materials in secondary schools of south ari woreda.

Also according to the researcher's observation all secondary high schools there is a lack of enough sport space and sport materials. However at *Goh* secondary high school the researcher saw there was a football and volleyball field.

Table 3B: Educational Materials and Facilities related responses

5	The school has clean, well ventilated, and bright class rooms.	Students	Frequency	25	45	28	96	46
			Percent	10.41	18.75	11.66	40	19.16
		Teachers	Frequency	16	10	-	23	-
			Percent	32.65	20.40	-	46.93	-
6	There is enough furniture according to the number of students in each classroom.	Students	Frequency	25	29	51	96	39
			Percent	10.41	12.08	21.25	40	16.25
		Teachers	Frequency	8	5	-	27	9
			Percent	8	5	-	55.10	18.36
7	There are adequate toilet facilities for both girls and boys at school	Students	Frequency	121	60	25	26	8
			Percent	50.41	25	10.41	10.83	3.33
		Teachers	Frequency	16	18	-	9	6
			Percent	32.65	36.73	-	18.36	12.2
8	There is enough clean drinking water supply in the school.	Students	Frequency	25	135	8	60	12
			Percent	10.41	56.25	3.33	25	5
		Teachers	Frequency	17	20	2	10	-
			Percent	34.69	40.81	4.08	20.40	-
9	There are enough computers and accessories allocated to students at the school.	Students	Frequency	130	78	5	27	-
			Percent	54.16	32.5	2.08	11.25	-
		Teachers	Frequency	35	14	-	-	-
			Percent	71.42	28.57	-	-	-

As revealed in table 3B of item 5, most of the respondents, 142(59%) of students and 23(46.93%) of the teachers expressed their agreement on the question that the school has enough, clean, well ventilated, and bright class rooms. To contrary, 70(29.16%) of the students and 26 (53.05%) of the teachers disagreed that the school has enough clean, air ventilation and light class rooms, with 28(11.66%) of the students have responded unable to decide .From this, students and teachers decision shows there is enough clean, well ventilated, and bright classrooms in secondary schools.

Table 5: Class room -student ratio (during the time of Coronavirus)

No	School Name	Grade level	Number of Students	Number of Section	Class Room Student Ratio	Remark
1	Goh Secondary school	Grade 9 th	450	12	1 /37	
		Grade 10 th	409	10	1/40	
		Grade 11 th	209	6	1/34	
		Grade 12 th	55	2	1/28	
2	Tolita Secondary school	Grade 9 th	328	9	1/36	
		Grade 10 th	400	12	1/33	
		Grade 11 th	112	3	1/37	
		Grade 12 th	34	2	1/34	
3	Gorker Secondary school	Grade 9 th	392	11	1/35	
		Grade 10 th	18	1	1/18	
		Grade 11 th	31	1	1/31	
		Grade 12 th	91	3	1/30	
4	Mether Secondary school	Grade 9 th	387	9	1/43	
		Grade 10 th	130	3	1/43	
		Grade 11 th	65	2	1/32	
		Grade 12 th	20	1	1/20	
5	Shengama Bili Secondary school	Grade 9 th	264	7	1/36	
		Grade 10 th	151	5	1/34	
		Grade 11 th	56	2	1/28	
		Grade 12 th	-	-	-	
6	Berka Secondary school	Grade 9 th	215	6	1/42	
		Grade 10 th	134	4	1/38	
		Grade 11 th	37	1	1	
		Grade 12 th	-	-	-	
#	Average	Grade 9-12 th	3992	112	1/36	

The Interview performed with directors, supervisors and parent teacher association indicated that there is enough clean, air ventilation and light in class rooms which were constructed by foreign companies/NGOs. Among these six schools the *Barka* and *Meseer* secondary high schools have no standard classrooms. The classrooms were constructed by community participation and also they were not cleaned well.

In secondary schools the readiness of teaching learning materials only cannot be the main determining factor of the quality of education; the student class room ratio in the presentation of a class by a teacher besides an important part (Tirusesew, 1998). In our country Ethiopia, in recent times the enrolment rate of the students at the secondary school is increased and the school arrangement is considered by high class- room student ratio. According to ministry of education (2011) the existing average set for secondary schools suggested a class room student ratio is 1/40. However in observes the number of student class room ratio in secondary schools

of Ethiopia is 50 children's and above (MoE, 2011). Therefore, the finding of the study match with the ministry of education (2011) average set for secondary schools suggested classroom student ratio 1/40 (MoE, 2011).

Among the respondents in table 3B, item 6, most of the respondents, 135(56.25%) of the students and 36(73.46%) of the teachers expressed their agreement on the question that there is enough furniture in class rooms in their school. To the contrary 54(22.49%) of the students and 13 (13%) of the teachers disagreed that there is not enough furniture in class rooms in their school and 51(21.25%) students have responded unable to decide. According to the students and teachers response in secondary school there is enough furniture according to the number of students in each classroom.

Table 6; Student Chair/Desk Ratio (during the time of Coronavirus)

School Name	Goh S/ School				Tolita S/ School				Gorker S/ School			
Grade Level	9 th	10 th	11 th	12 th	9 th	10 th	11 th	12 th	9 th	10 th	11 th	12 th
Ratio	1/3	1/3	1/2	1/2	1/2	1/3	1/2	1/2	1/3	1/2	1/2	1/2
School Name	Mether S/School				ShengamaBili S/School				Berka S/ School			
Grade Level	9 th	10 th	11 th	12 th	9 th	10 th	11 th	12 th	9 th	10 th	11 th	12 th
Ratio	1/3	1/3	1/3	1/3	1/3	1/3	1/3	-	1/3	1/3	1/2	-

Secondary schools were provided with desks and chairs by Government the Ministry of Education/Regional Education Biro and Non-Governmental Organizations. The researcher observed that the sample schools really had enough desks and chairs. But, among these six secondary schools Barka and *Meseer* secondary schools have no standard classrooms and desks and chairs. Such chairs and desks are resources to facilitate children's education in terms of comfort and crate conducive teaching environment. In general the finding indicates that there is enough furniture according to the number of students in each classroom (average ratio 1/3).

As shown in table 3B, item number 7, more than half of them, 181 (75.41%) of the students and 34 (69.38%) of the teachers disagreed that the schools have no adequate toilet facilities for both girls and boys at school. To the contrary, 34(14.16%) of the students and 15(30.56%) of the teachers agreed that the school has adequate toilet facilities for both girls and boys at school,

with 25(10.41%) of the students have responded unable to decide. From this one can understand that there are not enough separate toilets with gender at all secondary schools.

Analysis of the data acquired through interviews with woreda education office experts, supervisors, principals, vice principals, and Parent teacher association indicated that there is not enough separate toilet with gender at all schools comparing with the number of students. And the time specified for break time is only 15 minute up to 20 minutes, which means all the learners cannot be served by these few buildings of toilet inside this short period of interval. Therefore students obliged to keep their hygiene out of the toilet and students complain there is a problem keeps their hygiene as there is not enough water supply. As a result, lacking of toilet service affects the quality of education in secondary schools of South Ari Woreda.

The result difference to MoE (1995) settings as, toilet building for both genders at separate places and for teachers as well, must be built to help the teaching and learning process in the secondary schools. Delivery of water and suitable toilet services such as hand washing, soap and electric light are required to make a healthy education setting.

Item 8 of table 3B indicates that more than half of them, 160(66.66%) of the students and 37 (75.5%) of the teachers disagreed that the schools have enough clean drinking water supply. To the contrary, 72(30%) of the students and 10(20.40%) of the teachers agreed that the schools have enough clean drinking water supply, with 8(3.33%) of the students and 2(4.08%) of the teachers having responded they are unable to decide. Depending on the students and teachers decision it is possible to say there is not enough drinking water in the secondary schools.

Also, interviews and close-ended questionnaires with teachers, principals, supervisors and education experts strengthen the reply given by teachers and students. In Tolita, Berka, Mether and Shengama Bili secondary schools was no clean drinking water supply and water storage tankers were insufficient and not effective. On the other hand there is enough drinking water supply at *Goh* and *Gorker* secondary Schools. Also based on one director expression “some students due to lack of sufficient amount of clean drinking water source in the school surroundings, a lot of learners leave the school compound to drink water at the rest time. For that reason, most of the time the teaching- learning period was wasted”. Providing of clean drinking water and suitable services were compulsory so as to make a conducive school environment. In

general, lack of clean drinking water supply might be a negative effect on the provision of quality education.

This finding is in reverse to what (Wash, 2010, and MoE, 1995) indicated as; schools with appropriate organization of water services can successfully increase the attendance and students result. According to MoE (1995) providing clean drinking water and suitable toilet services are needed to produce a health education environment. Therefore, providing clean drinking water and proper facilities were needed so as to create a healthy educational environment.

The last item of table 3 indicated that, more than half of them, 130(54.16%) of the students and 35(71.42%) of the teachers disagreed that the schools has not enough computers and accessories allocated to students. To contrary 27(11.25%) of students agreed that the schools has enough computers and accessories allocated to students, with 5(2.08) of the students have responded unable to decide. The results obtained showed that, there is no enough computers and accessories equivalent with the number of students in the school.

Also on interview questions with teachers, principals, supervisors and education experts strengthens the reply given by teachers and students. As said by respondents, in all secondary schools though computers for students since their number are very small, they didn't supply full service for the students. This is due to a shortage of electric power. Particularly, there are only 20 computers and no electric power to run these computers at *Barka* secondary school. In all secondary Schools since there is no internet installation and experts in the area. The researcher observed that totally students couldn't get the service. Since there is not enough electric power in all secondary schools to make computers effective, students are not beneficiary for this service. Therefore, this is one of the input related factors which affects the quality of education in secondary schools of South Ari Woreda.

Both the qualitative and the quantitative data under educational materials and facilities indicated that in all secondary schools there is no all required textbooks for all subjects available to students; a problem of science laboratories equipments; not enough books in their school library; lack of enough sport space and Sport materials; they have enough clean, well ventilated, and enough furniture according to the number of students in each classroom; no enough separate toilet with gender ; no enough drinking water in the schools compound; and not enough

computers equivalent with the number of students are the main input related factors affecting quality of education in secondary schools of south Ari Woreda.

4.3.2 Response related to teachers:

This section mainly focused on teacher's qualification, time usage, teaching experience and school stay period

Table 7: Response Related to Teachers

N	Items	Respondent	Scale	SD	DA	UD	A	SA
1	There are enough proficient teachers for all subjects.	Students	Frequency	86	65	45	24	20
			Percent	35.83	27.08	18.75	10	8.33
		Teachers	Frequency	21	16	-	9	3
			Percent	42.85	32.65	-	18.36	6.12
2	All teachers appropriately manage time while giving a lesson at school.	Students	Frequency	23	50	25	95	47
			Percent	9.58	20.83	10.41	39.58	11.58
		Teachers	Frequency	5	7	2	35	-
			Percent	10.20	14.28	4.08	71.42	-
3	All teachers have experience in teaching	Students	Frequency	53	60	4	5	70
			Percent	22.08	25	16.66	22.08	29.16
		Teachers	Frequency	6	10	-	27	6
			Percent	12.24	20.40	-	55.10	12.24
4	Teachers in the school services long year's school.	Students	Frequency	28	102	26	70	14
			Percent	11.66	42.5	10.83	29.16	5.83
		Teachers	Frequency	4	21	-	16	8
			Percent	8.16	42.85	-	32.65	15.32

As indicated in table 7, item 1, most of the respondents, 151 (62.91%) of the students and 37 (75.5%) of the teachers disagreed that the school has not enough proficient teachers for all subjects. To the contrary, 44 (18.33%) of the students and 12(24.7%) of the teachers agreed that the school has enough proficient teachers for all subjects, 45 (18.75%) of the students are unable to decide. The results obtained from students and teachers show that there are not enough professional teachers in the secondary schools.

In the interview sitting, principals, vice principals, supervisors said that several teachers are teaching the subjects other than their minor and major areas. For example, Graduates of laboratory technicians, Applied chemistry, Applied physics, etc. are made to teach Mathis, physics chemistry, Biology or English as well as in some cases, graduate of civics teaches English or graduate of English teaches Amharic, graduate of geography/civics teaches history/geography etc. as a result, they are not competent to satisfy the need of learners. Therefore this would affect the teachers as well as learners. Several of the teachers had no sufficient preparation; the majority did not have motivation and the energy to work due to low salaries, lack of continues proportional development, poor teacher evaluation system/licensing, poor supervision and monitoring system, lack of postgraduate upgrading program, etc. Therefore, this would directly affect teachers' performance in secondary schools.

According to Sereveje and Jegeda (2005) said that the ability of a teacher to teach is not only resulting from one's educational background yet it is centered upon pedagogic skill developed. According to the Ministry of Education (2012) the proficiency of the education providers is very critical to deliver better quality of education. As all be familiar with that, the main components of delivery of quality of education are principals and teachers. Therefore, in secondary schools lack of professional teachers is one of the main input related factors that affects quality of education in the study area.

With regard to item 2 of table 7, most of the respondents, 95(39.58%) of the students replied that they agree that teachers properly use the allocated time for education and 23 or 9.58% of the teachers responded by saying they strongly disagree while 25 (10.41%) of the students answered saying that they were unable to decide. The same questions were distributed to teachers and 35 (71.42%) of them have chosen they agree and, 5 (10.20%) teachers signaled they strongly disagree, while 2 (4.08%) of the teachers responded saying they were unable to decide. In general, based on the results of this questionnaire, the teachers mostly use their allocated time for education appropriately.

In interviews with the principals, vice principals and supervisors, they confirmed that the teachers stand by the regulations regarding their working hours and don't miss work without

permission and a good enough reason. They claim that the poor teaching system and the time students waste by copying notes from their black boards are the main gap.

Among the respondents in table 7, item 3, most of the respondents, 75(51.24%) of the students and 33(67.34%) of the teachers expressed their agreement on the question that all teachers have experience in teaching. To the contrary 113(47.08%) of the students and 16(32.64%) of the teachers disagreed that all teachers have experience in teaching, with 4(16.66%) of the students having responded that they were unable to decide. From this result, it is possible to understand that most teachers have enough teaching work experience in education.

As revealed in table 4, item number 4, most of the respondents, 130 (54.16%) of the students and 25 (51.01%) of the teachers disagreed that teachers in the school have served long years. To the contrary, 84(34.99%) of the students and 24(47.97%) of the teachers agreed that teachers in the school services long years, with 26(10, 83%) of the students have responded implying that they were unable to decide. From this one can understand that in secondary schools teachers are not served long years in secondary schools.

The Interview performed with stakeholders teachers mostly don't show absentees, lateness and other problems. They claim that the poor teaching system and the time students waste by copying notes from their class boards are the main gap. The school is not staffed to the full capacity and number of requirements of teachers in all subjects. In all schools few teachers teaching from 9th to 12th grade have a diploma education background which indicates there is a gap in teachers' performance. Teachers allocated at school are time after time transferred to another school and are unable to serve for a long year. In this case the Goh and Gorker secondary high schools teachers assigned there are serving for a long time compared to others based on the interview performed.

Both the qualitative and the quantitative data under teachers related questions indicated that in all secondary schools there are not enough professional teachers, teachers have enough teaching work experience on education, teachers use their allocated time for education appropriately, teachers low motivation, and teachers are not serving for long years in secondary schools. Therefore, these are the main input teacher related factors affecting quality of education in secondary schools of south Ari wored.

4.3.3. Response Related to School Administrative Bodies

This section mainly focuses on secondary school administrative bodies. principals and vice principals, teachers qualification, stakeholders of the school, relation between stakeholders and teachers, decision making system of teachers and students, community participation for the learning teaching process, encouragement of teachers and students and counseling service presented by experts.

Table 8A: Response Related to School Administrative Bodies

N	Items	Respondent	Scale	SD	DA	UD	A	SA
1	The school has a proficient directory.	Students	Frequency	10	102	65	56	7
			Percent	4.16	42.5	27.08	23.33	2.91
		Teachers	Frequency	12	18	-	16	3
			Percent	24.48	36.73	-	32.65	6.12
2	The school has a proficient vice principal	Students	Frequency	46	88	23	53	30
			Percent	19.16	36.66	9.58	22.08	12.5
		Teachers	Frequency	6	24	3	11	5
			Percent	12.24	48.97	6.12	22.44	10.20
3	The school administrative bodies have a good relationship with students.	Students	Frequency	21	41	7	126	45
			Percent	8.75	17.08	2.91	52.5	18.75
		Teachers	Frequency	3	7	1	30	8
			Percent	6.12	14.28	2.04	61.22	16.32
4	The school administrative bodies have a good relationship with teachers.	Students	Frequency	9	45	5	104	77
			Percent	3.75	18.75	2.08	43.33	32.08
		Teachers	Frequency	6	5	-	32	6
			Percent	12.24	10.20	-	65.10	12.24
5	The school administrative bodies have a good relationship with the school community.	Students	Frequency	20	33	-	156	31
			Percent	8.33	13.75	-	65	12.91
		Teachers	Frequency	3	9	-	28	9
			Percent	6.12	18.36	-	54.14	18.36

As indicated in table 8A item 1, most of the respondents, 112 (46.66%) of the students and 30(61.21%) of teachers disagreed that the school has not a proficient directory. To the contrary 63(26.24%) of the students and 19(38.77%) of the teachers agreed that the school has a proficient directory, with 65(27.08%) of the students have unable to decide. Form these teachers and students' responses shows principals assigned in school principals are not proficient enough.

As indicated in table 8A item 2, most of the respondents, 134(55.85%) of the students and 30(61.22%) of the teachers disagreed that the school has not proficient vice principals. To the contrary 83(34.58%) of students and 16(32.64%) of the teachers agreed that the school has a

proficient vice principal, with 23(9.58%) of the students and 3(6.12%) of teachers have responded saying they were unable to decide. From these teachers and students replies, vice principals assigned as education leadership are not considered to be proficient enough.

In interviews the researcher had with the principals, vice principals and supervisors, they confirmed that the majority of the secondary school principals/ vice presales in the sample schools were below the required qualification due to the lack of continues leadership training and professional development. Principals/vice principals in the sample schools were found to be BA degree graduates and qualified in subject areas other than school leadership and management/educational leadership and management. Among these vice principals and principals Goh and Gorker secondary school vice principals and principals have graduated in the educational leadership profession. Only one director has masters, one diploma, and others are first degree holders.

A Principal to make available practiced guidance and good leadership, having advanced and well prepared or requirements other than his subordinates is very important. But, basically it was not practical in the secondary schools of south Ari Woreda. Will the standards established by the ministry of education to school principals at secondary school level being at minimum qualification be masters/MA degree (MoE, 2019). A criteria only one director has fulfilled. Therefore, this significantly might have its own contribution to the low level of quality educational management that as a result causes the low level of quality of education.

As indicated in table 8A, item 3, most of the respondents, 171(71.25%) of the students and 38(77.25%) of teachers agreed that the school administrative bodies have a good relationship with students. To the contrary, 42(25.83%) of the students and 10 (20.4%) of the teachers disagreed that the school administrative bodies have not a good relationship with students.7 (2.91%) students and 1 (2.04%) of the teachers were unable to decide. From this teachers and students reply shows school administrative bodies have good relations with students.

As indicated in table 8A, item 4, most of the respondents, 181(75.41%) of the students and 38(77.34%) of teachers agreed that the school administrative bodies have a good relationship with teachers. To the contrary, 54(22.5%) of the students and 11(22.44%) of the teachers disagreed that the school administrative bodies have not a good relationship with teacheres.5

(2.08%) students were unable to decide. From this teachers and students reply shows school administrative bodies have good relations with teachers.

As indicated in table 8A, item 5, most of the respondents, 187(77.91) of the students and 37(72.5 %) of teachers agreed that the school administrative bodies have a good relationship with the school community. To the contrary, 53(22.08%) of the students and 12(24.48%) of the teachers disagreed that the school administrative bodies have not a good relationship with the school community. From this teachers and students reply shows school administrative bodies have good relation with school community.

Table 8B: Response Related to School Administrative Bodies

No	Items	Respondent	Scale	SD	DA	UD	A	SA
6	The school director involves teacheres in decision making.	Students	Frequency	21	44	11	104	60
			Percent	8.75	18.33	4.58	43.33	25
		Teachers	Frequency	3	11	5	19	11
			Percent	6.12	22.44	10.2	38.77	22.4
7	The school director involves PTA in decision making.	Students	Frequency	13	43	13	150	21
			Percent	5.41	17.91	5.41	62.5	8.75
		Teachers	Frequency	2	10	-	31	6
			Percent	4.08	20.40	-	63.26	12.2
8	The director involves the school community in improving student's achievement.	Students	Frequency	40	120	14	45	21
			Percent	16.66	48	5.83	18.75	8.75
		Teachers	Frequency	9	25	2	9	4
			Percent	18.36	51.02	4.08	18.36	8.16
9	The director encourages teachers in different matters.	Students	Frequency	89	70	4	64	13
			Percent	37.08	29.16	1.66	26.66	5.41
		Teachers	Frequency	26	8	-	15	-
			Percent	53.06	16.32	-	30.61	-
10	The director encourages students in different matters.	Students	Frequency	76	68	6	59	31
			Percent	31.66	28.33	2.5	24.58	12.9
		Teachers	Frequency	18	13	2	11	5
			Percent	36.73	26.53	4.08	22.44	10.2
11	There a professional assigned to give guidance & counseling service to students.	Students	Frequency	158	49	5	25	3
			Percent	65.83	20.41	2.08	10.41	1.25
		Teachers	Frequency	35	9	5	-	-
			Percent	71.42	18.36	10.2	-	-

Among the respondents in table 8B, item 6, most of the respondents, 164(68.33%) of the students and 30(61.21%) of teachers agreed that the school principals involve teachers in decision making. To the contrary, 65(27.33%) of the students and 30 (61.21%) of the teachers disagreed that the school principals involved teachers in decision making .11(4.58%) students

and 5 (10.20%) of the teachers were unable to decide. The response given from students and teachers shows school administrative bodies have involves teachers in decision making.

Among the respondents in table 8B, item 7, most of the respondents, 171(71.25%) of the students and 37(75.5%) of teachers agreed that the school principals involve PTA in decision making. To the contrary, 56(12.48%) of the students and 12 (24.48%) of the teachers disagreed that the school principals involved PTA in decision making .13(5.41%) of the students were unable to decide. The response given from students and teachers shows school administrative bodies have involves PTA in decision making,

As indicated in table 8B, item 8, most of the respondent, 120 (48%) of the students have disagreed that school directors don't participate school community regarding in improving students results and 21 (8.75%) responded strongly agree and 14 (5.83%) have responded unable to decide. The same question distributed to 25 (51.02%) teachers have reply responded disagree that school directors don't participate school community regarding in improving students results, 4 (8.16%) teachers have reply responded strongly agree and 2(4.08%) teachers have responded indicating they were unable to decide. The reply given from students and teachers shows school directors don't participate school community regarding in improving students' results.

The Interview performed with school committees/PTA and school principals that are committed to participate in agricultural activity, expansion, school compound cleaning and fund raising activities. In observation, the directors were not participating the school community in improving student's results by initiating and coordinating the school society broadly. One of the committee members has stated that "we only talk about in fund raising activities and in school development agendas we never discussed on in improving students' results."

As indicated in table 8B, item 9, most of the respondents, 159(66.24%) of the students and 24(69.38%) of teachers disagreed that the school principals have encouraged teachers in different matters. To the contrary, 77(32.07%) of the students and 15 (30.61%) of the teachers agreed that the school principals have encouraged teachers in different matters. 4(1.66%) students were unable to decide. The reply given from students and teachers shows school principals don't encourage teachers in different ways.

As indicated in table 8B, item 9, most of the respondents, 154(59.99%) of the students and 31(63.26%) of teachers disagreed that the school principals have not encouraged students in different matters. To the contrary, 9(37.49%) of the students and 16 (32.64%) of the teachers agreed that the school principals have encouraged students in different matters. 6(2.5%) students and 2(4.08%) were unable to decide. The reply given from students and teachers shows school principals don't encourage students in different ways.

The last item of table 8B indicated that most of the respondents, 207(86.24%) of the students and 44(89.78%) of teachers disagreed that the school has not professionals assigned to give guidance & counseling service to students. To the contrary, 28(11.66%) students agreed that the school has a professional assigned to give guidance & counseling service to students. 5(2.08%) students and 5(10.20%) of the teachers were unable to decide. Based on teachers and students' reply shows there is not enough guidance and counseling service and professionals in the school.

Also the Interview performed shows there is no expert who can give guidance and counseling service and there is no office for the purpose of guidance and counseling service.

Both the qualitative and the quantitative data under school administrative bodies related questions indicated that ;principals and vice principals assigned in educational leadership has not proficient enough; school administrative bodies has good relation with students, teachers, and school communities; school administrative bodies has involves teachers parent association/PTA in decision making; school principals don't encourages students and teachers in different ways; Principals don't participate school communities regarding in improving students results and schools has not a professionals assigned to give guidance and counseling service to students.

4.3.4. Response Related to Parent Involvement

In this section family of the secondary school students regarding with input availability income source of the school, meeting procedure of the school and relevancy of education will be the main focus.

Table 9; Response related to parent involvement

N	Items	Respondent	Scale	SD	DA	UD	A	SA
1	Parents provide all teaching materials to their children.	Students	Frequency	30	166	7	25	12
			Percent	12.5	69.16	2.91	10.41	5
		Teachers	Frequency	18	19	2	6	4
			Percent	36.73	38.77	4.08	12.24	8.16
2	Parents involve fund raise activates.	Students	Frequency	21	80	9	110	20
			Percent	8.75	33.33	3.75	45.83	8.33
		Teachers	Frequency	11	15	-	17	6
			Percent	22.44	30.65	-	34.69	12.24
3	Parents assist students in studying their lesson.	Students	Frequency	101	71	12	45	11
			Percent	42.08	29.58	5	18.75	4.58
		Teachers	Frequency	19	17	-	13	-
			Percent	38.77	34.69	-	26.53	-
4	Parents participate actively when the school calls meetings.	Students	Frequency	37	67	17	78	41
			Percent	15.41	27.91	7.08	32.5	17.08
		Teachers	Frequency	8	13	-	19	9
			Percent	16.32	26.53	-	38.77	18.36
5	Parents & the school community are well aware of the importance of education. .	Students	Frequency	37	109	-	73	21
			Percent	15.41	45.41	-	30.41	8.75
		Teachers	Frequency	9	26	-	8	6
			Percent	18.36	53.06	-	16.32	12.24

Item 1 of table 9 indicated that more than half of them, 196 (81.66%) of the students and 37(75.5%) of the teachers disagreed that student parents are not provide all teaching materials to their children. To the contrary 37 (15.41%) of the students and 10(20.4%) of the teachers agreed that student parents are provide all teaching materials to their children, With 7(2.91%) students and 2(4.08%) of the teachers have responded saying they were unable to decide. According to the responses of the respondent students and teachers, it can be shown that the parents of the students in the secondary schools do not provide the necessary educational materials.

As indicated in table 9 item 2, most of the respondents, 130(54.16%) of the students and 23(46.93%) of the teachers agreed that student parents are involved in fundraise activates. To contrary 101(42.08%) of students and 26(53.09%) of the teachers disagreed that student parents were not involved in fundraising activities, with 9(3.75%) of students have responded saying they were unable to decide. As a general response from teachers and students, it shows that student parents are actively involved in school- based farming, labor and found raising activities.

As revealed in table 9, item number 3, most of the respondents, 172(73.46%) of students and 36(73.46%) of the teachers expressed their disagreement with student parents are not assist students in studying their lesson. To contrary 56 (23.33%) of students and 13(26.53%) of the teachers agreed with student parents assist students in studying their lesson. With 12(5%) of students have responded saying they were unable to decide. The response of teachers and students shows us, most respondents' reply indicates that parents of the students do not support and help prepare their children.

As indicated in table 9 item 4, most of the respondents, 119(49.58%) of students and 28 (57.13%) of the teachers, disagreed that student parents are not participate actively when the school calls meetings. To the contrary, 104(43.33%) of students and 21(42.85%) of teachers agreed student parents participate actively when the school calls meetings, with 17(7.08%) of students have responded saying they were unable to decide. This response from teachers and students shows that parents' schools are not actively participating in convening meetings to discuss the student learning process.

The last item of table 6 indicated that most of the participants, 146 (60.82%) of the students and 35 (71.42%) of the teachers disagree expressed disagreed on the question parent and the school community are well aware of the importance of education. To the contrary, 94(39.16%) of students and 14(28.56%) of the teachers agreed that student parents and the school community are well aware of the importance of education. This response from teachers and students shows that parents and school communities are not well aware of the importance of education.

In general, responses from principals, supervisors, and school committees to students and the school community paid little attention to education. Most students' parents could not be capable of supporting their child to do homework because of the educational level of the parents. Students Parents have educational barriers to assisting at home. Most parents want to help their children with a variety of responsibilities at home, instead of providing them with the appropriate school supplies. Few parents believe that education is a source of income and that education is the key to success. This is mainly due to the fact that the number of educated people in the area is small in number and the standard of living of government employees is unsatisfactory. For the moment, parents of students are involved in any developmental activities in schools. They told

me that they would participate in the school's tasks by farming, organizing fund raising activities, and other small commercial tasks. While this being the case the parents of students involved in any developmental activities. They contribute to farming tasks, prepare traditional bazaar and contribute to the construction of a school with the support of the *kebele* administration system. Parent teacher association members are not active enough to improve students' results; they lack commitment to mobilize the school community in students' learning.

The part of parent participation in student's learning has become a crucial issue in education policy and study. Parents play a central part in both the home and school setting. Broad parent participation is linked with quality education, good behavior, better social skill, better academic performance, low dropout rates and less absenteeism (Henderson and Map 2002).

Both the qualitative and the quantitative data under students' parents and school communities' related responses indicated that in all secondary schools parents of the students do not provide the necessary educational materials to their children; they do not support and help prepare their children; they have not actively participating in organizing meetings to discuss the student learning process; student parents are actively involved in school- based farming, labor and fund raising activities; and they have not well aware of the importance of education.

4.4 Teaching & Learning Process

In this section, the teaching and learning process of secondary education is discussed. Teachers use different teaching methods and teaching aids, continuous assessment , rule and guidelines for schools as well as decision making process , relationship between students and teachers, period utilization, outlook of teachers, students participation in the class are presented by related with teachers initiative.

Table 10 A; Response related with teaching learning process

N	Items	Respondent	Scale	SD	DA	UD	A	SA
1	Teachers use different teaching methods and teaching aids during teaching.	Students	Frequency	66	97	-	51	26
			Percent	27.5	40.41	-	21.25	18.83
		Teachers	Frequency	11	23	4	9	2
			Percent	22.44	46.93	8.16	18.36	4.08
2	Teachers pursue continuous assessment for the evaluation of the learning achievement of their students.	Students	Frequency	45	64	19	51	58
			Percent	18.75	26.66	7.91	21.25	24.16
		Teachers	Frequency	9	17	-	15.30	8.16
			Percent	18.36	34.69	-	34.69	18.36
3	There are good relationships among students & teachers at school.	Students	Frequency	21	19	-	91	109
			Percent	8.75	7.91	-	37.91	45.41
		Teachers	Frequency	2	3	-	8	36
			Percent	4.08	6.12	-	16.32	73.48
4	The school has rules & guidelines for taxing action against absentees, late comers & unethical students.	Students	Frequency	16	52	-	74	98
			Percent	6.61	21.66	-	30.83	40.83
		Teachers	Frequency	-	6	-	29	14
			Percent	-	12.24	-	59.18	28.57
5	Teachers use the time allocated for each subject period efficiently.	Students	Frequency	60	57	6	77	40
			Percent	25	23.75	12.2	32.08	16.66
		Teachers	Frequency	8	18	-	19	4
			Percent	16.32	36.73	-	38.77	8.16

Among the respondents in table 10A, item 1, most of the respondents, 163(67.91%) of students and 34 (69.37%) of the teachers disagreed that teachers are not use different teaching methods and teaching aids during teaching. To the contrary, 77(40.08%) of students and 11(22.44%) of the teachers agreed that teachers use different teaching methods and teaching aids during teaching. 4(8.16%) of teachers have responded saying they were unable to decide. As a general rule, the response of most teachers and students around the question shows that secondary school teachers do not use different teaching approaches & teaching aids in the classroom and use the similar teaching approaches.

In the interview, principals, vice principals, supervisors, and education office expert respondents stated that teachers teaching in the classroom did not use a variety of teaching aids & teaching methods. Stakeholders told me that they would use the usual descriptive teaching method to give the lesson by rushing to cover the content. One school principal said that “teachers’ motivation towards their professions some of teachers’ are unhappy in several ways this lead to poor approach and method of teaching, unsuitable use of guidance and counseling services,

inappropriate monitoring and evaluation, poor lesson plan preparation, poor classroom management, and poor model for students”

This result agreed with a study done by (UNICEF 2000) that found out that teaching techniques in a lot of countries go on traditional; teachers centered teaching approach and inflexible/strict/authoritarian. This makes sure that students are afraid to learn by asking questions and in its place must familiarize to teacher what is taught. Quality content should be student centered, unbiased, and criteria based on set of program arrangement (UNICEF 2000).

As shown in table 10A, item number 2, most of the respondents 109 (45.41%) of students and 26(53.05%) of the teachers disagreed that teachers are not pursue continuous assessment for the evaluation of the learning achievement of their students. To the contrary, 109(45.41%) of students and 26(53.05%) of the teachers agreed that teachers pursue continuous assessment for the evaluation of the learning achievement of their students; 19(7.91%) of students have responded saying they were unable to decide. From this result, the teachers' and students' responses show that high school teachers are not evaluating students' performance by using continuous assessments.

From interviews with principals, supervisors, and education office experts, and from document analysis that teachers use mainly assess a student at school using mid exam & final exam. They told me that the mid & final exam program was scheduled. In general, however, students' day-to-day academic performance should be measured by their performance in practice and converted to grades, but in secondary schools continuous assessment is not properly applied.

Item 3 of table 10A indicated that most of the respondents, 200(83.32%) of students and 44(89.32%) of the teachers agreed that a good relationship among students and teachers at school. .To the contrary, 40(16.66%) of students and 5(10.2%) of the teachers disagreed that there were not good relationships among students and teachers at school. In general, this response from teachers and students tells us that the relationship between high school teachers and students is good and peaceful.

As shown in table 10A, item number 4, most of the respondents, 172 (71.66%) of students and 43 (87.75%) of the teachers agreed that the schools have rules and guidelines for taking action against absentees, late comers and unethical students. To the contrary, 68(28.27%) of students

and 6(12.24%) of the teachers disagreed that the schools have not rules and guidelines for taking action against absentees, late comers and unethical students. Based on the response of teachers and students as a whole, schools can be described as rules & guidelines for taking action against absentees, late comers & unethical students.

Among the respondents in table 10A, item 5, most of the respondents, 77(32.08%) of students and 19(38.77%) of the teachers agreed that teachers are not use the time allocated for each subject period efficiently. To the contrary, 60(25%) of students and 18(36.73%) of the teachers disagreed that teachers use the time allocated for each subject period efficiently, with 6(12.24%) of students finding it unable to decide. In summary, the responses of most respondent teachers and students show that high school teachers are efficiently using instructional time.

Table 10B: Response related with teaching learning process

6	Teachers do not miss classes unreasonably.	Students	Frequency	25	40	-	140	35
			Percent	10.41	16.66	-	58.33	14.58
		Teachers	Frequency		6	-	37	6
			Percent		12.24	-	75.51	12.24
7	Students have a good attitude and a high interest in education.	Students	Frequency	34	46	-	85	75
			Percent	14.16	19.16	-	35.41	31.25
		Teachers	Frequency	-	9	-	35	5
			Percent	-	18.36	-	71.42	10.20
8	Students participate in answering questions during class & fulfilling any instruction given by their teachers.	Students	Frequency	44	68	13	76	39
			Percent	18.33	28.33	5.41	31.66	16.25
		Teachers	Frequency	7	18	3	18	3
			Percent	4.28	36.73	6.12	36.73	6.12
9	Students do their classwork properly.	Students	Frequency	60	94	7	43	36
			Percent	25	39.16	2.91	17.91	2
		Teachers	Frequency	14	16	-	14	5
			Percent	28.57	32.65	-	28.57	10.90
10	Students do their homework & assignments properly.	Students	Frequency	56	89	33	37	25
			Percent	23.33	37.08	13.7	15.41	10.41
		Teachers	Frequency	16	20	-	9	4
			Percent	32.65	40.81	-	18.36	8.16
11	Teachers are satisfied with their salary & the incentives they get from the school.	Students	Frequency	60	94	7	43	36
			Percent	25	39.16	2.91	17.91	2
			Frequency	14	16	-	14	5
		Teacher	Percent	28.57	32.65	-	28.57	10.90

Among the respondents in table 10B, item 6, more than half of them, 175(72.91%) of students and 43(87.75%) of the teachers agreed that teachers do not miss classes unreasonably. To the contrary, 65(27.07%) of students and 6(12.24%) of the teachers disagreed that teachers miss

classes unreasonably. This response from most students and teachers shows that high school teachers in the schools did not miss class without good reason.

With regard to item 7 of table 10B, most of the respondents, 160(66.70%) of students and 40(81.62%) of the teachers agreed that students have not a good attitude and a high interest in education. To the contrary, 80(33.32%) of students and 9(18.3%) of the teachers disagreed that students have not a good attitude and interest in education. In general, teachers and students' responses indicate that high school students' attitudes and motivation for learning were low.

The data found through interviews with supervisors ,PTA, principals, and vice principals said that ,Student related factors in secondary schools are Low interest to education, missing school days, let coming, being hopeless on future education success and peer pressure are some of student related factors.

As revealed in table 10B of item 8, most of the respondents, 76 (31.66%) students agreed representing in class most students did not follow orders from the teachers. 39 (16.25%) students disagree & 13 (5.41%) students answered that it was unable to decide. In response to a similar questioning of teachers, the majority of teachers reported that 18 (36.73%) of them have disagreed 7 (14.28%) of them agreed and 3 (6.12%) teachers found it unable to decide when responding to disagreements in the classroom, as well as in disagreements with teachers. As a general response to teachers and students, it can be assumed that students have difficulty answering questions in the classroom and accomplishing any instructions given to them.

Among the respondents in table 10B, item 9, most of the respondents, 154(64.16%) of students and 30(61.22%) of the teachers disagreed that students are not able to do their classwork properly. To the contrary, 79(19.91%) of students and 19(39.47%) of the teachers agreed that students do their classwork properly, with 7(2.91%) of students expressed unable to decide. This response from teachers and students shows that high school students are not able to do their classwork properly from their teachers.

Item 10 of table 10B indicated that most of the respondents, 145(60.41%) of students and 36(73.46%) of the teachers disagreed that students are not able do their homework and assignments properly. To the contrary, 62(25.82%) of students and 13(26.52%) of the teachers agreed that students do their homework and assignments properly and 33 (13.75%) of the

students found it unable to decide. This response from teachers and students shows that high school students are not able to do their homework and assignments properly from their teachers.

During the interview session, all of the principals, vice principals and Parent teacher association members said that a lot of student's lack the ability to understand how to do homework and assignments. We would understand that some students are not happy and interested in doing homework and assignments.

According to (Hong and Milgram, 2000) home work is the central point of connection between children's, student's parents, and the school system.

The last item of table 10B indicated that more than half of them, 136(56.66%) of students and 33(67.34%) of the teachers disagreed that teachers are not satisfied with their salary and the incentives they get from the school. To the contrary, 13(5.41) of students agreed that teachers are satisfied with their salary and the incentives they get from the school, with 12(5%) of students found it unable to decide. As a general response from teachers and students, teachers have shown that they were unhappy with the salaries and benefits of the teachers in the school

From interviews with supervisors, principals, vice principals, and education experts said that most of teachers' had low work motivation. This is due to absence of upgrading /opportunity for further education, absence of reward mechanisms or encouragements, inadequate practice support, poor working situation, absence of acknowledgment, absence of house accommodation expenses, absence of overtime payment. Therefore, teachers' low work motivation directly affects the quality of education in secondary schools.

The result has also come to be support of the previous study result of (UNICEF, 2000), the study shows that teachers' in un industrialized countries they do not acquire sufficient support from their supervisors or school principals, there are not enough school facilities, insufficient upgrading/career progress, challenging work atmosphere and incentives which might lead to low work motivation (UNICEF, 2000).

Both the qualitative and the quantitative data under teaching and learning process indicated that in all secondary schools teachers do not use different teaching methods & teaching aids in the classroom and use the same teaching methods and not evaluating students' performance by using

continuous assessments; schools has rules & guidelines for taxing action against absentees, late comers & unethical students; relationship between high school teachers and students has good and peaceful; teachers in the schools did not miss class without good reasons and efficiently using the instructional time; students have difficulty answering questions in the classroom and do not accomplishing any instructions given to them; students' attitudes and motivation for learning were low; and teachers have shown that they were unhappy with the salaries and benefits of the teachers in the school .

4.5. Student Performance

Education summary is the improvement of student results and ethical compartments. Based on this, on this section analysis has been undertaken on indicators of this performance and this can be class assignment, assignment and class participation performance, students' ethical compartment initiative, students repetition rate and grade as well as students test result will show the national exam performance of the students.

Table 11; students' performance related responses

N	Items	Respondent	Scale	SD	DA	UD	A	SA
1	Students are ambitious and have well mannered.	Students	Frequency	57	91	2	50	40
			Percent	23.75	37.91	0.83	20.83	16.66
		Teachers	Frequency	18	16	-	8	7
			Percent	36.73	32.65	-	16.2	14.28
2	The number of repeaters per grade is low in the school.	Students	Frequency	31	49	24	69	67
			Percent	12.91	20.40	10	28.75	27.91
		Teachers	Frequency	7	10	4	23	5
			Percent	14.28	20.40	8.16	46.93	10.20
3	Students are good examples for their community.	Students	Frequency	44	60	7	80	49
			Percent	18.33	25	2.91	33.33	20.41
		Teachers	Frequency	2	10	9	16	12
			Percent	4.08	20.40	18.36	32.65	24.48
4	In all subject average students are good exam results.	Students	Frequency	40	62	18	71	49
			Percent	16.66	25.83	7.5	29.58	20.41
		Teachers	Frequency	6	13	1	19	10
			Percent	12.24	26.53	2.04	38.77	20.40

Regarding the question in Table 11, No. 3, most of the respondents said that 91(37.91%) students disagreed that students are not ambitious and have good mannered and 40(16.66%) students replied that strongly agreed & 2 (0.82%) students had difficulty deciding. Similarly, 18(36.73%) students responded by saying that they strongly agreed that students are ambitious and have good

manners while 7(14.28%) teachers responded by saying that they strongly disagree. Overall, these responses from teachers and students shows that students are not ambitious and have good mannered.

As shown in table 8, item number 4, most of the respondents, 136(56.66%) of students and 28(53.13%) of teachers agreed that the number of repeaters per grade is low in the school. To the contrary, 80(33.31%) of students and 17(34.68%) of the teachers disagreed that the number of repeaters per grade is low in the school; 24(10%) of students and 4(8.16%) of the teachers said they were unable to decide. This response from teachers and students shows that the number of repeat students in the classroom is low.

Table 12: South Ari Woreda 1013 E.C First Semester Secondary Schools Students Result

School Name	Gr ade	Total number of students			Average result 0--49			Average result 49--74			Average result 74 & above		
		M	F	T	M	F	T	M	F	T	M	F	T
Goh S/School	Sex												
	9 th	259	191	450	13	9	22	186	144	330	60	38	98
	10 th	206	203	409	9	5	14	153	164	317	44	34	78
	11 th	119	93	209	3	1	4	104	83	187	12	9	21
	12 th	42	13	55	1	-	1	37	9	46	4	4	8
Tolita S/School	9 th	204	124	328	9	7	16	152	74	226	43	43	86
	10 th	216	184	400	11	8	22	166	147	313	37	28	65
	11 th	79	33	112	6	5	11	61	21	82	12	7	19
	12 th	27	7	34	-	-	-	21	5	26	6	2	8
Gorker S/School	9 th	204	188	392	9	4	14	163	156	319	31	28	59
	10 th	13	5	18	2	1	3	7	3	10	4	1	5
	11 th	25	6	31	1	1	2	19	2	21	5	3	8
	12 th	68	23	91	1	-	1	56	16	72	11	7	18
Mether S/School	9 th	232	155	387	8	7	17	206	131	337	16	17	33
	10 th	76	54	130	6	6	15	57	36	93	13	9	22
	11 th	45	20	65	1	1	2	36	14	50	8	5	13
	12 th	18	2	20	-	-	-	17	2	19	1	-	1
Shengama Bili S/School	9 th	182	82	264	6	12	20	152	56	208	24	12	36
	10 th	63	72	134	8	6	14	44	57	101	11	9	20
	11 th	23	14	37	2	2	4	18	11	29	3	1	4
	12 th	-	-	-	-	-	-	-	-	-	-	-	-
Berka S/School	9 th	122	93	215	7	8	16	89	70	159	26	14	40
	10 th	63	72	134	3	6	9	43	58	101	17	8	25
	11 th	23	14	37	2	1	3	19	11	30	3	2	5
	12 th	-	-	-	-	-	-	-	-	-	-	-	-
Total	9-1 2	237 2	162 0	3992	108	80	188	1606	1120	2726	658	420	107 8
Average point Out of a hundred					4.55	4.93	4.70	67.70	68.13	68.20	27.74	26	27

Summary of data from interviews with principals, vice principals supervisors, education office experts, and documents shows that most students are more likely to pass grades as they move from grade to grade. However, most classroom examinations, at secondary schools, are restricted to pencil-and-paper tests and so take no notice of a variety of abilities that cannot be measured in this approach. Examinations emphasize the achievement of academic skills giving very slight attention to more useful skills. Several examinations cover very slight references to the everyday life of learners outside the school confounds. The quality of real items used in examinations is frequently poor.

Document analysis results shows, when we look at the results of the grade 10 admissions and 12th grade national exams, very few students do well, and most of them do not score below 2 points and do not get a university entrance. With respect to academic achievement, majority of South Ari Woreda Grade 12 students have failed in university entrances national exam .As the South Ari Woreda Education Office 2009 E.C up to 2012 E.C four years annual report data indicated that , 2009 E.C (42.37%),2010 E.C (35.22%),2011 E.C (37.5%),and 2012 E.C (31.25%) respectively, and therefore only 36.58 % of learners scored the required result on average and joined university in the last four years. If this condition continued from year to year without a few changes.

Among indicators of quality education, a student's achievement is the major once (MoE, 2005). Quality education in schools are sometimes defined by means of the students' results/ examination marks (Tawilla and Clark, 2003).Quality education places learners at the focal point of the process; learners' achievement needs the school's main priority since schools are present because of learners (UNICEF,2000).

Item 3 of table 11 indicated that most of the respondents, 129(53.74%) of students and 28 (57.13%) of the teachers agreed that students have good examples for their community. To the contrary, 104(43.33%) of the students and 12(24.48%) of teachers disagreed that students had not good examples for their community, with 7(2.91%) of students and 9(18.36%) of teachers finding it unable to decide. From this data, students have good examples for their community.

The last item of table 11 indicated that most of the respondents 120 (49.99%) of students and 29(59.17%) of the teachers agreed that in all subjects average students have good exam results.

To the contrary, 102(42.49%) of students and 19(38.77%) of the teachers disagreed that in all subjects average students have not good exam results, 18(7.5%) of students and 1(2.04%) of the teachers were unable to decide. In general, when we look at the response of students and teachers, most say that more than half of the students in all subjects had an average score was good.

The data collected using interviews, document analysis and close-ended questionnaires on students' behavior show that the students' academic performance is very low and that their knowledge is less than what is expected of secondary school students. Some students in grade nine and ten are even having difficulty to read and write. They are short of doing their class work, homework and assignments properly. As a result, most students scored 2:00 and below in the 10th grade national exam and failed to join university for they scored less than average in grade 12 university entrance exam that they became a burden to their families. However the class scores of the students are good. As students take different assessments in class, the sum total of their achievement in all subjects help them to be promoted from one grade to the next. The students are not known for demonstrating bad behaviors in school and in the community, they have good conduct. This might be as a result of the influence of the culture, religion and living style of their community.

Both the qualitative and the quantitative data under student's performance indicated that in all secondary schools students are not able to do their classwork, homework and assignments properly from their teachers; more than half of the students in all subjects had an average score was good; and number of repeat students in the classroom is low; Students are not motivated and have good mannered and they are good role models for the school community.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This part of the study presents a summary of research findings on factors affecting quality of education in government secondary schools in South Nation National people's regional state, south Ari woreda. It also presents conclusions, & recommendations for improvements & suggestions for further study.

5.1 Summary

The main aim of this study was to assess factors affecting quality of education in government secondary schools of south Ari Woreda. Therefore, the research mainly focused on addressing the following 3 basic research questions:

1. What are the major input factors affecting the quality of education in government secondary schools of south Ari Woreda?
2. How does teaching learning processes affect the quality of education in government secondary schools of south Ari Woreda?
3. What is the *state* of performance of learners in government secondary school of south Ari Woreda?

5.1.1 Major Findings of the Study

Based on the result for the analysis the following major findings were acquired & summarized as follows.

5.1.1.1 Input Related Factor

- The qualitative and the quantitative data sets indicate that, there were inadequately accessible seats, desks, shelves, baskets and electric power in the library. However, there were no personnel who trained in library science in the schools and the library did not have

relevant reference books in kind and in quantity. The library rooms are not matching to the number of students. The study shows that the availability of laboratory service was found to be inadequate in providing the necessary services in the school. Besides there were no laboratory experts and inadequate laboratory chemicals and equipment's in Physics, Chemistry and Biology laboratory rooms. Most of the respondents confirmed that there is a shortage of textbooks in all secondary education. Especially there are no any kinds of text book for grade 11 and 12 students. Teachers only have for their teaching purpose.

- Both data sets indicated that, since most of the Schools are built by NGO, schools have sufficient air space, clean and open space to complement the number of students, but schools like Berka and Metser secondary schools are below standard and have a shortage of chairs for students.
- Quantitative and qualitative data confirmed that in all secondary schools students had no clean drinking water supply and water storage tankers were inadequate and not effective in the school. Relating to toilet services, in all secondary schools there were toilet services. However their numbers did not compliment with the number of students and it was not good-looking for boys and girls. Also these toilets have no hand wash facilities as well as water.
- Both data sets indicated that, in all secondary schools though computers for students since their number are very small, they didn't supply full service for the students. This is due to shortage of electric power and solar power. Since there is not enough electric power in all secondary schools to make computers effective, students are not beneficiary for this service. In these Schools since there is no internet installation and experts in this area, it is challenging to deliver service for students.
- The quantitative and qualitative information sets showed that most teachers in the school have first degree holders and there are few numbers of teachers who have diplomas to teach the secondary school. Teacher's time usage is relatively better and good and most of the teachers have good teaching work experience. There are high turnover teachers who did not stay permanently at their assigned schools and requested transfer immediately.

- Both data sets indicated that, majorities of principals and the vice principals administrating of schools did not take educational leadership training. These all school administrative bodies have experience more than eight years in education and have good relations with teachers, students and school community. Principals involve students, teachers and the school community in the decision making process but not practical take part the school community around improvement of students' results. The school principals have not been encouraging students and teachers by using different methods. There is no guidance and counseling service that supports to solves student's problems and the school does not facilitate conditions for guidance and counseling.
- Both data sets indicated that, among students parent related factor such as the majority of student's parents do not fulfill the necessary education materials for the children, absence of parents visit the education doings of their children's, absence of parents learning support, the majority of students' parents have no better awareness of the general benefits and importance of education, most of the time they did not come to educational meeting which held by schools and lack of parents follow up their children after school. The result also indicated that as school organized income generating activities student parents participated in labor work, farming and related contributions.

5.1.1.2 Teaching and learning process factors

- The quantitative and qualitative data sets showed that, related to the teaching and learning process, the majority of teachers do not use different teaching methods and teaching aides. During evaluation of student continues assessments are not developed but most of the time students are evaluated by assignment and final exam. They didn't do the given class work, homework, and assignments correctly. Schools have directives to solve different discipline problems and control. Teachers use their allocated instructional time appropriately and have good relations with students. During the teaching and learning process students have a gap to understand the order given by teachers and answer questions appropriately. Teachers teaching in schools are not happy about salaries paid by the government and benefit from schools.

5.1.1.3 Output

- Related to the states of students' performance, the majority of students have low interest and initiatives for education. The students' academic performance is very low and that their knowledge is less than what is expected of secondary school students. Some students in grade nine and ten are even having difficulty to read and write. They are short of doing their class work, homework and assignments properly. As a result, most students scored 2:00 and below in the 10th grade national exam and failed to join university for they scored less than average in grade 12 university entrance exam that they became a burden to their families. However the class scores of the students are good. As students take different assessments in class, the sum total of their achievement in all subjects help them to be promoted from one grade to the next. The students are not known for demonstrating bad behaviors in school and in the community, they have good conduct. This might be as a result of the influence of the culture, religion and living style of their community.

5.2 Conclusion

Basis on of the major findings mentioned above the following conclusion were drawn. The major factors affecting quality of education in government secondary schools of south Ari Woreda in South Nation National People Regional state are:

- The school inputs are a very significant engine to bring successful achievement of quality education. But, the finding made it known that there was a short and totally absent of basic teaching and learning materials in schools. Such as shortage of student textbooks, lack of reference books in the libraries, lack of laboratory materials in Physics, Chemistry and Biology, shortage of computer facilities and absence of internet access, shortage of gender identified toilets, absence of clean drinking water supply, lack of sport materials and sport fields. In addition to input related factors such as shortage of qualified principals/vice principals, lack of qualified teachers, lack of enough trained librarians, lack of qualified laboratory technicians, incompetence of school principals and vice principals, absence of guidance and counseling professional, and shortage of financial resources be there among the major input factors that affects quality of education in

government secondary schools of South Ari Woreda. For that reason, the absence of good and sufficient educational materials, finance, human and physical environment have a great influence on the low quality of education in secondary schools.

- The finding of the research indicated that the majorities of school directors and vice directors were qualified in subject areas other than school leadership and management. School Principals do not practically take part in the school community around improvement of students' results, they do not encourage students and teachers by using different methods. These conditions could generate problems in the school leadership activity. As a result, school directors/ vice directors lack the necessary qualification to accomplish the academic activities of the schools and training in the field could be one of the major contributing factors for low level of quality education.
- The finding of the research shows that there was a lack of sufficient and professionally trained teachers, high number of teachers' turnover and low teachers motivation with their salary and the incentives they gain from schools are other input related factors. From these results teachers in the schools who are not motivated and have no minimum requirement cannot teach actively and professionally. Which in turn affects the quality of education in secondary schools of south Ari Woreda.
- The finding of the study showed that the student parent /guardian related factors such as families of the students were not able to supply the necessary educational material; they didn't regularly follow up the day today activity of their children, lack of active participation in meetings that the schools organized, they didn't properly understand the importance and contribution of education, lack of parents/guardian visit the education activities of their children's and lack of students parent formal education were among major factors that affected quality of education in governmental secondary schools of South Ari Woreda.
- The finding of the study also indicates that, teaching-learning related factors such as teachers were not using different teaching methods and teaching aid while providing their teaching service , they didn't implement continuous assessment, their students were not actively participating in class room, lack of students interest for learning and minimum

readiness for learning, they were not working there classwork, and assignment, there is no guidance and counseling service and the school does not facilitate conditions for guidance and counseling were found to be among the major teaching learning related factors of quality education in secondary schools .

- Finally, from the study findings one can conclude that the majority of students who attained their education in secondary school were found to be low performance and less interested in their education and they scored less result in national examinations. By taking this into account, it is possible to conclude that the achievement and performance of students in South Ari Wereda secondary schools were found to be minimums.

5.3 Recommendations

Based on the main results obtained and conclusions drawn from this research regard to factors affecting quality of education in governmental secondary schools of South Ari Wereda, the researcher of this research would like to move on the following recommendations with the purpose of contributing for improvement of quality of education in secondary schools.

- In the study, it was found out that there was a shortage and totally absent of basic teaching and learning materials and facilities in schools. As a result, concerned bodies such as government, public based organizations, religious organizations, local society organizations, and NGOs collaboration with school committees, is recommended,
- ✓ The schools need to make every effort for change to bring about quality of education by generating their own income by instituting school supporting groups, resourcefully using their agricultural ground, preferring local Bazar, and preparing fundraising conferences.
- ✓ MoE, by providing textbooks to individuals who cannot afford them to purchase, will make texts commercially accessible for the parents who have better chances and money to afford such resources for their children.
- ✓ There is a necessity for the government to increase educational finance (school grant and Block grant) especially to rural secondary schools.

- The fund of the study indicates that one of the major factors affecting quality of education in secondary schools of South Ari Woreda related to teachers was they were not happy with the amount of monthly salary and other benefits they get from the government, high turnover, and teachers qualification. In this regard, the following recommendations were prepared to overcome the problems. The zone education Biro Collaboration With regional education biro should arrange
 - ✓ A kind of remote area motivation giving benefits might be in the form of health insurance service, housing payment, overtime payment, transport cost, etc.
 - ✓ Educational upgrade for teachers in terms of giving priority for different promotion packages like regular program, summertime program, distance education, weekend education, online education etc. who are serving in remote regions of the capital city. This may increase teachers' motivation and decrease teacher's turnover.
 - ✓ Woreda education biro organizes updating packages such as workshops, discussions, conferences and meetings by initiating nongovernmental organizations and development associations of South Omo Zone to help teachers to inform and improve their professional capability.
- The lack of student parents' participation was found to be one of the main factors that negatively affect the quality of education in secondary schools. The majority of students' parents are a lesser amount of education to satisfy the delivery of education support to children. Then they need great support from government and non-governmental organizations to be aware of the significance of education to their children's lifetime, the process of education system and challenges of education. Therefore, to solve these difficulties: the government must conduct awareness creation movements to confirm communities and students completely understand the purpose of education; the school and the district education office would have to work to change the approach of parents and the community by organizing for regular meetings; and parents should take an active role in running their children's learning, helping school activity in the home and acting themselves in school doings.

- It was found out that the school director and vice directors were found to be BA holders and proficient in subject areas other than school leadership and management. To resolve this problem South Ari Woreda and South Omo Zone collaboration with SNNP Regional State education office Provide in service training for director and vice directors.
- It was found out that remoteness from school is one of the main factors of quality of education; the government has to establish secondary schools close to the community and build needed infrastructure to expand schools.
- Findings indicate that the whole secondary schools that are found in South Ari District where a great amount of gap has been identified in connection with the teaching and learning process. Therefore, it should be suggested that:
 - ✓ The teaching approach used by teachers is the factor of quality education in secondary schools, the teachers had better be using the resent instructional technique which motivates students to acquire further.
 - ✓ Organize tutorial programs all through free classes, weekend, and summer programs for educationally weaker children through introducing teachers by discussion and by giving financial motivations.
 - ✓ School and wereda education offices should deliver uninterrupted guidance and counseling service on student's traditional, economical, and psychological difficulties.
 - ✓ Secondary schools must organize several clubs such as sport clubs, music and art clubs, students parliament club, ICT club, anti-drag club holidays celebration and inspire children to join in the same. These benefits break the boredom of everyday periods.
 - ✓ reward student based on their academic result and their good behaviors also let them be known and famous among the school community.

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Appendix = 1

Sample Secondary Schools



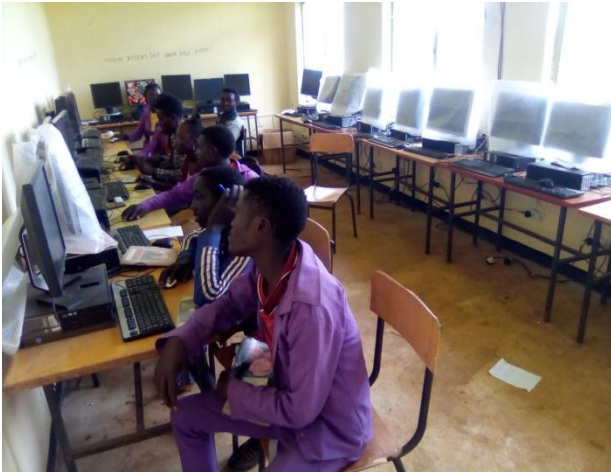
School library



School Laboratory



Computer/ICT Room



Rest Rooms



Appendix =2
Addis Ababa University
Collage of Education and Behavioral Studies
Department of Educational Planning and Management
Questionnaires to be filled by teachers

Dear Teacher,

The objective of this questionnaire is to gather necessary information for the study “Factors affecting the quality of education in government secondary schools of South Ari Woreda in SNNP Regional State.” The aim of the research is to seek out major factors and to come up with solutions that need to be considered for enhancing the quality of secondary education in South Ari Woreda .

Therefore, I kindly request your valuable contribution to the study based on your knowledge and experience as a teacher. The information to be gathered from this questionnaire is intended only for academic purposes and will be strictly confidential. This study is intended to contribute to the improvement of the quality of education in your community. Therefore, to ensure the completeness of this research, you are requested to reply with honesty and trustworthiness.

The questionnaire has both close and open-ended questions. Under the close-ended questions, there are five choices (A, B, C, D, and E) for each question. Choose the most appropriate answer among the five choices by **circling** the corresponding letter.

Thank you for your cooperation!

SECTION ONE: PERSONAL INFORMATION

School name _____

Gender _____

Age _____

Qualification _____

Field of specialization _____

Grades you teach _____

Subject you teach _____

Our experience in the field of education as a teacher _____

SECTION TWO: SCHOOL INPUTS & HUMAN RESOUCE

Part 1: Educational Inputs

Questions stated below are related to school inputs: Please respond to each question by circling the appropriate answer from the given choices: -

- 1. All required textbooks for all subjects are available to students.**
A) Stronglyagree B) Agree C) undecidedD) Disagree E) Stronglydisagree
- 2. Science education laboratories are well equipped.**
A) Stronglyagree B) Agree C) undecidedD) Disagree E) Stronglydisagree
- 3. Adequate reference books are available at the school library.**
A) Stronglyagree B) Agree C) undecidedD) Disagree E) Stronglydisagree
- 4. The school has enough sporting space and facilities.**
A) Stronglyagree B) Agree C) undecidedD) Disagree E) Stronglydisagree
- 5. The school has clean, well ventilated, and bright classrooms.**
A) Stronglyagree B) Agree C) undecidedD) Disagree E) Stronglydisagree
- 6. There is enough furniture according to the number of students in each classroom.**
A) Stronglyagree B) Agree C) undecidedD) Disagree E) Stronglydisagree
- 7. There are adequate toilet facilities for both girls and boys at school.**
A) Stronglyagree B) Agree C) undecided D) Disagree E) Stronglydisagree
- 8. There is enough clean drinking water supply in the school.**
A) Stronglyagree B) Agree C) undecided D) Disagree E) Stronglydisagree
- 9. There are enough computers and accessories allocated to students at the school.**
A) Stronglyagree B) Agree C) undecided D) Disagree E) Stronglydisagree

Part 2: Teachers

Teachers have an essential role in quality education. Therefore, the section below is related to teachers and their contribution to the quality of education. Please respond to each question by circling the appropriate answer from the given choices:

1. **There are enough proficient teachers for all subjects.**
A) Stronglyagree B) Agree C) undecidedD) Disagree E) Stronglydisagree
2. **All teachers appropriately manage time while giving a lesson at school.**
A) Stronglyagree B) Agree C) undecided D) Disagree E) Stronglydisagree
3. **All teachers have experience in teaching.**
A) Stronglyagree B) Agree C) undecided D) Disagree E) Strongly disagree
4. **Teachers in the school serve long years school.**
A) Stronglyagree B) Agree C) undecided D) Disagree E) Strongly disagree

Part 3: School administrative bodies

The section below is related to school administration bodies' director and deputy director and human resource management bodies. Please respond to each question by circling the appropriate answer from the given choices: -

1. **The school has a proficient principal.**
A) Stronglyagree B) Agree C) undecidedD) Disagree E) Stronglydisagree
2. **The school has a proficient deputy director/ vice principal.**
A) Stronglyagree B) Agree C) undecided D) Disagree E) Stronglydisagree
3. **The school administrative bodies have a good relationship with students.**
A) Stronglyagree B) Agree C) undecidedD) Disagree E) Stronglydisagree
4. **The school administrative bodies have a good relationship with teachers.**
A) Stronglyagree B) Agree C) undecidedD) Disagree E) Stronglydisagree
5. **The school administrative bodies have a good relationship with the school community.**
A) Stronglyagree B) Agree C) undecided D) Disagree E) Stronglydisagree
6. **The school director involves teachers in decision making.**
A) Stronglyagree B) Agree C) undecidedD) Disagree E) Stronglydisagree
7. **The school director involves PTA in decision making.**
A) Stronglyagree B) Agree C) undecidedD) Disagree E) Stronglydisagree
8. **The director involves the school community in improving student achievements.**
A) Stronglyagree B) Agree C) undecidedD) Disagree E) Stronglydisagree
9. **The director encourages teachers in different matters.**
A) Stronglyagree B) Agree C) undecidedD) Disagree E) Stronglydisagree

10. The director encourages students in different matters.

A) Stronglyagree B) Agree C) undecidedD) Disagree E) Stronglydisagree

11. There a professional assigned to give guidance and counseling services to students.

A) Stronglyagree B) Agree C) undecided D) Disagree E) Stronglydisagree

Part 4: Parents/Guardian and Parent Committees

The section below is related to parents/guardians and school Committees. Please respond to each question by circling the appropriate answer from the given choices:

1. Parents provide all teaching materials to their children.

A) Stronglyagree B) Agree C) undecidedD) Disagree E) Stronglydisagree

2. Parents involve fund raise activities.

A) Stronglyagree B) Agree C) undecidedD) Disagree E) Stronglydisagree

3. Parents assist students in studying their lesson

A) Stronglyagree B) Agree C) undecidedD) Disagree E) Stronglydisagree

4. Parents participate actively when the school calls meetings.

A) Stronglyagree B) Agree C) undecidedD) Disagree E) Stronglydisagree

5. Parents and the school community are well aware of the importance of education.

A) Stronglyagree B) Agree C) undecidedD) Disagree E) Stronglydisagree

SECTION THREE: TEACHING AND LEARNING PROCESS

Below are questions related to the teaching and learning process in your school. Please respond to each question by circling the appropriate answer from the given choices: -

PART 1: Teaching learning process

1. Teachers use different teaching methods and teaching aids during teaching.

A) Stronglyagree B) Agree C) undecidedD) Disagree E) Stronglydisagree

2. Teachers pursue continuous assessment for the evaluation of the learning achievements of their students.

A) Stronglyagree B) Agree C) undecidedD) Disagree E) Stronglydisagree

3. The school has rules and guidelines for taking action against absentees, late comers, and unethical students.

A) Stronglyagree B) Agree C) undecided D) Disagree E) Stronglydisagree

4. **There are good relationships among students and teachers at school.**
A) Stronglyagree B) Agree C) undecidedD) Disagree E) Stronglydisagree
5. **Teachers use the time allocated for each subject period efficiently.**
A) Stronglyagree B) Agree C) undecidedD) Disagree E) Stronglydisagree
6. **Teachers don't miss classes unreasonably.**
A) Stronglyagree B) Agree C) undecidedD) Disagree E) Stronglydisagree
7. **Students have a good attitude and a high interest in education.**
A) Stronglyagree B) Agree C) undecidedD) Disagree E) Stronglydisagree
8. **Students participate in answering questions during class and fulfilling any instruction given by their teachers.**
A) Stronglyagree B) Agree C) undecidedD) Disagree E) Stronglydisagree
9. **Teachers are satisfied with their salary and the incentives they get from the school.**
A) Stronglyagree B) Agree C) undecidedD) Disagree E) Stronglydisagree

SECTION FOUR: STUDENTS' PERFORMANCES

Below are questions related to students' performance in your school. Please respond to each question by circling the appropriate answer from the given choices: -

PART 1: Students' Performance

1. **Students do their classwork properly.**
A) Stronglyagree B) Agree C) undecidedD) Disagree E) Stronglydisagree
2. **Students do their homework and assignments properly.**
A) Stronglyagree B) Agree C) undecidedD) Disagree E) Stronglydisagree
3. **Students are ambitious and have good mannered.**
A) Stronglyagree B) Agree C) undecidedD) Disagree E) Stronglydisagree
4. **The number of repeaters per grade is low in the school.**
A) Stronglyagree B) Agree C) undecidedD) Disagree E) Stronglydisagree
5. **Students are good examples for their community.**
A) Stronglyagree B) Agree C) undecidedD) Disagree E) Stronglydisagree
6. **In all subject Average Students are good exam results.**
A) Stronglyagree B) Agree C) undecidedD) Disagree E) Stronglydisagree

SECTION FIVE: Open ended questions

- ✓ What are the major input factors that affect the quality of education in your school?

- ✓ How does the teaching-learning process affect the quality of education in your school?

- ✓ In your view, how do you evaluate students' academic performance and ethical evaluate?

- ✓ What are other things that I have not asked and you would like tell me?

Thank you for your kindly cooperation!

Appendix = 3

በአዲስ አበባ ዩኒቨርሲቲ

በትምህርትና ስነ ባህሪ ኮሌጅ

የትምህርት ዕቅድና አስተዳደር ትምህርት ክፍል

በሁለተኛ ደረጃ ትምህርት በቤት በሚማሩ ተማሪዎች የሚሞላ

ክቡር ተማሪ ፡የዚህ መጠይቅ ዋና ዓላማ በደቡብ ብሔር ብሔረሰቦችና ህዝቦች ክልላዊ መንግስት በደቡብ አም ዞን በደቡብ አሪ ወረዳ በሚገኙ የመንግስት ሁለተኛ ደረጃ ትምህርት ቤቶች ውስጥ የትምህርት ጥራትን ሊጎዱ የሚችሉ ምክንያቶችን ለማጥናት የሚያችሉ መረጃዎችን ለማሰባሰብና የትምህርት ጥራትን የሚጎዱ ዋና ዋና ችግሮችን በመለየት እና የተለያዩ ምክረ ሀሳቦችን ለትምህርት ጥራት መረጋገጥ ለሚደረገው ጥረት ለማበርከት ነው።

ስለሆነም በዚህ ጥናት ላይ ያሎትን እውቀት እና የትምህርት ቤት ቆይታዎን ሳይሰስቱ እንዲያካፍሉኝና ለጥናቱ ስኬት የበኩሎን አስተዋጽኦ እንዲያበረክቱ በታላቅ ትህትና እጠይቃለሁ። በዚህ ጥናት ለቀረቡ ጥያቄዎች የሚሰጡት ምላሽ ጥናቱን የተሳካና ትክክለኛ መረጃን መሰረት ያደረገ ተጨባጭ ውጤት ላይ ለመድረስ ስለሚረዳኝ ጥያቄዎቼን በታማኝነትና በፍጹም ግልፅኝነት ይሙሉልኝ። በእያንዳንዱ ጥያቄ ስር አምስት አማራጮች ተቀምጠዋል (A,B,C,D,E) ። ከተቀመጡት ከነዚህ አምስት አማራጮች አንዱን ብቻ በመክብብ ሀሳብን ያካፍሉኝ። የሚሰጡት ምላሽ እጅግ በጣም ሚስጥራዊነቱ የተጠበቀና ለትምህርታዊ ጉዳይ ብቻ የሚውል ይሆናል። ለዚህም በየትኛውም የመጠይቁ ገጽ ላይ ፊርማና ስም መጻፍ አይጠበቅብኩም።

መጠይቁን ለመሙላት ፍቃደኛ በመሆኖ ክልብ አመሰግናለሁ!

ክፍል አንድ፡ ግላዊ መረጃን የሚመለከቱ መጠይቆች

- ✓ የትምህርት ቤቱ ስም.....
- ✓ የክፍል ደረጃ..... ጾታ ዕድሜ.....
- ✓ የእርሶ ወላጅ ወይም አሳዳጊ የትምህርት ደረጃ የአባት የእናት.....
- ✓ ትምህርት ቤታችው ከመኖሪያ ቤታችው ምን ያህል ይርቃል.....ኪ.ሜ/ሰዓት

ክፍል ሁለት፡ የግብዓት አቅርቦትና አጠቃቀም ጋር የተያያዙ መጠይቆች

ከዚህ በታች የቀረቡ ጥያቄዎች የትምህርት ቤቱን የግብዓት አቅርቦትና አጠቃቀም የሚመለከቱ ሀሳቦች ናቸው። በመሆኑም የጥያቄውን ሀሳብ በደንብ በመረዳት በእያንዳንዱ ጥያቄ ስር ከተቀመጡ አምስት አማራጮች (A,B,C,D,E) አንዱን ብቻ በመክብብ ሀሳብን እንዲያካፍሉኝ በትህትና እጠይቃለሁ።

1. በሁሉም የትምህርት ዓይነት መማሪያ መጽሐፍ ተሰጥቶናል።
 - A)በፍጹም አልሰማማም B)አልሰማማም C)ለመወሰን ይቻላል D)አሰማማለሁ E)በጣም አሰማማለሁ

2. የሳይንስ ቤተ መከራ በትምህርት ቤታችን በተደራጀ መልኩ አለ።

A)በፍጹም አልሰማምም B)አልሰማምም C)ለመወሰን ይቸግረኛል D)አሰማለሁ E)በጣም አሰማለሁ

3. የትምህርት ቤታችን ቤተ መጻሕፍት በቂ መሣሪያና ማጣቀሻ መጽሐፍ አሉት።

A)በፍጹም አልሰማምም B)አልሰማምም C)ለመወሰን ይቸግረኛል D)አሰማለሁ E)በጣም አሰማለሁ

4. በት/ቤታችን ስፖርት መስሪያ ቦታና የስፖርት ግብአቶች ተሟልተው ይገኛሉ።

A)በፍጹም አልሰማምም B)አልሰማምም C)ለመወሰን ይቸግረኛል D)አሰማለሁ E)በጣም አሰማለሁ

5. የምንማርባቸው ክፍሎች ገጽህናቸው የተጠበቀ፣ በቂ አየርና ብርሃን የሚገባቸው ናቸው።

A)በፍጹም አልሰማምም B)አልሰማምም C)ለመወሰን ይቸግረኛል D)አሰማለሁ E)በጣም አሰማለሁ

6. በክፍላችን ውስጥ የምንቀመጥበት በቂ መቀመጫና ወንበር አለ።

A)በፍጹም አልሰማምም B)አልሰማምም C)ለመወሰን ይቸግረኛል D)አሰማለሁ E)በጣም አሰማለሁ

7. በትምህርት ቤታችን ጽዱ ለሴትና ለወንድ ተማሪዎች ለብቻ የተዘጋጀ ሽንት ቤት አለ።

A)በፍጹም አልሰማምም B)አልሰማምም C)ለመወሰን ይቸግረኛል D)አሰማለሁ E)በጣም አሰማለሁ

8. በትምህርት ቤት አቅራቢያ ለተማሪዎች አገልግሎት የሚሰጥ ንጹህ የመጠጥ ውሃ አለ።

A)በፍጹም አልሰማምም B)አልሰማምም C)ለመወሰን ይቸግረኛል D)አሰማለሁ E)በጣም አሰማለሁ

9. በት/ቤታችን ለተግባር ልምምድ የምንጠቀምባቸው ኮምፒውተሮችና ICT ግብዓቶች አሉ።

A)በፍጹም አልሰማምም B)አልሰማምም C)ለመወሰን ይቸግረኛል D)አሰማለሁ E)በጣም አሰማለሁ

ክፍል ሦስት፡ መምህራን ጋር የተገናኙ መጠይቆች

ከዚህ በታች የቀረቡ ጥያቄዎች በትምህርት ቤቱ እናገተን በማስተማር ላይ ያሉ መምህራን በተመለከተ የቀረቡ መጠይቆች ናቸው። በመሆኑም የጥያቄውን ሀሳብ በደንብ በመረዳት በእያንዳንዱ ጥያቄ ስር አምስት አማራጮች ስለተቀመጡ (A,B,C,D,E) አንዱን ብቻ በመክበብ ሀሳባቸውን እንድታካፍሉ በትህትና እጠይቃለሁ።

1. በሁሉም ትምህርት ዓይነት የሰለጠኑ ብቁ መምህራን ተሟልተው ያስተምሩናል።

A)በፍጹም አልሰማምም B)አልሰማምም C)ለመወሰን ይቸግረኛል D)አሰማለሁ E)በጣም አሰማለሁ

2. መምህራኖቻችን የተመደበላቸውን ክፍለ ግዜ በአግባቡ ለትምህርት ሥራ ይጠቀማሉ።

A)በፍጹም አልሰማምም B)አልሰማምም C)ለመወሰን ይቸግረኛል D)አሰማለሁ E)በጣም አሰማለሁ

3. የማስተምሩን መምህራን በመምህርነት ሞያ በቂ ልምድ ያላቸው ናቸው ።

A)በፍጹም አልሰማምም B)አልሰማምም C)ለመወሰን ይቸግረኛል D)አሰማለሁ E)በጣም አሰማለሁ

4. በትምህርት ቤታችን የሚያስተምሩ መምህራን ትምህርት ቤታችንን ቶሎ ለቀው አይሄዱም።

A)በፍጹም አልሰማምም B)አልሰማምም C)ለመወሰን ይቸግረኛል D)አሰማለሁ E)በጣም አሰማለሁ

ክፍል አራት፡ ከትምህርት ቤቱ አስተዳደር አካላት ጋር የተገናኙ ሀሳቦች

ከዚህ በታች የቀረቡ ጥያቄዎች የትምህርት ቤቱን ዋና ርዕሰ መምህርና ምክትል ርዕሰ መምህራንን የሚመለከቱ ጥያቄዎች ናቸው። በመሆኑም የጥያቄውን ሀሳብ በደንብ በመረዳት በእያንዳንዱ ጥያቄ ስር አምስት አማራጮች ስለተቀመጡ (A,B,C,D,E) አንዱን ብቻ በመክበብ ሀሳባቸውን እንድታካፍሉ በትህትና እጠይቃለሁ።

1. ትምህርት ቤቱ በርዕስ መምህርነት ሞያ የሰለጠነ ቋሚ ዋና ርዕሰ መምህር አለው።

A)በፍጹም አልሰማማም B)አልሰማማም C)ለመወሰን ይቸግረኛል D)አስማማለው E)በጣም አስማማለው

2. ትምህርት ቤቱ በርዕስ መምህርነት ሞያ የሰለጠነ ቋሚ ምክትል ርዕሰ መምህር አለው።

A)በፍጹም አልሰማማም B)አልሰማማም C)ለመወሰን ይቸግረኛል D)አስማማለው E)በጣም አስማማለው

3. የትምህርት ቤታችን አስተዳደር አካላት ከተማሪዎች ጋር መልካም ግንኙነት አላቸው።

A)በፍጹም አልሰማማም B)አልሰማማም C)ለመወሰን ይቸግረኛል D)አስማማለው E)በጣም አስማማለው

4. የትምህርት ቤታችን አስተዳደር አካላት ከመምህራንና ጋር መልካም ግንኙነት አላቸው።

A)በፍጹም አልሰማማም B)አልሰማማም C)ለመወሰን ይቸግረኛል D)አስማማለው E)በጣም አስማማለው

5. የትምህርት ቤታችን አስተዳደር አካላት ከት/ቤቱ ማህበረሰብ ጋር መልካም ግንኙነት አላቸው።

A)በፍጹም አልሰማማም B)አልሰማማም C)ለመወሰን ይቸግረኛል D)አስማማለው E)በጣም አስማማለው

6. ርዕሰ መምህራን በት/ቤቱ አስተዳደራዊ ጉዳዮች ላይ መምህራንን ያሳተፈ ውሳኔ ያስተላልፋሉ።

A)በፍጹም አልሰማማም B)አልሰማማም C)ለመወሰን ይቸግረኛል D)አስማማለው E)በጣም አስማማለው

7. በት/ቤቱ አስተዳደራዊ ጉዳዮች ላይ የወላጅ ኮሚቴዎችን ያሳተፈ ውሳኔዎች ይተላለፋሉ።

A)በፍጹም አልሰማማም B)አልሰማማም C)ለመወሰን ይቸግረኛል D)አስማማለው E)በጣም አስማማለው

8. ርዕሰ መምህራን ወላጆቻችን በማስጠራት በውጤታችን መሻሻል ዙሪያ ያማክሯቸዋል።

A)በፍጹም አልሰማማም B)አልሰማማም C)ለመወሰን ይቸግረኛል D)አስማማለው E)በጣም አስማማለው

9. የትምህርት ቤታችን ርዕሰ መምህራን መምህራንን በተለያዩ ሁኔታዎች ያበረታቷቸዋል።

A)በፍጹም አልሰማማም B)አልሰማማም C)ለመወሰን ይቸግረኛል D)አስማማለው E)በጣም አስማማለው

10. የትምህርት ቤታችን ርዕሰ መምህራን በትምህርታችን ጠንካራ እንድንሆን ያበረታቱናል።

A)በፍጹም አልሰማማም B)አልሰማማም C)ለመወሰን ይቸግረኛል D)አስማማለው E)በጣም አስማማለው

11. በተለያዩ ጉዳዮች ላይ የምክር አገልግሎት የሚሰጥ በዘርፉ የሰለጠነ ባለሞያ በት/ቤቱ አለን።

A)በፍጹም አልሰማማም B)አልሰማማም C)ለመወሰን ይቸግረኛል D)አስማማለው E)በጣም አስማማለው

ክፍል አምስት፡ የተማሪ ወላጆች ና የወላጅ ኮሚቴዎችን የሚመለከቱ ሀሳቦች

ከዚህ በታች የቀረቡ ጥያቄዎች የተማሪ ወላጆች/አሳዳጊዎች እና ከህብረተሰቡ መካከል በህዝብ ተመርጠው ትምህርት ቤቱን በማገልገል ላይ ያሉ የወላጅ ኮሚቴዎችን የሚመለከቱ መጠይቆች ናቸው።

1. ወላጆቻችን የምንጠይቀውን ሁሉ የትምህርት ቁሳቁስ ያሟሉልናል።

A)በፍጹም አልሰማማም B)አልሰማማም C)ለመወሰን ይቸግረኛል D)አስማማለው E)በጣም አስማማለው

2. ወላጆቻችንና ማህበረሰቡ ለትምህርት ቤቱ የገንዘብና የግብዓት ልገሳ ያደርጋሉ።

A)በፍጹም አልሰማማም B)አልሰማማም C)ለመወሰን ይቸግረኛል D)አስማማለው E)በጣም አስማማለው

3. ወላጆቻችን ከትምህርት ቤት መልስ ትርፍ ሰዓታችንን በማጥናት እንድናሳልፍ ያመቻቹልናል።

A)በፍጹም አልስማማም B)አልስማማም C)ለመወሰን ይቸግረኛል D)አስማማለው E)በጣም አስማማለው

4. ወላጆቻችን መምህራንና ትምህርት ቤቱ በሚጠሯቸው ስብሰባዎች ላይ ይገኛሉ።

A)በፍጹም አልስማማም B)አልስማማም C)ለመወሰን ይቸግረኛል D)አስማማለው E)በጣም አስማማለው

5. ወላጆቻችንና የት/ቤቱ ማህበረሰብ ስለትምህርት ጥቅም ያላቸው አመለካከት መልካም ነው።

A)በፍጹም አልስማማም B)አልስማማም C)ለመወሰን ይቸግረኛል D)አስማማለው E)በጣም አስማማለው

ክፍል ስድስት፡ በክፍል ውስጥ የመማር ማስተማር ሂደቱ ጋር የተገናኙ ሀሳቦች

ከዚህ በታች የቀረቡ ጥያቄዎች በትምህርት ቤቱ በመማሪያ ክፍል ውስጥ የመማር ማስተማር ሂደቱ እየተከናወነ ያለበትን አግባብ የሚመለከቱ ሀሳቦች ናቸው። በመሆኑም የጥያቄዎችን ሀሳብ በደንብ በመረዳት በእያንዳንዱ ጥያቄ ስር ከተቀመጡ አምስት አማራጮች (A,B,C,D,E) አንዱን ብቻ በመከብብ ሀሳቡን እንዲያካፍሉኝ በትህትና እጠይቃለሁ።

1. መምህራን በክፍል ውስጥ የሚያስተምሩን የተለያዩ የማስተማሪያ ሥነ ዘዴዎችንና ማስተማሪያ መሳሪያዎችን በመጠቀም ነው።

A)በፍጹም አልስማማም B)አልስማማም C)ለመወሰን ይቸግረኛል D)አስማማለው E)በጣም አስማማለው

2. መምህራኖቻችን የተለያዩ የምዘና ስነ ዘዴዎችን በመጠቀም ምን ያህል እንዳወቅን ይመዘኑናል።።።

A)በፍጹም አልስማማም B)አልስማማም C)ለመወሰን ይቸግረኛል D)አስማማለው E)በጣም አስማማለው

3. ከት/ቤት በተደጋጋሚ የሚቀሩ የሚያረፍዱና ወጣ ያለ ባህሪ የማሳዩ ተማሪዎች የሚቀጡበት መተዳደሪያ ደንብና አሰራር አለ።

A)በፍጹም አልስማማም B)አልስማማም C)ለመወሰን ይቸግረኛል D)አስማማለው E)በጣም አስማማለው

4. በክፍል ውስጥ ከሚያስተምሩ መምህራኖቻችን ጋር መልካም ግንኙነት አለን።

A)በፍጹም አልስማማም B)አልስማማም C)ለመወሰን ይቸግረኛል D)አስማማለው E)በጣም አስማማለው

5. የሚያስተምሩን መምህራን ለትምህርት የተቀመጠውን ክፍለ ጊዜ በአግባቡ ይጠቀማሉ ።

A)በፍጹም አልስማማም B)አልስማማም C)ለመወሰን ይቸግረኛል D)አስማማለው E)በጣም አስማማለው

6. የሚያስተምሩን መምህራን የለ በቂ ምክንያት ከትምህርት ቤት አይቀሩም።

A)በፍጹም አልስማማም B)አልስማማም C)ለመወሰን ይቸግረኛል D)አስማማለው E)በጣም አስማማለው

7. በክፍል ውስጥ ለትምህርት ያለን ፍላጎትና ተነሳሽነት ከፍተኛ ነው።

A)በፍጹም አልስማማም B)አልስማማም C)ለመወሰን ይቸግረኛል D)አስማማለው E)በጣም አስማማለው

8. ከመምህራን የሚሰጠኝን የክፍል ሥራና የሚጠየቀኝን ጥያቄና ትዕዛዛት በአግባቡ እመልሳለሁ።

A)በፍጹም አልስማማም B)አልስማማም C)ለመወሰን ይቸግረኛል D)አስማማለው E)በጣም አስማማለው

9. መምህራን በሚከፈላቸው ደምዘና በትምህርት ቤቱ በሚደረግላቸው ድጋፍ ደስተኞች ናቸው።

A)በፍጹም አልስማማም B)አልስማማም C)ለመወሰን ይቸግረኛል D)አስማማለው E)በጣም አስማማለው

ክፍል ሰባት : የተማሪዎች ውጤታማነት ጋር የተገናኙ ሀሳቦች

ከዚህ በታች የቀረቡ ጥያቄዎች በትምህርት ቤቱ የሚማሩ ተማሪዎች ውጤታማነትና ብቃት ጋር የተያይዘ ሀሳቦች ናቸው። በመሆኑም የጥያቄዎችን ሀሳብ በደንብ በመረዳት በእያንዳንዱ ጥያቄ ስር ከተቀመጡ አምስት አማራጮች (A,B,C,D,E) አንዱን ብቻ በመክበብ ሀሳቡን እንዲያካፍሉኝ በትኩረትና አጠይቃለሁ።

1. መምህራን የክፍል ስራ ከሰጡኝ በብቃት ብቻዬን ሰርቼ አሳርማለሁ።
 A)በፍጹም አልሰማማም B)አልሰማማም C)ለመወሰን ይቸግረኛል D)አሰማማለሁ E)በጣም አሰማማለሁ
2. መምህራን የቤት ስራና አሳይመንት ከሰጡኝ በብቃት ብቻዬን ሰርቼ አሳርማለሁ።
 A)በፍጹም አልሰማማም B)አልሰማማም C)ለመወሰን ይቸግረኛል D)አሰማማለሁ E)በጣም አሰማማለሁ
3. በትምህርቱ ጎበዝና መልካም ሥነ ምግባር አለኝ።
 A)በፍጹም አልሰማማም B)አልሰማማም C)ለመወሰን ይቸግረኛል D)አሰማማለሁ E)በጣም አሰማማለሁ
4. በትምህርት ቤታችን ውስጥ የደጋሚ ተማሪዎች ቁጥር ዝቅተኛ ነው።
 A)በፍጹም አልሰማማም B)አልሰማማም C)ለመወሰን ይቸግረኛል D)አሰማማለሁ E)በጣም አሰማማለሁ
5. ተማሪዎች በስነ ምግባራቸው በት/ቤቱ ማህበረሰብ የተመሰገኑ ናቸው።
 A)በፍጹም አልሰማማም B)አልሰማማም C)ለመወሰን ይቸግረኛል D)አሰማማለሁ E)በጣም አሰማማለሁ
6. በሁሉም የትምህርት ዓይነት የክፍል ውጤቱ ከግማሽ በላይ ነው።
 A)በፍጹም አልሰማማም B)አልሰማማም C)ለመወሰን ይቸግረኛል D)አሰማማለሁ E)በጣም አሰማማለሁ

ክፍል ስምንት : የአጠቃላይ አስተያየት ጥያቄዎች

- በት/ቤቱ ለትምህርት ጥራት መጓደል ምክንያት ልሆኑ የሚችሉ የግበዓት ችግሮች ምንድን ናቸው?

በክፍል ውስጥ በትምህርት አሰጣጡ ህደት ምን ዓይነት ችግሮች ገጥመዎቻቸዋል?

የተማሪዎች ወጤትና ስነ ምግባርን እንዴት ይገልጹታል?

እንደ አጠቃላይ ጥናቱ ጋር ተያይዞ እኔ ያላነሳዎቸው መጨመር የሚፈልጉት ሀሳብ ካለ ይግለጹ ?

ስለመልካም ትብብር እጅግ በጣም አመሰግናለሁ !

Appendix = 4
Addis Ababa University
Collage of Education and Behavioral Studies
Department of Educational Planning and Management
Interview Guide

An interview questions for secondary school principals, vice principals supervisor, and Woreda education experts

Part one: General Information

- ✓ Name of school_____
- ✓ Sex_____
- ✓ age_____
- ✓ Education level _____
- ✓ Field of study_____
- ✓ Your position_____
- ✓ Your total experience_____
- ✓ Are you trained in leadership and management_____

Part Two: An interview questions for school principals , vice principals, supervisor and woreda education experts

1. What are the major input factors that affect the quality of education in your school?
 - Instructional materials and facilities
 - School finance
 - Human resources
 - Students parent participation
2. How does the teaching-learning process affect the quality of education in your school?
 - Using different teaching approaches and teaching aid
 - Motivate your teachers, students' and PTAs
 - Students interest
 - Sources of school finance and how do you manage?
 - attitude of teachers towards teaching
3. In your view, how do you evaluate students' academic performance and ethical evaluate?
 - students' academic performance
 - behavioral change
4. What are other things that I have not asked and you would like to tell me?

Thank you for your kindly cooperation!!!

Appendix =5

በአዲስ አበባ ዩኒቨርሲቲ

በትምህርትና ስነ ሳህሪይ ኮሌጅ

የትምህርት ዕቅድና አስተዳደር ትምህርት ክፍል

ለትምህርትና ስልጠና ቦርድና ወ.ተ.መ.ህ ኮሚቴዎች የቀረበ ቃለ መጠይቅ

ክፍል አንድ፡ ግላዊ መረጃን የሚመለከቱ መጠይቆች

- ✓ የትምህርት ቤቱ ስም.....
- ✓ ጾታ
- ✓ ዕድሜ.....
- ✓ የትምህርት ደረጃ.....
- ✓ በትምህርት ቤቱ ያሎት ኃላፊነት.....
- ✓ በትምህርት ቤት ኮሚቴነት ምን ያህል አመት አገለገሉ.....
- ✓ በትምህርት ጉዳይ ኮሚቴዎች እርሶን ጨምሮ በዓመት ስንት ጊዜ ይወያያሉ.....
- ✓ በትምህርት ጉዳይ የአጠቃላይ ህዝብ ውይይት በአመት ለምን ያህል ጊዜ ይካሄዳል?.....
- ✓ አብዛኛው ተማሪ ከቤት ተነስቶ ት/ቤት ለመድረስ ምን ያህል ደቂቃ/ሰዓት ይፈጅበታል...

ክፍል ሁለት፡ ለትምህርትና ስልጠና ቦርድ ኮሚቴዎች የቀረበ ቃለ መጠይቅ

- በት/ቤቱ ለትምህርት ጥራት መጓደል ምክንያት ሊሆኑ የሚችሉ የግበዓት ችግሮች ምንድን ናቸው?
 - ከትምህርት ቁሳቁስ
 - ከሰው ኃይል
 - ከገንዘብና
 - ከትምህርት ቤት ፋሲሊቲ አንጻር
 - ወላጆች አስፈላጊውን የትምህርት ቁሳቁስ ከማሟላት አንጻር

- የትምህርት ጥራትን ሊጎዳ የሚችል ወንኛ የመማር ማስተማር ህደት ችግር ናቸው ብለው እርሶ የሚያስቧቸውን ይዘርዝሩልኝ?
 - የትምህርት ሰዓት አጠቃቀም
 - የመምህራን፣የርዕሰ መምህራን እና የት/ቤቱ ማህበረሰብ ግንኙነት
 - የወላጅ ክትትልና ተሳትፎ
 - የውሳኔ አሰጣጥ
 - የህብረተሰቡ አመለካከት

- የተማሪዎች ስነ ምግባር እና የትምህርት ውጤትን እንዴት ይገልጹታል?
 - የተማሪ ውጤት
 - ስነ ምግባር

- የትምህርት ጥራትን ጋር ተያይዞ እኔ ያላነሳዎቸው ብጨመር የሚሉት ሀሳብ?

ስለመልካም ትብብር እጅግ በጣም አመሰግናለሁ !

Appendix =6

Observation check list of sample secondary schools

Name of the woreda _____ Name of the school _____

Academic year _____ Observation date _____

N	Dimensions	Indicators	comment
1	Library	Is there a library	
		Enough facilities (Books, chairs, light, size....)	
		Is there borrowing system	
		Does the library has professional	
2	Laboratory	Is there a Laboratory	
		Enough facilities (chemicals, chairs, light, size....)	
		Is there a laboratory technician	
3	Pedagogical center	Is there a Pedagogical center	
		Is there any teaching material	
4	Class room	Enough Class room in the school	
		Size, chairs, light, blackboard, clean	
		Number of pupils per class	
5	Toilets holes	Is there Toilets holes	
		Enough ,clean, separate for teachers and students	
6	Sporting facilities	Is there a sport filed	
		Enough physical education materials	
		Is there physical education trained teacher	
7	ICT	Is there ICT technician/teacher	
		Is there ICT materials ;Plasma, computer, internet	
8	School garden	Size, building, attractiveness, security,	

Appendix =7
Document Analysis Guide

N	Document	Statement	comment
1	Lesson plan	Accessibility	
		All the steps in teaching are specified	
		It is in line with the schemes of work	
2	Mark list/roster	Accessibility	
		It is contains all assessment	
		It is in line with the lesson plan	
3	Teachers' attendance records	Accessibility	
		Signed every day	
		Teachers' regularly attending classes	
4	Student class attendance	Accessibility	
		They are regularly attending classes& Call every day	
5	Students note book	Accessibility	
		They are well written& well marked	
6	Teachers not book	Accessibility	
		They are well written	
7	School improvement plan	Accessibility	
8	School reports	Accessibility	
9	Minute	Accessibility	
10	School policy documents	Accessibility	
11	WEO Annual report	Accessibility	
12	School finance reports	Accessibility	