



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

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**IMPLEMENTATION OF SCHOOL IMPROVEMENT**  
**PROGRAM IN SECONDARY SCHOOLS OF EASTERN ZONE,**  
**SIDAMA REGION**

**JUNE, 2023**  
**ADDIS ABABA, ETHIOPIA**

**IMPLEMENTATION OF SCHOOL IMPROVEMENT  
PROGRAM IN SECONDARY SCHOOLS OF EASTERN ZONE,  
SIDAMA REGION**

**BY: TSEGAYE TONA**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN  
SCHOOL LEADERSHIP**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT  
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES  
ADDIS ABABABA UNIVERSITY**

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**JUNE, 2023  
ADDIS ABABA, ETHIOPIA**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT  
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**ADVISER APPROVAL SHEET**

This is to certify that the thesis entitled “**Implementation of school improvement program in secondary schools of Eastern Zone**” submitted in partial fulfillment of the requirement for the degree of Master of Arts in school leadership is an original research work carried out by Tsegaye Tona. Therefore, I recommend that it be accepted as fulfilling the requirements of a degree.

Dejene Niguse (PhD)

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Name of Adviser

Signature

Date

## DECLARATION

First, I declare that thesis entitled “**Implementation of school improvement program in secondary schools of Eastern Zone**” is my own work and that sources of materials used have been dully acknowledged. This thesis has been submitted in partial fulfillment of the requirement for the Masters of Art Degree in Master of Arts in School Leadership at Addis Ababa University and is deposited at the library. I seriously declare that this is not submitted to any other institution anywhere for the award of any academic degree, diploma or certificate.

Name: Tsegaye Tona

Place: Addis Ababa University

Date of Submission: \_\_\_\_\_

Signature: \_\_\_\_\_

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## **LISTS OF ACRONYMS**

<b>ESDP</b>	Educational Sector Development Program
<b>FGD</b>	Focus Group Discussions
<b>GEQIP</b>	General Education Quality Improvement Programme
<b>IQEA</b>	Improving Quality Education for All
<b>MoE</b>	Ministry of Education
<b>SIP</b>	School Improvement Program
<b>TDP</b>	Teacher Development Program
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>WEO</b>	Woreda Educational Office

## **ABSTRACT**

*The purpose of this study was to assess the implementation of school improvement program in secondary schools of Eastern Zone. For this purpose explanatory research design was employed. For the study 5 woredas and one town administration and 6 secondary schools were included through purposive sampling. From these sample schools, 170 teachers were selected by using simple random sampling, while 50 school improvement committee members and 6 supervisors were selected by using census sampling, eighteen parent-teacher and students association and 6 woreda education were included through purposive sampling. Questionnaires were used as main tool of data collection. Interview and focus group discussion was used to substantiate the data gathered through questionnaire. Document analysis was also part of data collection for the study. Frequency, percentage, mean, standard deviation, and independent sample t-test were employed to analyze quantitative data while narrative analysis approach was used to analyze qualitative data. The findings of study showed that school leadership and management domain the leaders have made clear shared vision, mission and goal implementation for teacher on students' achievement and school leaders' commitment to improve students' achievement was found low. Preparation, self-enquiry, planning, implementation and evaluation were not effectively implemented. Action research has not been conducted by teachers to solve teaching-learning problems and inbuilt supervision have not been conducted among colleagues to share experiences to one another; school environment domain were unsatisfactory; low involvement of stake-holders (teachers, students and parents) in the planning and implementation of SIP plan; lack of capacity building for principals for their role as an instructional leader, insufficient school facilities were major problems of implementation of SIP. It can conclude that implementation of SIP was not adequate. This implies that inadequate implementation of SIP influence the improvement quality of education and students achievement in the study. Therefore, the study suggested that schools SIC, supervisors, school leaders, and woreda and region education bureau to promote practical involvement of all stakeholders by creating adequate awareness to implement SIP effectively in schools, woreda and region education bureau and school management bodies need to provide the necessary school facilities before starting the implementation of SIP to achieve the intended objective of the program.*

*Key Words: Implementation, School Improvement Program, Secondary Schools and Sidama Region*

## **CHAPTER ONE**

### **1.1 Background of the Study**

Education plays a significant role in sustainable socio-economic and political developments that lend itself to transformational advancement in a country. It also fosters citizens acquiring new quality knowledge, attitude and skills that capacitate their competence and realize the overall country's development. It is the bedrock of all forms of development (social, economic, technological and political) of any nation (UNESCO, 2005). Then, Knowledge and skills are the engines of economic growth and social development.

As indicated by UNESCO (2005), education enables us to get new knowledge, skills, and insight that help to bring about development. The rapid growth and change of the needs of the society, enforces schools to update their system in accordance with the growth and varying necessity of the society. Harris and Chrispeels (2006:3) explained that the pressure upon schools to improve performance has resulted in a wide range of school improvement programmes and initiatives in Ethiopia being one of them. Education is recognized as a key instrument for over all development of every nation. According to World Bank (1995), education is a major instrument for economic growth and social development.

In this regard, it is believed that schools are the formal agencies for education where the future citizens are shaped through the process of teaching and learning that promote all students develop their potentials to a great level (Dodd and Kontal, 2002). In relation to this, Lockheed and Verspoor (1991, p: 50) state that "Education is a corner stone of Economic and Social development. And it improves the productive capacity of societies and their political, economic and scientific institutions. Therefore quality education is the base for all rounded development of any nation who has a dream of change. So improving schools in a well-designed manner is the only alternative of nations in a globalized world.

Improving Quality of Education for All (IQEA) is the result of international school improvement program which focuses on the improvement of teaching learning by improving the main agents of schools. Hopkins (2002) stated that the IQEA project is fundamentally based up on central premises that emphasize the fact that without an equal focus on development of capacity, innovative work quickly becomes marginalized. This indicates that merely focusing on improving some areas (partial improvement) is not guarantee to the school

improvement. Rather the entire system needs to be given emphasis and treated well to bring quality of education and to realize school improvement.

Stoll and Fink (1996) suggested that school improvement should be the activity of each school. In line with this, Barnes (2004), has confirmed that even the highest ranked schools will always need improvement because the condition under which learning environment of the children always need change and improvement. Thus, schools must improve their basic functions such as teaching-learning process, empowering all stakeholders along with active participation in the improvement effort as well as creating conducive learning conditions and improving leadership. Therefore, the question how we can realize this school improvement is seen as a specific area in educational research. Supporting this idea, Hopkins (1994) asserts that school improvement is a strategy for educational change that enhances student's outcomes as well as strengthening the school capacity for changes.

The overall objectives of education delivered in the school are to shape the generation and produce ethical citizens. To meet this objective, MoE has issued General Education Quality Improvement Package (GEQIP) for general educational program which was formulated in 2006 and has been implemented as a package since 2007 E.C. The package comprises six major pillars called programs. School improvement program as one of the major components of the package is geared towards the improvement functions of schools. It has been developed on the assumption of realizing the improvements in the overall practices of schools and student's achievement. Hence, for the success of school improvement program, schools need organized support in various forms and thus the concerned bodies should empower them implement the program in a successfully way.

In Ethiopia, the school improvement program was launched in 2006 to improve the quality of education through enhancing students learning achievement and outcomes (MoE, 2006). Its implementation requires the effectiveness and commitment of all the stakeholders, particularly teachers and the school leadership and management. However, Harries in Hopkins (2002:19) has noted,, the difficulty to change school management, arrangement and working culture as a challenge to implement school improvement program in developing countries. Thus, for the success of school improvement, it needs to identify the barriers so as to take corrective measures on time. School improvement program as one of the major

components of the package is geared towards the improvement functions of schools. It has been developed on the assumption of realizing the improvements in the overall practices of schools and student's achievement. Hence, for the success of school improvement program, schools need organized support in various forms and thus the concerned bodies should empower them implement the program in a successfully way. Thus, for the success of school improvement, it needs to identify the barriers so as to take corrective measures on time. The above idea initiated the researcher to investigate the implementation of school improvement program in secondary schools of Eastern Zone.

## **1.2 Statement of the Problem**

Now a day's quality of education has been found to be the challenges of many, especially in developing countries including Ethiopia. Undertaking different educational initiatives is an important dimension to assure the quality of education. Hence, School improvement becomes one of the major educational initiatives that many countries have developed and implemented to realize the provision of quality education (Plan international, 2004).

According to JRM (2004:8) as cited in ESDPII (2005:7) the quality of education needs to be improved in order to enhance completion rates, maintain the confidence of parents in school system and increase students' results. On the other hand, lack of coordination of donor and government processes with respect to planning and implementation, weak program management and implementation capacity, lack of sufficient qualified teachers are some of the problems in realizing the goals of education. In Ethiopia, the General Education Quality Improvement Package (GEQIP) has been implemented since 2006. However, there are concerns on the success of the expected quality education because of various reasons. There are lack inadequate and skilled educational leadership, resource scarcity, resistance of stakeholders to implement the initiatives and other limitations in implementing the package (MoE, 2006).

In order to solve the aforementioned issues to bring quality of education, greater emphasis has been given to quality enhancement in ESDP III (MoE, 2004). To sustain the expected quality of education, therefore, MoE designed General Education Quality Improvement Package (GEQIP) in 2004/5 that has six programs. They are school improvement program, teacher development program, curriculum improvement program, information communication

technology development program, leadership and management program, civics and ethical education program.

Sidama Region East Zone is one of the Zones in Sidama National Regional State. Where General Education Quality Improvement (GEQIP) in general and school improvement program (SIP) in particular was being implemented. The researcher has observed some of implementation problems that hinder the program from achieving its objectives in secondary schools. Some of these were inadequate participation of stakeholders, lack of experience and skills among school principals, low coordination of school community to implement the program and others. Moreover annual reports of the Sidama Region and Woreda education office and community mobilization manual of the Regional Education Bureau (2013/2014 E.C) indicate the low status of implementation of school improvement program in the secondary schools of Sidama Region. These are the very reason to study the implementation of school improvement program in secondary schools of Eastern Zone. Consequently, the researcher has set the following basic questions to be addressed in the study:

- 1) To what extent teachers, students and parents participate in school planning development and implementation of SIP in East Zone woredas secondary schools?
- 2) To what extent monitoring and evaluating mechanisms are used for implementation of SIP domains in secondary schools of East Zone?
- 3) What are the major factors that affect the implementation of SIP in Secondary schools of Sidama Region?
- 4) What possible actions would alleviate problems of the implementation of SIP in Sidama Region Secondary Schools?

### **1.3 Objectives of the Study**

#### **1.3.1 General objective**

The general objective of the study was to assess the implementation of school improvement program in secondary schools of Eastern Zone.

#### **1.3.2 Specific objectives**

- 1) Assess the extent of teachers', students' and parents' participation in school planning development and school improvement program implementation.

- 2) Find out the level of monitoring and evaluating mechanism in implementation of SIP domains in secondary schools of study area.
- 3) To identify the major factors that affect the implementation of SIP in school.
- 4) Identify the possible solutions/recommendations that address the school and concerned bodies to improve the implementation of SIP in school properly.

#### **1.4 Significance of the Study**

The study has the following significances.

It may help to provide information on the major factors/challenges of secondary schools SIP implementation for zonal and woreda educational leaders, curriculum developers, governmental and non-governmental organizations and other stakeholders. It may provide possible solutions for the problem encountered in the implementation of SIP in secondary schools. It may initiate other researchers to deal more about the existing problems in depth and replicate the study to other zones. Help to close skill gaps regarding SIP implementation and raise awareness of stakeholders for better implementation. It may provide possible solutions for the problem encountered in the implementation of school improvement program in secondary schools. Finally it may initiate other researcher to deal more about the existing practice and challenges in depth and replicate the study to other zones.

#### **1.5 Delimitations of the Study**

The study was delimited to assessing the implementation of school improvement program in secondary schools of Eastern Zone. This research would have been more conclusive if it has been carried out at regional level. However, because of financial problem and time constraint, it is delimited to study the implementation and challenges of school improvement program in seven secondary schools out of fourteen secondary schools in Eastern Zone. Moreover, as mentioned earlier, this study focuses on investigating Participation of teachers, students and parents in planning and implementing SIP, monitoring and evaluation mechanism, evaluation of students' achievement after SIP has been implemented and challenges of SIP implementation in government secondary schools of Eastern Zone.

## **1.6 Limitations of the Study**

Any study cannot be free of a limitation and this study is not exceptional. The following were the major limitations encountered the study. Some of them who had enough time were also reluctant to fill in and return the questionnaire as per the required time. Thus, researcher was attempted to arrange convenient time and contacted with school improvement committee and teachers repeatedly. Reliance on self-report of the respondents is one of such limitations. However, to minimize such limitation the researcher used different mechanisms such as properly ensuring the respondents confidentiality and pilot testing all the instruments used in the study. Other limitation to the study also included the small sample size involved in the interview, and shortage of well-organized documented data which related to the study. Despite all these challenges, the researchers have tried to critically analyze the available data to answer questions raised in the study.

## **1.7 Operational Definitions of Key Terms**

The researcher tries to define the following terms according to the context utilized.

**Implementation:** refers to the execution or practice of a plan, a method or any design, idea, model standard or policy of school improvement program.

**Improvement program:** further enhancing its strategic goals of developing and implementing standards to improve the access and quality of education for all children to achieve at high level with long term aim.

**Improvement:** is the action of providing better than previous situation.

**School improvement Committee:-**It is committee which established from the school community and parents to support implementation of SIP in the schools (MOE, 2006).

**School improvement program:-**is a concept focused in increasing the academic performance of students by conducting self-evaluation on various school domains by improving learning input and the following process (MoE, 2006).

**School improvement:** - is defined as systematic, sustained effort aimed at change in learning conditions and other related internal condition the ultimate aim of accomplishing educational goals more effectively.

**Secondary schools:** It is a school of four years durations of general secondary education (9-12).

## **1.8 Organization of the Study**

The study has included five chapters. In chapter one includes introduction, background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitations of the study, operational definitions of key terms and organization of the study , the second chapter presents reviews of related literature. Chapter three deals with the research design and methodology of the study, source of data, sample and sampling techniques, the study of population, instrument of the study and data collection, method of data analysis, procedures of data collection. Chapter four deals with presentation and analysis of findings, the final chapter contains major finding, conclusion and recommendation of the study.

## CHAPTER TWO

### 2. REVIEW OF RELATED LITERATURE

The study mainly aimed at assesses the implementation of school improvement program in secondary schools of Eastern Zone. In order to study an attempt was made to review related literature and summarizes studies of pervious researchers which are related to the implementation and challenges of school improvement program. The literature organized by referring previously done essays papers, books and internet sources.

#### 2.1 The General Concept of School Improvement Program (SIP)

Conceptualization of schools and school system is the fundamental issues to be discussed in the context of school improvement. Schools are institutions that can prepare children to contribute to the better of society in which they operate, by equipping them with knowledge, attitude and skills important to society. They are essentially places where all students to learn. Schools therefore, are charged with responsibilities for delivering more effectively the most important educational services teaching and learning (Dimmock, 2000).

They are expected to cater to the needs of all students through polices of inclusion at a time to assume their responsibility more successfully, schools should improve their overall practices. The process of making schools effective is a core of what is called school improvement. Jeilu (2010:173) states school improvement is an activity to improve the input and process in order to improve teaching learning and students result .In this context school improvement is not only about the outcome, but also the importance of input. school improvement is commonly defined as the general efforts to make schools better places for pupils to learn in and the distinct approach for educational change that enhance students outcome as well as managing change Hopkins, et al, (1994:3). This definitions implies that school improvement is the process to make the school a place that attract the pupils to stay in it to learn and success in their education.

School improvement is making schools better places for learning which relies on changes at both level and with class rooms, which in turn dependent on school being committed to fulfilling the expectation of children and their parents. It is a systematic approach that improves the quality of education (Plan international, 2004).

According to educational improvement commission (EIC, 2000) a school improvement plan is a road map that sets out the changes a schools needs to make to improve the level of

students achievement and show how and when these changes will be made. The ultimate objective of the process is to improve student's achievement levels by enhancing the way curriculum is delivered, by creating a positive environment for learning and by increasing the degree to which parents are involved in their children's learning. In general, as it was mentioned above, school improvement is a combination of planned, continual and coordinated efforts made both within and out of classroom and school levels to change factors that are related to students learning with the ultimate goal of maximizing the level of learners' achievement and school capacity to manage change.

## **2.2 School Improvement Initiative in Ethiopia**

Even though there are remarkable achievements in access, the quality of education in Ethiopia has encountered serious problems. Among the evidences that show the prevalence of the quality problems in education are the results of national learning assessment, in this concern assessment of ESDP III the national primary and secondary learning examination results researcher on the implementation of curriculum of education the students achievements for most subjects below average (MoE ,2005). In line with these the (MoE,2007) identified the following factors relating to low students out comes, school management and organization, availability of text books, curricular and instrumental materials and language instruction.

Therefore, in order to solve this and other related problems MoE has proposed the General Education Quality Improvement program package (GEQIP) to improve quality of education and enhancing students' achievements.

## **2.3 Components of General Education Quality improvement Package (GEQIP)**

The draft GEQIP 2007 shows that the reform package, the general education quality improvement package (GEQIP) encompasses 4 key areas of intervention. The teacher development program (TDP), curriculum improvement, leadership and management and the school improvement program and two complementary packages; Civic and ethical education information communication technology.

A key recommendation of the education sector annual review meeting in 2007 was that, MoE and Development parents work together to implement GEQIP through a pooled funding mechanism. During the annual review meeting MoE 2007 the proposed program will support the implementation of the first four of the six components of the GEQIP namely: Teacher Development Program (TDP) including English Language Improving Program (ELIP),

Curriculum, text books and Assessment: Management, and Administration Program with an education management Information System (EMIS) sub- components and School Improvement Program (SIP) with a school grants. The need for the program according to MoE (2006:8) is to make schools accountable for parent's community and government so as to improve student's achievement and it also responsible educational personnel working at different level of the educational system.

As the document of GEQIP (2007) indicates the SIP components consists of two sub components school improvement Program (SIP); and the school grant program. The document further describes the main objectives of components as improving the capacity of school to prioritize needs and to develop a school improvement program, enhance school and community participation in resource utilization decisions and resource generations; improve the government capacity to deliver specified amount of school grants at the woreda level and improve learning environment by providing sufficient resources to schools.

#### **2.4 The domain of school improvement program**

School improvement domains are key areas of concern for improvement activities in which its main focus is enhancing students learning outcome. It serves as a frame of reference coordinating activities, planning, monitoring and evaluation etc of school tasks. The domains of SIP vary from country to country based on their priorities. For instance, MOE (2006) and ACT (2009) divided school domains into four categories.

According to ACT the four domains of the school; includes; learning and teaching, leading and managing, conducive environment and community involvement. The domains represent the four key areas in which school improvement takes place. They describe the essential characteristics of an effective school .the form a structure with which school can review question and analyze their systems and process (ACT, 2009).

##### **2.4.1 Learning and teaching domain**

The learning and teaching domain describes the context in which the curriculum is delivered high quality learning occurs when teachers make appropriate decisions about what is taught, how to engage students in meaningful experiences and how progress will be assessed to inform future action. Some educators claim good teaching cannot be defined because the criteria differ for every instructional situations and every teacher.

Harris (2002) states that, while it cannot be denied that there are conditions at school level which can make class room improvement more possible, there teaching-learning process the main determinant of educational out comes. Fulan (1992) in Harris (2002) have stated that school improvement research highlights the center of teaching learning in the purist of sustained school improvement. Curriculum is the issue that should be taken in to account in the process of teaching-learning process. In development and implementation of curriculum, teachers are the fundamental agents and direct in an institutional delivery and evaluation of the curriculum.

#### **2.4.2 Safety and Conducive Learning Environment Domain**

The student environment describes the promotion of positive and respectful relationships which are stable, welcoming and inclusive in safe and productive learning environments students willingly engaged and participate in the broad range of learning opportunities. They contribute to decisions about their learning and their contributions are valued. In a safe school is secure and disciplined environment personal and school property are not subject to theft, destruction, students and staff respect each other and behave in ways that contribute to effective teaching and learning.

Hence, safe conducive climate and health school environment plays significant role for school improvement. MoE (2006) stated that school environment consists of students focus, students' empowerment and students support and decisive domain for the implementation of school improvement program.

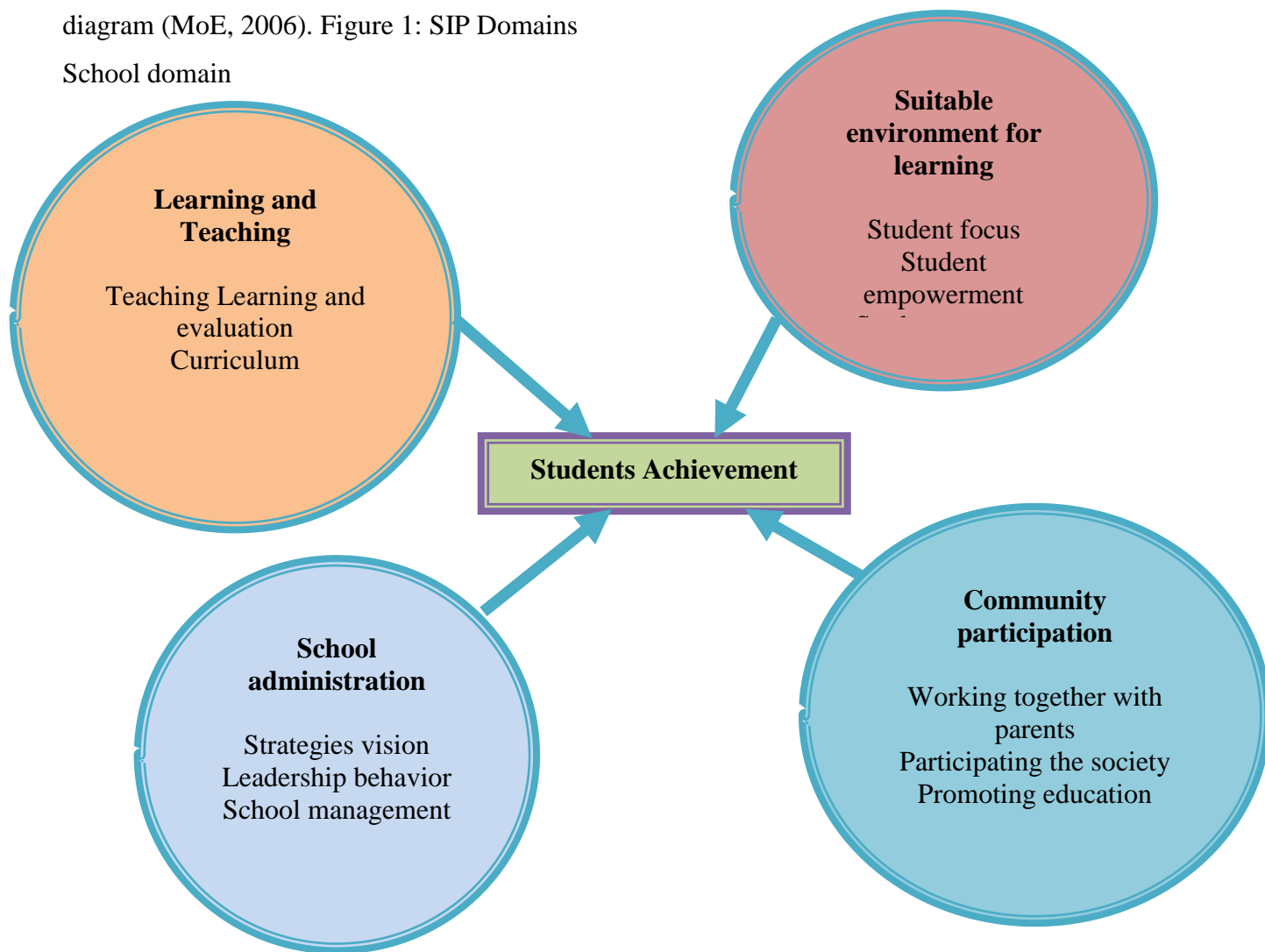
#### **2.4.3 Community Involvement Domain**

The community involvement domain describes the development quality, ongoing, community partnerships and networks. Schools are responsive to community expectations,, suitable environment for learning ,school administration and community participation. Community involvement in educational affairs is one of the most over used but least understood concepts in developing countries. Community participation is a process through which stake holders influence and share control over development initiatives and the decision and resource which affect them.

Kruger (1996:83), has also indicated the following activities as a means for parents to get involved in schools; helping children with homework, fund raising; maintenance building and grounds; transporting of pupil's; Organizing functions at school helping with extracurricular

activities and supporting school activities. Several reports on community involvement indicate that the school in general and teachers and students in particular benefit a lot from the involvement of the community in the issue of schools. The relation between these school domain and its constituent elements that affect students learning outcomes presented in diagram (MoE, 2006). Figure 1: SIP Domains

School domain



As shown above, the domains are interrelated and have the same core issue or objective which improving student's results. Therefore, the main objective of school improvement initiative and successful implementation of the school domains are enhancing student's achievement.

#### 2.4.4 Leadership and Managing Domain

The leading and managing domain is considered with communicating a clear vision for a school and establishing effective management structures. Leaders set directions guide the school community alignment of its purpose and practice. Effective leader ship within the

school is collegial student centered and teachers focus promoting a collective responsibility for improvement.

Harris and Linda Lambert, (2003) described the concept of leadership by explaining the leadership is an enacted variable depend up on interactions between leader follower and Context. South worth (2004, P.1) also noted the relationship of leadership and context when he states that; Leadership is contingent upon environmental and contextual factors. One characteristics that marks out successful leaders of school to their ability to understand the contexts in which the operate .Leadership is a shared functions and only expresses itself with and through others. But it cannot delegate .The expansions of leadership is empowering others to lead and improve schools.

In empowerment as Arcaro, (1997:14) states:-“People are encouraged to be open, creative, and innovative in finding new ways to work within the system enable everyone to achieve the system wide vision” leadership a critical and essential variable in the process of generating capacity for school improvement. It builds capacity for individuals to flourish and for schools to continually improve and change.

School leadership plays a great role in implementing school improvement programs. To implement school improvement programs effectively and sustainably school leadership capacity has to be enhanced. As Hopkins et al, (2001) in Harries et al. (2003:122) pointed out, school capacity is the collective competency of the school to bring about effective change in four components .namely, knowledge, skills and dispositions of individual staff; a professional learning community in which staff work collaboratively; program coherence, and technical resource. School principals empower others to lead and the serves as catalysts for changes (Harris and Linda Lambert, 2003:38-39). Hal linger and Heck, (1996 in Harris et al.2003) indicate four areas in which head teacher influences the school. The first is through establishing and conveying the purposes and goals of the schools. A second through the inter play between the schools organizations and its social network. A third is though influence over people and fourth is a relation to organizational culture. Successful change leaders articulate a vision for their schools so that everyone articulates a vision for their school. So that everyone understands the vision shares authority, responsibility and accountability to accomplish it (Lovis and Miles, 1990 in Harris And Daniel Muijes 2005:15).

## **2.5 The need for School Improvement Program**

School improvement is an important aspect of the school system. It contributes a lot of the efficiency quality of educational provision. As indicated in MOE (2007b) and ACT Government (2004) school improvement helps to create a learning environment that welcomes all learners. It enables teachers to be responsive to the diverse learning needs of students in their teaching learning approaches. Moreover, school improvement is essential to enhance the involvement of parents and the community in school activities and to improve the effectiveness of the schools management. The importance of implementing SIP as indicated in school improvement guide line are: first, it will enable to improve the teaching process by systematically increasing the competency, efficiency and motivation of teachers and the management through various techniques(mutual teaching, by correcting weakness by self-evaluation and developing strong unity by exchanging experiences and the realistic practical training...etc).Second, increases students for education and improving the necessary resources for education and to create suitable condition for learning. Third, it increases the participation parents and community and their feeling of responsibility by increasing their awareness regarding education and fourth it provides quality of education by providing the necessary resources through the coordination of the community, non-governmental organizations, humanitarian agencies and religious organizations, in addition to assistance provided by the government (MoE, 2006).

Besides, effective school improvement program minimizes wastage of educational resources by reducing class repetition, dropout and improving the learning capacity and academic achievement of students (MoE, 2006).

In generally, school improvement helps to realize the provision of quality education for all children by making the overall practices and functions of schools more responsive to the diverse needs of students.

## **2.6 Principles of School Improvement**

School improvement process is a systematic approach that follows its own principles. Luneburg and Ornstein (1991:294) have listed the following guiding principles that need to be followed in school improvement process: schools should employ asset of goals and missions which are easy to understand, students' achievement must be continuously checked and evaluated, schools need to help all students especially the low achievers need to be tutored

and enrichment program should be opened for high talented students, principals and staff should be actively involved in continuous capacity building to update their knowledge, information and to develop positive thinking, every teachers needs to contribute to successful implementation of school improvement program, teachers must involve actively in staff development by planning implementing it, school environment has to be safe and health, school community relationships should be strengthened so that community and parents need to involve in SIP implementation; and school leader ship should be shared among staff, students and parent.

### **2.7 The Role of School Partners in Implementing School Improvement Program**

Schools exist within the context of parents' community, school districts, others educational organizations and institutions, and levels of government .each of them have an impact on school and though school of pupils. The partners that contribute for the school improvement described by Stoll and Dean Fink (1996) include parents, community pupils and school district and the others, if schools create a strong sense partnership with parents, they contribute a lot to pupil' success. They support schools by providing their knowledge, skills and resources. The school surrounding community should support schools in various aspects. The community has to participate in school development programs and has to make financial and material support. Pupils have to be involved in decision making of school development programs and they have to be encouraged to take responsibility in day to day routine work in class room level. School districts support schools in providing equitable and purpose full distribution of resources not only monetary but also human material and psychological support. There are other partners such as nongovernmental organizations (NGO), charitable organizations, universities etc that could support schools in their improvement efforts.

### **2.8 The Role of School Improvement Team in the Implementation of SIP**

School improvement is work that requires collaborative efforts of stake holders, form plan preparation through implementation and evaluation. To begin with school improvement process the first step should be establishing school improvement committee/team. Barnes (2004:5) suggest that the way to start school improvement is to create a school improvement team and the team is a group of people who work together to develop lead, and coordinate the school improvement process. Accordingly, he pointed out the characteristics of effective school improvement to be small size representative group, coordinate effort and commitment

task. According to the same author the responsibility of school improvement team/committee includes: meet with each other members of the school community to inform them of self-study and its objectives and process: obtain the input of faculty and staff and incorporate in to self-study process, collect data, meet regularly to discuss progress, make preliminary conclusions and reflect on what data shows ,as well as on the process itself; assist with documentation and evaluation of self-study ;and assign and negotiate collection tasks with in school community (Barnes, 2004). The committee members are comprised of teachers, management personnel, students, parents and community and the principal of each schools works as the committee chairman (MoE, 2006). The responsibilities of school improvement committee in the document includes; they prepare school improvement plan ,they out line strategies through which the school community contribute substantially to the school improvement; the organize a system which a school community participates in the school improvement program starting from self-evaluation to implementation and assessment ;and they implement such systems closely supervises school improvement plan provide the necessary assistance and support; and at the end academic year present a report to the school community on the improvement activities carried out by the school. Based on the evaluation report they inform the schools’ status to the local community (MoE, 2006). The school improvement team/committee conducts school self evaluation that is the starting point to draft school improvement plan it gives direction to what issues should be addressed first and what follows based on the priority given by school leaders, students and parents. School can plan and implement their school improvement programs only when they are aware of their current status in respect to the four domains based on reliable and accurate information and when they design and perform their improvement plan (MoE, 2006).

## **2.9 Practices and Problems of School Improvement Program in Ethiopia**

### **2.9.1 Practices of School Improvement Program**

In Ethiopia with the intension of improving the quality of education, much effort has been exerted. For instance, during supervision of the program many efforts were made to assess the experience of the best promoting school with in the country and experiences of other countries. Different guidelines and frame works were developed and awareness raising training was conducted at different level (MoE, 2007). Thus the secondary schools are expected to successfully implement the school improvement program. However, SIP is a very

wide spread phenomenon and a wide variety of improvement efforts can be found. to be any importance for school effectiveness school improvement should use the school effectiveness, knowledge base and be directed to the application of this knowledge as focused intervention, emphasizing implementation, emphasis outcomes and evaluation techniques to practice school improvement program.

Implementation in the first year: preparation the school improvement unit decides how to implement and guide the frame work. The school improvement committees and all stakeholders of the school will help for implementation of the framework and school preparation; collect evidences regarding the school domains making system survey: regarding current school work efficiency assess the views of stakeholders (students, parents and teachers). It is duties which school engage feedback regarding the four domains of schools using survey decide and reach an agreement by investigating the collected data for school work efficiency.

The key stakeholders (teachers, students and parents) should participate in the annual school evaluation. In this respect the school improvement framework implementation will relate with teaching & learning activities; and prepare plan of the school, the improvement unit, using the result of evaluation will prepare plan for three years and annual plans. The plan incorporates goals of objectives and priorities of the activities. Implementation of the school plan: implementing the plan will start when the school improvement committee is believed that the plan prepared is ready for implementation. This means that using feedback transfer from the previous plan and new improved plan, follow-up and control the committee itself and other stakeholders will make followed up and control system, report of the implementation, the school improvement committee will present the annual report for the school community and for the responsible bodies.

Implementation in the second year:- schools will evaluate their improvement regarding the goal sets and priorities differentiate where there are new priorities, select where there are standards which are not evaluated, lastly the committee will report the progress of the SIP.

Implementation of the third year: - schools will control then improvement through evaluation; implementation of strategic plan will continue; making follow up and evaluation; schools activities and results will be evaluated and provided feedback by out of school unit using the

concrete evidences of the schools by identifying their strengths and weakness recommendation will be provided and feedback will be reported to the school (MoE, 1999).

### **2.9.2 Problems for Implementation of School Improvement Program (SIP)**

The school improvement is complex process which can be challenged by different factors during its implementation. In this respect, Fullan (2001:89-90) has noted that when a new imitative is introduced undoable it will create difficult to both individuals and institutions. Thus for success of the program it need to consider challenging factors prior to the implementation of the program and in due process.

Rendering quality and relevant education to its citizen has been the most challenging concern to all countries. It is even more serious in developing countries like ours. A lot of attempts made in reform and improvement to change endeavor has been facing challenge. Some of the problems identified by Khosa (2009) include; many schools are dysfunctional, and are not transforming time, teaching, physical and financial resources in learning outcomes. Next curriculum delivery is poor; teachers do not complete the curriculum, and pitch their teaching at levels than those demanded by the curriculum. In addition, district support and monitoring functions are inadequate and in effective. Last but not least, community supports of schools are low. To in coing (1999) the major problem that challenge school improvement initiatives include; lacking of providing performance standards for pupils, teachers and staff develop a standard guide system to assess the schools, establish incentive systems encourage self and peer monitoring and evaluation, and promote advocacy and social for quality education.

As summarized by Earl et al. (2003) the challenges to school improve attempts are: although pressure is often necessary to focus improvement and push beyond trivial changes. Next, as school improvement networks evolve, the challenge to motivate the involvement of a critical mass of teachers intensifies. Along with the routine challenge of getting staff to “buy in “ we heard about the complications that came from routine changes in staff over time, Besides schools were certainly collecting and trying to use data in to their planning and decision making. This is an area that appears to need ongoing and focused attention for all schools.

Generally, the main challenge in school improvement everywhere in the world that not much powerful and sustainable change happens in schooling is inability to make it happens in classrooms. Although many of the SIP initiatives were related to teaching and assessment

practices and we heard little to suggest that class room practices were being transformed in ways that would lead to improve students' learning (Earl et al., 2003). Stoll and Fink (1996:55) indicates lack of commitment or reluctant to change as the major challenges to success of SIP as to Anderson (1992:84) among others reluctant to change can happens due to lack of a awareness on the purpose of the intended change, lack of knowledge and skills needed to make the change, and the belief that the changes will not make any difference to them /their students.

As school improvement manual (MoE, 2007:2-3) states about the obstacles of SIP implementation Includes lack of commitment to depart from traditional practices, absence of responsible organized effort at all levels which could direct and monitor the program implementation ,shortage of training ,lack of initiative and good look on the part of some teachers and school leaders, absence of awareness creations among stake holders and absence of clearly stated role about the participation level of each stake holders .Similarly, Harris in Hopkins (2002:19) has noted difficult to change school management arrangement and working culture as challenge to SIP in developing countries.

## **2.10 School Grant as a Factor Influencing School Improvement**

The ministry of education has begun allocating school grant to support schools improvement program and bring quality education. In 2009 MoE issued a manual to implement school grant. School grant is an initiative designed by government partners (donors) to be administered by General Education Quality Improvement Packages (GEQIP).it is designed with the intention to build a capacity to the teaching learning and improve quality of alternative basic education, primary and secondary education of government and public schools (MoE, 2009).

School grant should be spent to inputs that improve school performance and the quality of education. School grant guide lines specified items that cannot be spent on the given grant to strictly direct the money for improvement and avoid misuse. Accordingly, items prohibited from spending funds of school grant includes; new building class rooms, teachers' salaries and per dimes, PTA members payment, Television, fuel and weapons MoE (2009). School grant funds must be used for items that would improve the quality of education at schools .the sources of found is GEQIP from the center that is ministry of education allocated to regions.

Allocation of school grant is good start that helps schools to buy necessary inputs to support school improvement endeavors.

### **2.11 School Facilities as a Factor of Influencing School Improvement Program**

It is known that clean, quiet, safe, comfortable and healthy environment are an important of successful teaching and learning. On this account, scholars suggested that school facilities can affect implementation of school improvement program. Bishop (1995:111) point out there is a relation that exists between school facilities and students learning. The author states that the availability of school facilities such as teaching materials and equipment, laboratory apparatus, specialist work rooms, the media of communication, the design of the class room, the climate of the school have an acceleration or a deadening influence on the students learning. From Bishop View, therefore, it is clear that school facilities enhance or affect students learning. This in turn that school facilities can affect school improvement program implementation.

### **2.12 Monitoring and Evaluation for School Improvement Program**

The questions rise in school improvement process like; what does it mean to be improving school? How can it be measured? Needed to be answered and decisions about schools and children are likely to be based on this evidence. This point stretched to the evaluation process of school improvement. Although school effectiveness and school improvement research have been areas of intense activity for several decades, they are, in many ways, still in their infancy (Earl et al, 2003). Certainly, the work that has been done in many different countries extended our knowledge and understanding about ways in which education and the broader and community can engage in process to improve school. Goldstein (1998) in Earl et al. (2003) indicate that the academic research community is just beginning to establish some comprehensive models of how school can change to become more effective and to develop research methodologies and analysis techniques that capture the complexity of change. It is imperative that the concept of the school improvement is clearly defined and understood and the measurements used to represent in congruent within the definition. The implication of measuring school improvement is for reaching with regard to the trends in evaluating of school improvement initiatives.

Earl et al. (2003:14) describes that:

Evaluation process allows us to investigate the trajectory of change in a particular school improvement program as it has developed over more than a decade. We have been fortunate to be able to adopt a contextually rich longitudinal approach by following schools over a period of year as they have engaged in school improvement initiatives, because the evaluation team has been closely involved in from the beginning, we have been able to watch the various stages that the schools go through in implementing major changes. This indicates the importance of evaluation is the ongoing implementation of school improvement program. It serves as a means to check how improvement and /or change have adopted in school. Monitoring and evaluation consist in measuring the status of objective or activity against an “expected target” that allows judgment or comparison (UNESCO, 2006).

These includes: conducting evaluation, documentation and reporting activities that are connected with national curriculum evaluation and learning capacity studies supervising improvements in student result and providing assistant as a needed; making sure that teacher and other staff members have developed s sufficient skill in monitoring and evaluation and assessments conducted and using them in plan preparation; supervising the progress (improvement) of students according to the outlined targets; identifying low academic performance in individual student level, section, class level and subject type (MoE, 2006). This shows that monitoring and evaluation is an integral part of school improvement plan implementation.

## **CHAPTER THREE**

### **3. THE RESEARCH DESIGN AND METHODOLOGY**

The chapter describes the appropriate research design and suitable research method employed in the study. It also described the sources of data, instruments of data collection sampling techniques and data analysis.

#### **3.1 Research Approach**

The study utilized mixed approach through collecting and analyzing both quantitative and qualitative data. The researcher initially used quantitative method through survey questionnaire followed by interview, FGD, observation check lists and document review. Using such methods is advantageous to examine the same phenomenon from multiple perspectives (Cohen, etal, 2007). Both quantitative and qualitative approaches are important to build upon the strength that exists between quantitative and qualitative methods in order to understand a given phenomenon than is using either quantitative or qualitative methods alone (Creswell, 2003). In addition, quantitative one was more preferred to qualitative one as qualitative method was required more time and experience of the researcher. The qualitative method was incorporate in the study to validate and triangulate the quantitative data.

#### **3.2 Research Design**

The study was used explanatory sequential design; this design consists of first collecting quantitative data and then collecting qualitative data that help explain or elaborate on the quantitative results. Best and Kahn (2006) have suggested that an explanatory research design study concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. This design also allows the researcher to gather data about respondents' perceptions, belief, opinions, and scores and out comes (Creswell, 2003). In addition, explanatory research design consists of first collecting quantitative data and then collective qualitative data to helps explain or elaborate on the quantitative result. The choice of the design is therefore, appropriate for tis study since this study is also interested in formulating important principles on practices on the school improvement program and its challenges. It is actually a type of research design which focuses on explaining the aspects of the study in a detailed manner. The rational for this approach is that the quantitative data and results provide general picture of the research

problem. More analysis special through qualitative data collection is needed to refine extend or explain the general picture (Creswell, 2012).

### **3.3 Sources of the Data**

The data was obtained from primary and secondary sources. The primary sources of data are secondary school teachers, school improvement committee, secondary schools supervisors, Woreda education office heads and PTSA members. Whereas the secondary source of data were secondary schools improvement documents. In addition, to supplement the primary data extensive review of published and unpublished documents. Apart from this, national education and training policies, development strategies and academic journals related to the study objectives were reviewed to enrich the findings of the study.

### **3. 4 Population, Sampling and Sampling Techniques**

#### **3. 4.1 Population and Sampling**

The study population of the study was secondary school improvement committee; teachers; parent teacher and students association members, supervisors and woreda education office experts. In this study the researcher believes they are the right source of information on the issue under investigation. There are 30 Woredas and 7 town administrations in Sidama Region, out of which 6 woredas and one town administration from East Sidama Region. Woredas were selected by using purposive sampling technique. This due to researcher in the serve as teacher, leader and supervisors, therefore know about the socio-economic characteristics of the selected areas.

From these selected sample woredas and town administration, six secondary schools were selected by using simple random sampling. Total there are 340 teachers. Out these, 181(53%) of teachers of the sample schools were selected using simple random sampling techniques pertaining to the manageable size of the samples. All 54 schools improvement committees, out of these all. Moreover, 18(60%) parent teacher and students association coordinators, 6(100%) secondary school supervisors and 6(50%) woreda education office experts were included in the study. Sample size determination procedure based on Mugenda and Mugenda (2003), describe a sample size as a subject of the population which is representative. In selecting the number of schools to be involved in the study, the guidelines given by Orodho and Kombo (2000), that the sample should be proportionate to the target population was considered.

In order to select samples from target population, the researcher used simple random sampling for teachers which is the best way to get representative samples and to have every subject equal chance to be selected, while comprehensive sampling was used to select school and supervisors improvement committee and purposive sampling parent teacher and students association coordinators and woreda education office experts, this is because of researcher believed that from this group of respondents sufficient information can be obtained.

**Table 1:** List of Schools, Population and Sampling Techniques of Respondents

S N	Sampled Schools	Teachers			SIC			PTSA			Supervisors			WEO experts		
		T.P	S	%	T.P	S	%	T. P	S	%	T. P	S	%	T. P	S	%
1	Bensa Kebado	40	21	53	8	8	100	5	3	60	1	1	100	2	1	50
2	Chabe Gambeltu	52	28	53	9	9	100	5	3	60	1	1	100	2	1	50
3	Bona	65	35	53	9	9		5	3	60	1	1	100	2	1	50
4	Kebena Gata	87	46	53	12	12	100	5	3	60	1	1	100	2	1	50
5	Alo	56	30	53	8	8	100	5	3	60	1	1	100	2	1	50
6	Mancho	40	21	53	8	8	100	5	3	60	1	1	100	2	1	50
Total		<b>340</b>	<b>181</b>	<b>53</b>	<b>54</b>	<b>54</b>	<b>100</b>	<b>30</b>	<b>18</b>	<b>60</b>	<b>6</b>	<b>6</b>	<b>100</b>	<b>12</b>	<b>6</b>	<b>50</b>
<b>Sampling Techniques</b>		<b>Simple Random</b>			<b>Comprehensive</b>			<b>Purposive</b>			<b>Comprehensive</b>			<b>Purposive</b>		

Note: WEO=Woreda education office, T.P=Total Population, S=Sample, %=Percentage and PTSA=Parent teacher and students association

### 3.5 Data collection Instruments

This part explains the diverse instruments that were used to collect data in the study. The selection of data collection techniques is based on the scope of the study and to attain a complete picture of the problem under study. These are questionnaires, interviews, focus group discussion and document analysis.

#### 3.5.1 Questionnaires

This study used questionnaires to collect data for school improvement committee and teachers. Questionnaires were structured with closed and open ended type. Closed ended questions were prepared in a likert scale format. Kothari (2004:78) stated that use a two-point scale, three-point scale or scale with more point. In practice, three to seven points' scales are generally used for the simple reason. It also helps the researcher to obtain genuine data for effective accomplishment of the study. Liker scale with close-ended question and also open-ended questions were prepared to collect data because it provides freedom for respondents to fill in a given space in detail ways with loot restriction whereas close ended question is

restricted by a short make response. In addition to this, open-ended questionnaires were employed in order to give opportunity to express their feelings, perceptions, problems and intensions related to the teachers' participation in school management. Open-ended questions enable respondents to write a free response in their own terms, to explain and qualify their responses and avoid the limitations of pre-set categories of response (Louis, 2005). The close ended items were formulated in five point liker scale (strongly agree =5, agree =4, moderate=3, disagree=2 and strongly agree=1) and open-ended items were provided for the respondents to freely express their ideas. The questionnaires had two categories: the respondents' personal characteristics and items relevant to the issue under investigation.

### **3.5.2 Interviews**

The interview enables the research to probe the research participants in a greater depth of response, which was not possible through any other means. Thus, the purpose of the interview was to collect more supplementary data to substantiate and triangulate the responses obtained through questionnaires. The interview gives the needed information face to face. Thus; with this assumption semi-structured questions were used to collect deep information on issues related to the implementation of school improvement program in secondary schools of Eastern Zone. The interview questions were prepared in Amharic. The interview was conducted with supervisors and Woreda Education office experts.

### **3.5.3 Focus Group Discussion**

The major aim of focus group discussion was to verify, build on and to add on the results from other sources of data and give more opportunities to the participants to freely participate and explain their ideas that was supported a researcher to collect pertinent information for the study (Gay, 2009). Items for focus group discussion were developed by the student researcher for obtaining data and information about the implementation and challenges of school improvement program. Discussions were planned in order to give more opportunities to the participants in order to collect enrich information from those who was provided information needed for the study. The focus group discussion was dealt with 18 parent teacher and students association (PTSA) (each FGD include 9 individuals). FGD conducted with parent teacher and students association, this is because of they are more focused on the study to get sufficient information on the issue under study. It was dealt with selected students for 2 hours.

The questions are the main sources of the discussion. Researcher took the role of a facilitator during the discussion and notes were taken during the discussion time.

### **3.5.4 Document Analysis**

In addition to primary sources, relevant information was included from secondary sources. This technique was help the researcher to cross check the data that was obtained through primary sources (i.e. questionnaire and interview). Document analysis was focused on such documents SIP implementation plan, SI committee minuets, self- assessment tools, evaluation tools and over all SIP practices records.

### **3.6 Procedures of Data Collection**

To ensure the data collection, the necessary relationship should be created with the concerned bodies in the schools and woreda education offices. This was done by providing official letter to them and informing the objective of the study. Then when to get appropriate respondents and relevant documents for data collection was set. Unfortunately, contact was made and orientation was give to selected respondents on how to fill the questionnaires, conduct interview. After giving the orientation, the set of questionnaire was distributed to be filled and collected back by the researcher and to gathering with conducted documents analysis.

### **3.7 Validity and Reliability of the Study**

#### **3.7.1 Validity of the Study**

Validity means checking the accuracy of the findings by employing different procedures, that is, the credibility and trustworthiness of the data were checked to address validity (Bailey, 2007:180). Cohen et al. (2005:105) and Best and Kahn (2005:208), validity presupposes that an instrument measures what it is supposed to measure and that validity supports the researcher to decide on the scale measuring what it is meant to measure. To assess the validity of the school improvement programme, the validity of the instrument were analyzed to get the difference between the performance gap scores and participants' ratings on the measures by using a 5 point Likert scale which ranges between very high, high, medium, low and very low.

One faculty members from educational planning and management department of Addis Ababa University was invited to review those survey questionnaires to ensure that the instruments comprehensively cover the domain or items that is proposed to cover fee backs on the instruments was also solicited from the students researcher's advisor. Finally all accepted

comments and feedbacks were included in the final version of the instruments. Moreover, since the participants were not forced by anyone to participate in the study such situation can increase the trustworthiness of their response. Moreover, participants at the interview were invited to review the accuracy of their response and the interpretation of the emerged themes.

### **3.7.2 Reliability of the Instruments (Pilot Test)**

Reliability refers to the “extent to which a measure, procedure or instrument provides the same results on repeated trials.” reliability as the extent to which the instrument measures whatever it is measuring consistently (Best and Kahan 2005). According to Fraenken and Wallen (2003) reported that reliability refers to the consistency of the scores obtained how consistency they are for each individual from set of item to another. Relatively speaking the more reliable a test is the more valid the data. The internal consistency reliability estimate was calculated using Cronbach coefficient of alpha for the questionnaires. The researcher found the coefficient of Alpha to be 0.94 which is regarded as by supporting this George and Mallery (2003) and Cohen et al (2007) also suggest that the Cronbachs Alpha result >0.9excellent >0.8 good >0.7 acceptable <0.6 questionable and <5poor.

The table below indicates the computed internal reliability coefficient of the pilot test. For calculating reliability, Cronbach alpha ( $\alpha$ ) was used. According for Likert-type measures, either Cronbach alpha ( $\alpha$ ) or split-half methods are preferable. Furthermore, Cronbach alpha ( $\alpha$ ) is a coefficient of reliability that is commonly used as a measure of the internal consistency of a psychometric test scores for a sample of respondents. It is widely used in the social sciences, business, and other disciplines. Having this in mind, in this pilot test, Cronbach alpha ( $\alpha$ ) won the researcher’s preference. As Table 2 showed the results of Cronbach's coefficient alpha is satisfactory (between 0.77-0.96), indicating items in each construct are measuring a similar concept. As suggested by Cronbach (cited in Tech-Hong & Waheed, 2011), the reliability coefficients between 0.78-0.92 were generally found to be internally consistent.

**Table 2:** Reliability Test Results with Cronbach's Alpha

SN	Items Type	No of items	Reliability coefficient
1	The extent of teachers, students and parents participate in school planning development and implementation	27	0.82
2	Teaching-Learning Domain Activities	7	0.78
3	Learning Environment Domain Activities	7	0.92
4	Leadership And Management Domain Activities	7	0.87
5	Community Participation Domain Activities	5	0.83
6	Extent of stakeholders involvement SIP	10	0.84
7	Major Challenges Hindering the Implementation of School Improvement Program	15	0.90
<b>Overall Reliability Coefficient</b>			0.851

### 3.8 Methods of Data Analysis

In this study both qualitative and quantitative data analysis techniques were employed. The quantitative data obtained through questionnaires were edited and categorized. The data, then, were analyzed using descriptive statistics (frequencies, percentage, mean standard deviation) and inferential statistics (independent sample t-test). Independent sample t-test was conducted to know significance difference between respondents. In addition, descriptive statistics were used in the to describe the characteristics and the relationship between variables. The results were obtained and the relationship of each variable was thoroughly interpreted and discussed on the basis of key question. Quantitative analysis was done through software called Statistical Package for the Social Science (SPSS) 21 version. The qualitative data gathered through open-ended questions, interviews, focus group discussion and document analysis were used as supplementary evidence in addition to the discussions of quantitative data. The data were analyzed using narrative description and quoting as it is.

### **3.9 Ethical Considerations**

Efforts were made to make the research process professional and ethical. To this end, the researcher try to clearly inform to the respondents about the purpose of the study i.e., purely for academic. As he introduces its purpose in the introduction part of the questionnaire and interview guide to the respondents, he shall confirm to subjects, confidentiality was protected. All the study participants were clearly informed about the purpose of the study and they are kindly asked their willingness before the actual investigation and any information obtained from them never be used by anybody or institution. Information obtained was held in strict confidentiality by the researcher. The participants made to understand what was explained and be given the opportunity to ask questions and have them answered by the researcher. The participant's consent to participate in the research voluntary, free of any coercion or promises of benefits unlikely to result from participation and no group should be disadvantaged by being excluded from consideration. Finally to start the study the researcher introduced the objective and advantage of the study to the respondents to obtain their voluntarily participation; and also informed the information gained from the respondent, data obtained from the document and others were kept confidential. All assistance, collaboration of others and sources from which information was drawn is acknowledge

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter dealt with presentation, analysis and interpretation of data collected through questionnaire, interview, focus group discussion and document analysis. The subjects of the study were teachers, school improvement committee members (SIC), rent teacher and students' association coordinators and woreda education office experts.

#### 4.1 Response Rate of the Quantitative Data

In this study, the total of **235** respondents were selected and invited to complete the questionnaires. From these numbers, **54** SIC and **181** teachers, questionnaires were properly completed and submitted, thereby generating a return rate of **93.6** percent.

**Table 3:** Questionnaire Return Rate

S N	Respondents	Sample Size	Response Rate	Return Rate %
1	Teachers	181	170	93.9
2	SIC	54	50	92.6
Total		235	220	93.6

As it can be seen in Table 3, out of the 181 questionnaires distributed to the teachers, 170 (93.9%) were returned and filled correctly while the rest 11(6.1%) of teachers' responses were rejected because their responses were incomplete. According to Mugenda and Mugenda (2003) a response rate of 60% is good and a response rate of 70% or more is even better for social research. While questionnaires distributed to the SIC, 54(92.6%) of them were returned and filled correctly while 4(7.4%) of SIC' responses were rejected because their responses were incomplete. Thus in the following section presentation, analysis and interpretation of data were presented in the following sub-sections corresponding to the basic research questions and characteristics of respondents.

#### 4.2 Characteristics of the Participants

By describing characteristics of the respondents, it is possible to know some background information about the sample population who participated in the study. The following table shows the general characteristics (sex, age, education qualification, work experience and current position). The data collected on the characteristics of the respondents are presented in the table 4 below.

**Table 4:** The Respondents' Characteristics

S N	Items	Variables	Respondents Type			
			Teachers (N=170)		SIC (N=50)	
1	Sex		F	%	F	%
		A) Male	146	85.9	37	74.0
		B) Female	24	14.1	13	26.0
		Total	170	100	50	100
2	Age	A) 21-25	37	21.8	7	14.0
		B) 26-30	106	62.3	24	48.0
		C) 31-35	16	9.4	13	26.0
		D) 36-40	6	3.5	4	8.0
		E) > 40	5	2.9	2	4.0
		Total	170	100	50	100
3	Education Qualification	A) Diploma	2	1.2	5	10.0
		B) 1 <sup>st</sup> Degree	162	95.3	41	82.0
		C) 2 <sup>nd</sup> Degree	6	3.5	4	8.0
		D) Grade 5-8	-	-	-	-
		E) Grade 9-12	-	-	-	-
		Total	170	100	50	100
4	Work experience in teacher/leadership	A) 1-5	42	24.7	10	20.0
		B) 6-10	62	36.5	17	34
		B) 11-15	21	12.3	7	14.0
		C) 16 -20	17	10	6	12
		D) 2-25	16	9.4	5	10.0
		E) 26 and above	12	7.0	5	10.0
		Total	170	100	50	100

As can be seen from item 1, Table 4 above, in relation to sex distribution of teachers 146(85.9%) of them were males and 24(14.1%) of females. This result showed that lower number of females teachers who involve in school improvement program in implementation in Sidama Region. On the other hand, 37(74.0%) of SIC were males and 13(26.0%) of them were females. From this, one can realize that the number of females in the SIC were much lower than males sample respondents i.e. were dominated by males. This showed that in both groups the number of female respondents was less than their male counter parts.

As it can be seen from item 2, Table 2, in relation to age structure, 37(21.8%) of teachers and 7(14.0) of SIC were in the age category were between 21-25 years, 106(62.3%) of teachers and 24(48.0%) of SIC were between 26-30 years; 16(9.4%) of teachers and 13(26.0%) of SIC were between 31-35 years old and only 6(3.5%) of teachers and 4(8.0%) of SIC were between 36-40 years old. The rest 5(2.9%) of teachers and 2(4.0%) of SIC were 40 years and above years old. This shows that majority of teachers and SIC is in active or working age group.

Thus, it is possible to claim that the majority of respondents were in the required age group to implement school improvement program.

As indicated in the item 3, Table 4, regarding the educational qualification of the respondents, 2(1.2%) of teachers and 5(10%) of SIC were diploma holders, 162(95.3%) of teachers and 41(82.0%) of SIC were first degree holders, while 6(3.5%) of teachers and 4(8.0%) of SIC were MA/Msc degree holders. This indicated that currently government give high attention for employ/teachers to qualified and knowledgeable human resources, but still now some subject teachers in the secondary schools/study areas/ were diploma holders, this should be improve because of its contradict with government policies in the education.

As it can be seen in item 4, Table 4, indicates that the service year as teacher/leadership or work experience of the respondents 42(24.7%) of teachers and 10(20%) of SIC belongs to experience years ranging from 1-5, 62(36.5%) of teachers and 17(34%) of SIC belongs to the range of 6-10 years' experience, 21(12.3%) of teachers and 7(14%) of SIC belongs to the range of 11-15 years' experience, 17(10%) of teachers and 6(12%) of SIC belongs to the range of 16-20 years' experience and 16(9.4%) of teachers and 5(10%) of SIC belongs to the range of 21-25 years' experience. Whereas remaining 12(7%) of teachers and 5(10%) of SIC belongs to the years' experience of 26 and above years' experience. This result showed that the majority of teachers and SIC had less work experience on current position or has less than 10 years' experience. Therefore, at this experience level teachers are expected to be well induced and had enough experience to be responsible for their job.

### 4.3 The extent of stakeholders participate in school planning development and implementation

In this section the researcher presents about the phase of school improvement program. To realize the actual implement of preparation of school improvement program principals and teachers both of them asked to fill the questionnaire prepared.

**Table 5:** Regarding to preparation of school improvement program

SN	Items	Respondents Type				t-value	p-value
		Teachers (N=170)		SIC (N=50)			
		Mean	SD	Mean	SD		
1	School has provided adequate orientation regarding school improvement program to stakeholders	1.90	1.10	2.35	1.39	-1.91	.057
2	School has organized and allocated the necessary resource for the implementation of SIP	2.49	.816	2.35	.875	.737	.462
3	Establishment of school improvement committee by involving stakeholders according to blue print	2.39	1.17	2.03	1.27	-.169	.866
4	Collected the necessary information in line with four school domains	2.23	1.24	2.40	1.32	1.32	.186

**Note:** SDA= Strongly Agree (1.00-1.49) DA= Disagree (1.50-2.49) UD= Undecided (2.50-3.49) A= Agree (3.50-4.49) SA= Strongly Agree (4.50-5.00). M- is mean, SD- is standard deviation, t-is independent sample t-test and P-value. Significance level=0.05 Significant at  $p < 0.05$ , not significant at  $p > 0.05$ .

As depicted in Table 5, above regarding to the preparation of school improvement program of the teachers reported that; school has provided inadequate orientation for school improvement program to stakeholders (M=1.90, SD=1.10); collected the insufficient information in line with four school domains (M=2.23, SD=1.24); school improvement committee by involving stakeholders is low (M=2.39, SD=1.17) and school has organized and allocated the resource for the implementation of SIP (M=2.49, SD=.816) was insufficient.

Similarly, school improvement committee (SIC) reported that school improvement committee by involving stakeholders (M=2.03, SD=1.27); school has provided orientation for school improvement program to stakeholders (M=2.35, SD=1.39); school has organized and allocated the resource for the implementation of SIP (M=2.35, SD=.875) and extent of collection the information in line with four school domains (M=2.40, SD=1.32); improvement committee by involving stakeholders were inadequate.

Therefore, most of the items from the above table showed that t-test and p-value result there is no statistically significant difference between the teachers and SIC about collecting the information in line with four school domains; school improvement committee by involving stakeholders and school has organized and allocated the resource for the implementation of SIP. In addition, most of items from the above table except item number one other p-value showed that there is no statistically significant difference between the teachers and SIC responses on the issue.

**Table 6:** Concerning to self-evaluation

SN	Items	Respondents Type				t-value	p-value
		Teachers (N=170)		SIC (N=50)			
		Mean	SD	Mean	SD		
1	The self-enquiry was conducted continuously	2.46	1.04	2.30	1.10	-.108	.914
2	All the members of school improvement committee (SIC) were actively involved in self-enquiry	2.41	1.26	2.34	1.32	.921	.358
3	PTSA and KETB were actively involved in the self-enquiry	2.47	1.26	2.43	1.31	.974	.331
4	The strength and weakness of the school was identified and prioritized	2.45	.825	2.58	.812	.680	.497
5	The level of school performance was properly evaluated and identified	2.37	.814	2.50	.760	-.651	.016

**Note:** SDA= Strongly Agree (1.00-1.49) DA= Disagree (1.50-2.49) UD= Undecided (2.50-3.49) A= Agree (3.50-4.49) SA= Strongly Agree (4.50-5.00). M- is mean, SD- is standard deviation, t-is independent sample t-test and P-value. Significance level=0.05 Significant at  $p < 0.05$ , not significant at  $p > 0.05$ .

As it indicated above Table 6 above, concerning to self-enquiry of school improvement program; teachers' respondents indicated that school performance was properly evaluated and identified (M=2.37, SD=.814), school improvement committee participation in self-enquiry (M=2.41, SD=1.26); the extent of identified strength and weakness of the school priorities (M=2.45, SD=.825); continuity of self-enquiry conducted (2.46, SD=1.04); and the extent of PTA and KETB were actively involved in the self-enquiry (M=2.47, SD=1.26) were rated as not sufficiently self-enquiry phase of school improvement program.

On the other hand, SIC also reported that extent of the self-enquire is conducting continuously (M=2.30, SD=1.10); involvement of school improvement committee in self-enquiry (M=2.34, SD=1.32) and degree of PTSA and KETB actively involved in the self-enquire (M=2.43,

SD=1.31) were unsatisfactory. However, SIC revealed undecided about the school performance was properly evaluated and identified (M=2.50, SD=.760) and strength and weakness of the school identification and prioritizing in self-enquiry of SIP (M=2.58, SD=.812). Generally, the t-test and p-value of showed there is no significance different between teachers and SIC on the issue under investigated. This means both teachers and SIC disagreed that self-enquiry of SIP adequately implementation.

**Table 7:** Regarding to Planning of SIP

SN	Items	Respondents Type				t-value	p-value
		Teachers (N=170)		SIC (N=50)			
		Mean	SD	Mean	SD		
1	The school has follow the planning procedure according to the guide line	2.19	1.38	2.80	1.60	-2.53	.012
2	The school has one year's action plan of SIP	2.23	1.51	3.25	1.35	-4.79	.000
3	The school has three years SIP strategic plan	2.11	1.29	3.41	1.27	-8.62	.000
4	Action plan for each of the department were designed	1.84	1.04	2.53	1.56	-3.00	.003
5	Individual teachers design their own action plan in line with their department	2.52	1.43	2.22	1.37	1.42	.156

**Note:** SDA= Strongly Agree (1.00-1.49) DA= Disagree (1.50-2.49) UD= Undecided (2.50-3.49) A= Agree (3.50-4.49) SA= Strongly Agree (4.50-5.00). M- is mean, SD- is standard deviation, t-is independent sample t-test and P-value. Significance level=0.05 Significant at  $p < 0.05$ , not significant at  $p > 0.05$ .

Concerning to the planning of SIP, teachers' respondents revealed that level of action plan for each of the department is designing (M=1.84, SD=1.04); the extent of school has follow-up the planning procedure according to the guide line (M=2.11, SD=1.29); availability of the school three years SIP strategic plan (M=2.19, SD=1.38) and existence of school one year's action plan of SIP (M=2.23) were not performed to the expected level (Table, 7).

On the other hand, SIC showed that that degree of action plan for each of the department is designing (M=2.53, SD=1.56); the extent of school has follow-up the planning procedure according to the guide line (M=2.80, SD=1.60); accessibility of school one year's action plan of SIP (M=3.25) and three years SIP strategic plan (M=3.41, SD=1.27) were perceived undecided level or SIC showed that the planning phase of SIP was moderately implemented in schools under study. Similarly, the calculated t-test value showed that there is statistically significant difference between the teachers and SIC about the planning of school

improvement program. Therefore, above confirmed that degree of action plan for each of the department is designing; follow-up the planning procedure according to the guide line; availability of the school three years SIP strategic plan and one year's action plan of SIP are not adequately planning in the SIP. One of interviewed woreda education office expert asserted that:

Schools work need the participation of all stakeholders in the school plan, but most of the time school plan is prepared by school principals. Therefore, the school mission and vision is not visible to all stakeholders and the intended students' outcome and ethical-centered activities are not achieved without the participation of stakeholder. Due to this, participation becomes weak between school and society.

**Table 8:** Concerning to Implementation of SIP

S N	Items	Respondents Type				t- value	p- value
		Teachers (N=170)		SIC (N=50)			
		Mean	SD	Mean	SD		
1	The existing ways of implementation were changed into new plan	2.41	1.25	1.85	0.89	-3.92	.000
2	The school leadership properly ensure the necessary resource for the implementation of the plan	2.05	1.24	1.95	1.19	-.354	.724
3	Provision of a progress report on the implementation of school improvement plan to all concerning bodies	1.96	.987	2.40	1.09	1.73	.085
4	Communicated the implementation of the plan to the community properly	2.60	1.44	2.63	1.48	-.126	.900
5	The woreda education office was providing technical support to the implementation of the SIP	2.37	.814	2.50	.760	-.651	.516
6	PTSA members provide adequate support for the implementation of the plan	2.08	.864	2.35	.745	-.1.2	.196
7	The cluster supervisor was providing technical support to the implementation of the SIP	2.16	.853	2.15	.875	.062	.951
8	KETB members provide adequate support for the implementation of the plan	2.26	1.20	2.61	1.35	-1.28	.199

**Note:** SDA= Strongly Agree (1.00-1.49) DA= Disagree (1.50-2.49) UD= Undecided (2.50-3.49) A= Agree (3.50-4.49) SA= Strongly Agree (4.50-5.00). M- is mean, SD- is standard deviation, t-is independent sample t-test and P-value. Significance level=0.05 Significant at  $p < 0.05$ , not significant at  $p > 0.05$ .

As it can be seen in Table 8 above, as regards to the implementation of school improvement program of the teachers illustrated that the provision of a progress report on the implementation of school improvement plan to all concerning bodies (M=1.96, SD=.987),

extent of school leadership ensures the necessary resource (M=2.05, SD=1.24) and PTSA members provide support (M=2.08, SD=.864); the cluster supervisor technical support (M=2.16, SD=.853), adequacy of kebele education and training board (KETB) support (M=2.26, SD=1.20), extent of woreda education office technical support (M=2.37, SD.814) and the existing ways of implementation into new plan (M=2.41, SD=1.25) were rated unsatisfactory.

Similarly, SIC revealed that the existing ways of implementation into new plan (M=1.85, SD=.89; the school leadership ensures the necessary resource (M=1.95, SD=1.19), the cluster supervisor is providing technical support (M=2.15, SD=.875), PTSA members is providing adequate support (M=2.35, SD=.745) and provision of report on the implementation of school improvement plan to all concerning bodies (M=2.40, SD=1.09) were form inadequate. On the other hand, the calculated t-test and p-value showed that there is no statistically significant difference between the teachers and SIC about the implementation of school improvement program. Therefore, data showed that implementation of school improvement program such as school leadership ensuring the necessary resource were not adequate.

**Table 9:** Regarding of SIP

SN	Items	Respondents Type				t-value	p-value
		Teachers (N=170)		SIC (N=50)			
		Mean	SD	Mean	SD		
1	To what extent school improvement committee conducted regularly monitoring and evaluating process of the implementation of the program	2.58	.812	2.45	.825	.680	.497
2	The extent to which effort made by the school in modifying its school improvement plan based on the information acquired from the evaluation	2.49	.816	2.35	.875	.737	.002
3	The extent to which SIP evaluation is timely conducted	2.46	1.40	2.23	1.18	.908	.006
4	The extent to which feedback is provided based on the result of evaluation	2.60	1.37	2.32	1.21	1.06	.291
5	The extent to which the implementation report is provided after completing	1.76	.817	2.11	1.16	-1.55	.023

**Note:** SDA= Strongly Agree (1.00-1.49) DA= Disagree (1.50-2.49) UD= Undecided (2.50-3.49) A= Agree (3.50-4.49) SA= Strongly Agree (4.50-5.00). M- is mean, SD- is standard deviation, t-is independent sample t-test and P-value. Significance level=0.05 Significant at  $p < 0.05$ , not significant at  $p > 0.05$ .

As indicated in above Table 9, regarding to the evaluation of SIP, teachers' respondents reported that the extent to which the implementation report is providing after completing evaluation (M=1.76, SD=.817) and SIP evaluation is timely conducting (M= M=2.46, SD=1.40) and effort made by the school in modifying its school improvement plan based on the information acquired from the evaluation (M=2.49, SD=.816) were perceived low level of monitoring and evaluation of school improvement program.

On the other hand, SIC respondents showed that the implementation report is provided after completing evaluation (M=2.11, SD=1.16); the extent to which SIP evaluation is timely conducting (M=2.23, SD=1.18) and the extent to which feedback is provided based on the result of evaluation (M=2.32, SD=1.21) the extent to which effort made by the school in modifying its school improvement plan based on the information acquired from the evaluation (M=2.35, SD=.875) and extent school improvement committee conducted regularly monitoring and evaluating process of the implementation of the program (M=2.45, SD=.825) were reported is unsatisfactory. Therefore, the calculated t-test and p-value showed that there is no statistically significant difference between the teachers and SIC about the evaluation phase of school improvement program.

#### **4.4 Implementation of four domains of school improvement program**

As indicated in review of related literature there are four domains or focus areas for school improvement program (MoE, 2006) which are supposed to enhance students' achievement and ultimately improves quality of education. This part discusses the major four domains of school improvement program activities. These four domains namely; teaching-learning domain, school leadership and management domain, safe and healthy school environment and community involvement domain had been treated based on the selected items that represent the successful implementation of SIP in each school domains. Accordingly, the SIP has four domains in which every domain links to each other and aims at improving students' learning outcomes.

#### 4.4.1 Teaching and Learning Domain

**Table 10:** Teaching and Learning Domain of SIP

SN	Items	Respondents Type		Scales					Independent sample t-test			
				SDA	DA	M	A	SA	Mean	SD	t-value	Sig. (2-tailed)
1	Based on learning differences of students teachers have given planned tutorial for low achievers	Teachers (N=170)	N	53	64	28	17	8	2.19	1.12	.410	.683
			%	31.2	37.6	16.5	10	4.7				
		SIC (N=50)	N	17	19	7	5	2	2.12	1.11		
			%	34	38	14	10	4				
2	Text books have been evaluated by teachers to enrich the curriculum	Teachers (N=170)	N	55	59	27	18	11	2.24	1.19	-.097	.923
			%	32.3	34.7	15.9	10.6	6.5				
		SIC (N=50)	N	15	20	6	5	4	2.26	1.22		
			%	30	40	12	10	8				
3	Action research has been conducted by teachers to solve teaching-learning problems	Teachers (N=170)	N	45	69	29	15	12	2.29	1.15	-.031	.975
			%	26.5	40.6	17.0	8.8	7.0				
		SIC (N=50)	N	13	21	7	6	3	2.30	1.16		
			%	26	42	14	12	6				
4	Inbuilt supervision has been conducted among colleagues to share experiences to one another	Teachers (N=170)	N	64	49	27	18	12	2.19	1.25	-.433	.665
			%	37.6	28.9	15.9	10.6	7.0				
		SIC (N=50)	N	15	16	9	7	3	2.28	1.16		
			%	30	32	18	14	6				
5	Teachers give compressive home works, assignments and project works for students	Teachers (N=170)	N	62	44	28	21	15	2.31	1.31	.056	.955
			%	36.5	25.9	16.5	12.3	8.9				
		SIC (N=50)	N	14	22	4	5	5	2.30	1.26		
			%	28	44	8	10	10				
6	Teachers frequently give timely feedbacks for students about their academic performances	Teachers (N=170)	N	56	59	26	17	12	2.23	1.21	-.634	.527
			%	32.9	34.7	15.3	10	7.0				
		SIC (N=50)	N	16	14	9	8	3	2.36	1.25		
			%	32	28	18	16	6				
7	Continuous assessment has been practiced as the result, students repetition rate rapidly decreased	Teachers (N=170)	N	41	48	36	28	17	2.60	1.28	-.573	.567
			%	24.1	28.2	21.2	16.5	10				
		SIC (N=50)	N	10	16	9	8	7	2.72	1.34		
			%	20	32	18	16	14				

**Note:** SDA= Strongly Agree (1.00-1.49) DA= Disagree (1.50-2.49) M= Moderate (2.50-3.49) A= Agree (3.50-4.49) SA= Strongly Agree (4.50-5.00). M- is mean, SD- is standard deviation, t-is independent sample t-test and P-value. Significance level=0.05 Significant at  $p < 0.05$ , not significant at  $p > 0.05$ .

Table 10 deals regarding to learning differences of students' teachers have given planned tutorial for low achievers. As it can be seen from item 1, Table 10, 117(68.8%) of teachers and 36(72%) of SIC reported that the teachers didn't plan to provide support for females and lower achiever students, while 25(14.7%) of teachers and 7(14%) of SIC rated on the issue is agree. In the same way, 28(16.5%) of teachers and 7(14%) of SIC said that the teachers planned to support females and lower achievers is moderate. Correspondingly, the mean score of teachers ( $M=2.19$ ,  $SD=1.12$ ) and that of SIC ( $M=2.12$ ,  $SD=1.11$ ) indicated that the teachers planned to support females and lower achievers is disagree. On the other hand, the calculated t-test value ( $t=.410$ ,  $P>0.05$ ) showed that there is no statistically significant difference between the two respondents on the issue. In general, the response of both respondents on the issue is that the teachers planned to support lower achievers are not satisfactory.

As it can be seen from item 2, Table 10, 114(67%) of teachers and 35(70%) of SIC reported that the text books have been evaluated by teachers to enrich the curriculum is disagree, while 29(17.1%) of teachers and 9(18%) of SIC rated the text books have been evaluated by teachers to enrich the curriculum is agree. Similarly, 27(15.9%) of teachers and 6(12%) of SIC said that the text books have been evaluated by teachers to enrich the curriculum is moderate. Then again, the mean score of teachers ( $M=2.24$ ,  $SD=1.19$ ) and that of SIC ( $M=2.26$ ,  $SD=1.22$ ) indicated that the text books have been evaluated by teachers to enrich the curriculum is disagree. In the same way, the calculated t-test value ( $t=-.097$ ,  $P>0.05$ ) showed that there is no statistically significant difference between the two respondents on the issue. In general, the response of both respondents on the issue is that the text books have been evaluated by teachers to enrich the curriculum is insufficient.

As it can be seen from item 3, Table 10, 114(67.1%) of teachers and 34(68%) of SIC reported that action research has not been conducted by teachers to solve teaching-learning problems, while 27(15.8%) of teachers and 18(36%) of SIC rated the action research has been conducted by teachers to solve teaching-learning problems. Correspondingly, 29(17.0%) of teachers and 7(14%) of SIC said that action research has been conducted by teachers to solve teaching-learning problems is moderate. In the same way, the mean score of teachers ( $M=2.29$ ,  $SD=1.15$ ) and that of SIC ( $M=2.30$ ,  $SD=1.16$ ) indicated that action research has not been conducted by teachers to solve teaching-learning problems. On the other hand, the calculated t-test value ( $t=-.031$ ,  $P>0.05$ ) showed that there is no statistically significant difference between the two respondents on the issue. Therefore, it is possible to conclude that

conducting action research by teachers to solve teaching-learning problems was rated below average. One interviewed of supervisor indicated that:

Supervisors agreed that there is a gap in providing support for teacher to use teaching aids and to promote active-learning and continuous assessment which in turn affects the effectiveness of school improvement program. Thus, there is the need to look for supporting and monitoring the teachers' inbuilt supervision to enhance their performance and still needs more consideration for greater success of school improvement program implementation.

On the same issue, another FGD PTSA asserted that:

Members confirm that the idea that teacher responded as school grant funds spent for items that would improve the performance and quality of education like repairing classrooms and furniture, buying reference books etc. Supporting this MoE (2009) asserts that in primary and secondary schools, school grant should be spent only to inputs that bring quality in education.

As it can be seen from item 4, Table 10, 113(66.5%) of teachers and 31(62%) of SIC reported that inbuilt supervision didn't conducted among teachers to share experiences to one another, while 30(17.6%) of teachers and 10(20%) of SIC rated on the similar issue is agree. Similarly, 27(15.9%) of teachers and 9(18%) of SIC said that inbuilt supervision experience sharing one to another is moderate. In the same way, the mean score of teachers ( $M=2.19$ ,  $SD=1.25$ ) and that of SIC ( $M=2.28$ ,  $SD=1.16$ ) indicated that the inbuilt supervision experience sharing trends in school one another is disagree. Then again, the calculated t-test value ( $t=-.031$ ,  $P>0.05$ ) showed that there is no statistically significant difference between the two respondents on the issue. Therefore, it is possible to conclude that inbuilt supervision has been conducted among teachers to share experiences to one another is not satisfactory.

Table 10, item 5, 106(62.4%) of teachers and 36(72%) of SIC reported that the teachers give compressive home works, assignments and project works for students is disagree, while 36(21.2%) of teachers and 10(20%) of SIC rated on the similar issue is agree. Correspondingly, 28(16.5%) of teachers and 4(8%) of SIC said that teachers support students to give assignment, homework and project is moderate. Also, the mean score of teachers ( $M=2.31$ ,  $SD=1.31$ ) and that of SIPC ( $M=2.30$ ,  $SD=1.26$ ) indicated that the teachers support students to give assignment, homework and project is disagree. On the other hand, the calculated t-test value ( $t=-.056$ ,  $P>0.05$ ) showed that there is no statistically significant difference between the two respondents on the issue. This is can be concluded that the teachers support for students to give assignment, homework and project is unsatisfactory.

Table 10, item 6, 115(67.6%) of teachers and 30(60%) of SIC reported that teachers frequently give timely feedbacks about students academic performance is disagree, while 29(17.0%) of teachers and 11(22%) of SIC rated on the above similar issue is agree. On the contrary, 26(15.3%) of teachers and 9(18%) of SIPC said that teachers frequently give timely feedbacks about students academic performance is moderate. Also, the mean score of teachers ( $M=2.23$ ,  $SD=1.21$ ) and that of SIC ( $M=2.36$ ,  $SD=1.25$ ) indicated that the teachers frequently give timely feedbacks about students academic performance is disagree. Then again, the calculated t-test value ( $t=-.634$ ,  $P>0.05$ ) showed that there is no statistically significant difference between the two respondents on the issue. This is can be concluded that the teachers frequently give timely feedbacks about students academic performance is insufficient. One of the interviewed of supervisor indicated that:

The school level work lack of provide appropriate feedback to the intermediates in order to come up with improvement. This in turn directly affects the effectiveness of school improvement program in secondary schools of East Sidama Zone. Thus, as the result of fail to assess students' performance based on continuous assessment principles like giving home work, class work, group work, and field work and provide immediate feedback to the intermediate they also resulted with the failures of modifying approaches of teaching.

As it can be seen from item 7, Table 10, 89(52.3%) of teachers and 26(52%) of SIC disagreed that school continuous assessment has been practiced in order to reduce the students repetition, while 45(26.5%) of teachers and 15(30%) of SIC rated on the similar issue is agree. On the contrary, 36(21.2%) of teachers and 9(18%) of SIC said that continuous assessment has been practiced in order to reduce the students repetition is moderate. On the other hand, the mean score of teachers ( $M=2.60$ ,  $SD=1.28$ ) and SIPC ( $M=2.72$ ,  $SD=1.34$ ) indicated that continuous assessment has been practiced in order to reduce the students repetition is moderate. On the other hand, the calculated t-test value ( $t=-.573$ ,  $P>0.05$ ) showed that there is no statistically significant difference between the two respondents on the issue. Therefore, it is possible to conclude that the practice of continuous assessment in order to reduce the students' repetition was inadequate. Document analysis showed that:

Almost all teachers are still used the traditional test to measure their students' performance rather assessing the students' performance during homework, class work, group work and project work through they are aware of and even know through different capacity building training organized by the school and government about how students are evaluated and measured using different assessing mechanisms.

## 4.4.2 School Leadership and Management Domain

**Table 11:** School Leadership and Management

S N	Items	Respondents Type		Scales					Independent sample t-test			
				SDA	DA	M	A	SA	Mean	SD	t- value	Sig. (2- tailed)
1	The leaders have made clear shared vision, mission and goal for teacher on students' achievement	Teachers (N=170)	N	53	64	28	17	8	2.32	1.30	.465	.643
			%	31.2	37.6	16.5	10	4.7				
		SIC (N=50)	N	13	19	8	6	4	2.22	1.24		
			%	26	38	16	12	8				
2	School leaders have striven high commitment to improve students' achievement	Teachers (N=170)	N	46	74	24	19	7	1.90	1.10	-1.91	.057
			%	27.0	43.5	14.1	11.2	4.1				
		SIC (N=50)	N	12	21	9	5	3	2.35	1.39		
			%	24	42	18	10	6				
3	SIP implementation has been consistently, monitored by principals	Teachers (N=170)	N	52	67	26	16	9	2.12	1.31	-.985	.326
			%	30.6	39.4	15.3	9.4	5.3				
		SIC (N=50)	N	14	26	6	4	-	1.90	1.21		
			%	28	52	12	8	-				
4	Strategies have been set at school level to implement SIP effectively	Teachers (N=170)	N	57	64	28	12	9	2.39	1.17	-.169	.866
			%	33.5	37.6	16.5	7.0	5.3				
		SIC (N=50)	N	13	25	5	5	2	2.03	1.27		
			%	26	50	10	10	4				
5	Involving stakeholders in SIP planning	Teachers (N=170)	N	52	64	29	16	9	2.49	.816	.737	.462
			%	30.6	37.6	17.0	9.4	5.3				
		SIC (N=50)	N	13	19	5	8	5	2.35	.875		
			%	26	38	10	16	10				
6	Involving stakeholders in SIP monitoring and evaluation	Teachers (N=170)	N	56	63	24	19	8	1.90	1.10	-1.91	.057
			%	32.9	37.0	14.1	11.2	4.7				
		SIC (N=50)	N	15	21	6	6	2	2.35	1.39		
			%	30	42	12	12	4				
7	Involving stakeholders in SIP sustainability	Teachers (N=170)	N	54	60	34	17	5	2.12	1.31	-.985	.326
			%	31.8	35.3	20	10	2.9				
		SIC (N=50)	N	12	23	7	5	3	1.90	1.21		
			%	24	46	14	10	6				

**Note:** SDA= Strongly Agree (1.00-1.49) DA= Disagree (1.50-2.49) M= Moderate (2.50-3.49) A= Agree (3.50-4.49) SA= Strongly Agree (4.50-5.00). M- is mean, SD- is standard deviation, t-is independent sample t-test and P-value. Significance level=0.05 Significant at  $p < 0.05$ , not significant at  $p > 0.05$ .

As it can be seen from Table 11, item 1, 117(68.8%) of teachers and 32(64%) of SIC reported that the leaders don't made clear shared vision, mission and goal for teacher on students' achievement, while 25(14.7%) of teachers and 10(20%) of SIC indicates that the leaders have made clear shared vision, mission and goal for teacher on students' achievement is agree. In additional, 28(16.5%) of teachers and 8(16%) of SIC said that the leaders have made clear shared vision, mission and goal for teacher on students' achievement is moderate. Also, the mean score of teachers ( $M=2.32$ ,  $SD=1.30$ ) and SIC ( $M=2.22$ ,  $SD=1.24$ ) show that the leaders have not made clear shared vision, mission and goal for teacher on students' achievement. Then again, the calculated t-test value ( $t=.465$ ,  $P>0.05$ ) showed that there is no statistically significant difference between the two respondents on the issue. In general, the response of both respondents indicated that the leaders don't make clear shared vision, mission and goal for teacher on students' achievement.

As it can be seen from item 2, Table 11, 120(70.5%) of teachers and 33(66%) of SIC disagreed that school leaders have striven high commitment to improve students' achievement, while 26(15.3%) of teachers and 8(16%) of SIC rated school leaders have striven high commitment to improve students' achievement is agreed. Similarly, 24(14.1%) of teachers and 9(18%) of SIC said school leaders have striven high commitment to improve students' achievement is moderate. On the other hand, the mean score of teachers ( $M=1.90$ ,  $SD=1.10$ ) shows that disagreed on the issues and SIC ( $M=2.35$ ,  $SD=1.39$ ) indicated that the school leaders have striven high commitment to improve students' achievement is moderate. Also, the calculated t-test value ( $t=-1.91$ ,  $P>0.05$ ) showed that there is no statistically significant difference between the two respondents on the issue.

As it can be seen from item 3, Table 11, 119(70%) of teachers and 40(80%) of SIC disagreed that the school improvement program implementation has been consistently, monitored by principals, while 25(14.7%) of teachers and 4(8%) of SIC agreed about the school improvement program implementation has been consistently, monitored by principals. On the contrary, 26(15.3%) of teachers and 6(12%) of SIC said that school improvement program implementation has been consistently, monitored by principals is moderate. On the other hand, the mean score of teachers ( $M=2.12$ ,  $SD=1.31$ ) and SIC ( $M=1.90$ ,  $SD=1.21$ ) disagreed that the school improvement program implementation has been consistently, monitored by principals. Similarly, the calculated t-test value ( $t=-.985.01$ ,  $P>0.05$ ) showed that there is no

statistically significant difference between the two respondents on the issue. Therefore, it is possible to conclude that the school improvement program implementation has been consistently monitored by principals is unsatisfactory.

As it can be seen from Table 11 item 4, 121(71.1%) of teachers and 28(76 %) of SIC disagreed that strategies have been set at school level to implement SIP effectively, while 21(12.3%) of teachers and 7(14%) of SIC rated that the strategies have been set at school level to implement SIP effectively. On the contrary, 28(16.5%) of teachers and 5(10%) of SIC said that the strategies have been set at school level to implement SIP effectively is moderate. Also, the mean score of teachers ( $M=2.39$ ,  $SD=1.17$ ) show that moderate on the issue and SIC ( $M=2.03$ ,  $SD=1.27$ ) disagreed that strategies have been set at school level to implement SIP effectively. On the other hand, the calculated t-test value ( $t=-.169$ ,  $P>0.05$ ) showed that there is no statistically significant difference between the two respondents on the issue. an interviewed supervisor pointed out that:

“In order to effective implementation of SIP to create awareness of stakeholders, government should provide increased amount of financial, work should be done to motivate teachers, schools should be free from political bias and laboratory should be complete with all the necessary materials is the major strategies of to implement school improvement program”.

Table 11, item 5, 116(68.2%) of teachers and 24(48%) of SIC reported that don't involving stakeholders in SIP planning, while 25(14.7%) of teachers and 13(26%) of SIC rated involving stakeholders in SIP planning. On the contrary, 29(17.0%) of teachers and 5(10%) of SIC said that moderate involving stakeholders in SIP planning. Similarly, the mean score of teachers ( $M=2.49$ ,  $SD=.816$ ) and SIC ( $M=2.35$ ,  $SD=.875$ ) indicated that involving stakeholders in SIP planning is moderate. Then again, the calculated t-test value ( $t=-.737$ ,  $P>0.05$ ) showed that there is no statistically significant difference between the two respondents on the issue. Therefore, the data showed that the involvement stakeholders in SIP planning were turned to the inadequate.

As it can be seen from item 6, Table 11, 119(69.9%) of teachers and 36(72%) of SIC reported that stakeholders don't participate in SIP monitoring and evaluation, while 27(15.9%) of teachers and 8(16%) of SIC agreed that stakeholders involving in SIP monitoring and evaluation is agreed. Similarly, 24(14.1%) of teachers and 6(12 %) of SIC said that stakeholders involvement was moderate in SIP monitoring and evaluation. On the contrary,

the mean score of teachers ( $M=1.90$ ,  $SD=1.10$ ) perceived that disagreed on the issue and SIC ( $M=2.35$ ,  $SD=1.39$ ) indicated that involving stakeholders in SIP monitoring and evaluation is moderate. On the other hand, the calculated t-test value ( $t=-1.91$ ,  $P<0.05$ ) showed that there is no statistically significant difference between the two respondents on the issue.

Table 11, item 7, 114(67.1%) of teachers and 35(70%) of SIC disagreed that involving stakeholders in SIP sustainability, while 22(12.9%) of teachers and 8(16%) of SIC agreed that involving stakeholders in SIP sustainability. Correspondingly, 34(20%) of teachers and 7(14%) of SIC said that involving stakeholders in SIP sustainability is moderate. The mean score of teachers ( $M=2.12$ ,  $SD=1.31$ ) and SIC ( $M=1.90$ ,  $SD=1.21$ ) disagreed that involving stakeholders in SIP sustainability. On the contrary, the calculated t-test value ( $t=-.985$ ,  $P>0.05$ ) showed that there is no statistically significant difference between the two respondents on the issue. Therefore, the data shows that the involving stakeholders in SIP sustainability are unsatisfactory.

### 4.4.3 Safe and Healthy School Environment Domain

**Table 12:** Safe and Healthy School Environment

S N	Items	Respondents Type		Scales					Independent sample t-test			
				SDA	DA	M	A	SA	Mean	SD	t- value	Sig. (2- tailed)
1	The school physical environment safe, stable and attractive for teaching and learning process	Teachers (N=170)	N	50	46	48	16	10	2.45	1.23	-.319	.750
			%	29.4	27.0	28.2	9.4	5.9				
		SIC (N=50)	N	13	16	11	6	4	2.33	1.21		
			%	26	32	22	12	8				
2	Teachers and students have access to standard latrines with water designated for female and male students	Teachers (N=170)	N	33	42	65	18	12	2.58	.999	.792	.430
			%	19.4	24.7	38.2	10.6	7.0				
		SIC (N=50)	N	9	24	13	3	1	2.40	.994		
			%	18	48	26	6	2				
3	The school has standardized library with recent reference materials	Teachers (N=170)	N	45	61	42	17	5	2.61	1.01	1.01	.310
			%	26.5	35.9	24.7	10	2.9				
		SIC (N=50)	N	10	19	15	4	2	2.40	1.03		
			%	20	38	30	8	4				
4	Students have exercise practical works in laboratory on the science subjects	Teachers (N=170)	N	49	52	42	20	7	2.41	1.26	.921	.358
			%	28.8	30.6	24.7	11.8	4.1				
		SIC (N=50)	N	14	16	16	2	2	2.34	1.32		
			%	28	32	32	4	4				
5	Computers are available as required in the standard for students	Teachers (N=170)	N	56	67	24	15	8	2.47	1.26	.974	.331
			%	32.9	39.4	14.1	8.8	4.7				
		SIC (N=50)	N	9	17	18	4	2	2.43	1.31		
			%	18	34	36	8	4				
6	Pedagogical centers are fully fictional to support teaching learning process	Teachers (N=170)	N	45	56	42	15	12	2.22	1.39	-2.06	.040
			%	26.5	32.9	24.7	8.8	7.0				
		SIC (N=50)	N	7	19	16	5	3	1.86	1.14		
			%	14	38	32	10	6				
7	Principal are able to resolve conflict arising in the school	Teachers (N=170)	N	42	50	49	19	10	2.41	1.19	-4.97	.000
			%	24.7	29.4	28.8	11.2	5.9				
		SIC (N=50)	N	7	14	17	7	5	1.72	1.86		
			%	14	28	34	14	10				

**Note:** SDA= Strongly Agree (1.00-1.49) DA= Disagree (1.50-2.49) M= Moderate (2.50-3.49) A= Agree (3.50-4.49) SA= Strongly Agree (4.50-5.00). M- is mean, SD- is standard deviation, t-is independent sample t-test and P-value. Significance level=0.05 Significant at  $p < 0.05$ , not significant at  $p > 0.05$ .

Table 12, item 1, 96(56.4%) of teachers and 29(58%) of SIC reported that the school physical environment not safe, stable and attractive for teaching and learning process, while 26(15.3%) of teachers and 10(20%) of SIC said that the school physical environment became safe, stable and attractive for teaching and learning process. On the contrary, 48(28.2%) of teachers and 11(22%) of SIC indicates that the school physical environment safe, stable and attractive for teaching and learning process is moderate. Similarly, the mean score of teachers ( $M=2.45$ ,  $SD=1.23$ ) and that of SIC ( $M=2.33$ ,  $SD=1.21$ ) indicated that the school physical environment safe, stable and attractive for teaching and learning process is moderate. In the same way, the calculated t-test value ( $t=-.319$ ,  $P>0.05$ ) showed that there is no statistically significant difference between the two respondents on the issue. Therefore, it is possible to conclude that the school physical environment safe, stable and attractive for teaching and learning process is insufficiently.

As it can be seen from item 2, Table 12, 75(44.1%) of teachers and 33(66%) of SIC reported that teachers and students have no access to standard latrines with water designated for female and male students, while 30(17.6%) of teachers and 8(16%) of SIC agreed that the teachers and students have access to standard latrines with water designated for female and male students. In the same way, 42(24.7%) of teachers and 24(48%) of SIC said that teachers and students have access to standard latrines with water designated for female and male students is moderate. On the other hand, the mean score of teachers ( $M=2.58$ ,  $SD=.999$ ) and SIC ( $M=2.40$ ,  $SD=.994$ ) indicated teachers and students have access to standard latrines with water designated for female and male students is moderate. On the contrary, the calculated t-test value ( $t=-.792$ ,  $P>0.05$ ) showed that there is no statistically significant difference between the two respondents on the issue. Therefore, the response of both respondents on the issue show that teachers and students have access to standard latrines with water designated for female and male students are inadequate.

As it can be seen from item 3 Table 12, 106(62.4%) of teachers and 29(58%) of SIC reported that the school has no standardized library with recent reference materials, while 22(12.9%) of teachers and 6(12%) of SIC rated the school has standardized library with recent reference materials. On the contrary, 42(24.7%) of teachers and 15(30%) of SIC said that the school has standardized library with recent reference materials is moderate. Similarly, the mean score of teachers ( $M=2.61$ ,  $SD=1.01$ ) and SIC ( $M=2.40$ ,  $SD=1.03$ ) indicated that the school has

standardized library with recent reference materials is moderate. Correspondingly, the calculated t-test value ( $t=1.01$ ,  $P>0.05$ ) showed that there is no statistically significant difference between the two respondents on the issue. Therefore, the school has moderate standardized library with recent reference materials.

Table 12 item 4, 101(59.4%) of teachers and 30(60%) of SIC indicates that students have not exercise practical works in laboratory on the science subjects, while 27(15.9%) of teachers and 4(8%) of SIC reported that the students have exercise practical works in laboratory on the science subjects. On the other hand, 42(24.7%) of teachers and 16(32%) of SIC said that the students have moderate exercise practical works in laboratory on the science subjects. On the other hand, the mean score of teachers ( $M=2.41$ ,  $SD=1.26$ ) and SIC ( $M=2.34$ ,  $SD=1.32$ ) indicated that the students have exercise practical works in laboratory on the science subjects is moderate. On the contrary, the calculated t-test value ( $t=.921$ ,  $P>0.05$ ) showed that there is no statistically significant difference between the two respondents about the students have exercise practical works in laboratory on the science subjects is inadequate. FGD participant of PTSA indicated that:

Most of their schools were not fulfilled with standardized internet connection, laboratory equipment's and other facilities other than classrooms. They implied that are challenged with budge shortage to fulfill the necessities, they always look for community participation and disturb student to bring some community contribution fee from their parent. This in turn directly affects the effectiveness of school improvement program implementation.

Table 12, item 5, 123(72.3%) of teachers and 26(52%) of SIC reported that computers are not available as required in the standard for students, while 23(13.1%) of teachers and 6(12%) of SIC indicates that the computers are available as required in the standard for students. On the contrary, 24(14.1%) of teachers and 18(36%) of SIC said that computers are available as required in the standard for students is moderate. On the other hand, the mean score of teachers ( $M=2.47$ ,  $SD=1.26$ ) and SIC ( $M=2.43$ ,  $SD=1.31$ ) indicated that computers are available as required in the standard for students is moderate. Similarly, the calculated t-test value ( $t=.974$ ,  $P>0.05$ ) showed that there is no statistically significant difference between the two respondents on the issue. Therefore, it is possible to conclude that the computers are available as required in the standard for students are not satisfactory.

Table 12, item 6, 101(59.4%) of teachers and 26(52%) of SIC indicates that pedagogical centers are not fully fictional to support teaching learning process, while 27(15.6%) of

teachers and 8(16%) of SIC reported that the pedagogical centers are fully fictional to support teaching learning process. On the contrary, 42(24.7%) of teachers and 16(32%) of SIC said that the pedagogical centers are fully fictional to support teaching learning process is moderate. Also, the mean score of teachers ( $M=2.22$ ,  $SD=1.39$ ) and SIC ( $M=1.86$ ,  $SD=1.14$ ) disagreed that pedagogical centers are fully fictional to support teaching learning process. On the other hand, the calculated t-test value ( $t=-2.06974$ ,  $P<0.05$ ) showed that there is statistically significant difference between the two respondents on the issue.

Table 12, item 7, 92(54.1%) of teachers and 21(42%) of SIC indicates that the principal are unable to resolve conflict arising in the school, while 29(17.1%) of teachers and 12(24%) of SIC reported that principal are able to resolve conflict arising in the school. Similarly, 49(28.8%) of teachers and 17(34%) of SIC said that principal are able to resolve conflict arising in the school is moderate. In the same way, the mean score of teachers ( $M=2.41$ ,  $SD=1.19$ ) indicates that moderate on the issue and SIC ( $M=1.72$ ,  $SD=1.86$ ) disagreed that principal are able to resolve conflict arising in the school. Similarly, the calculated t-test value ( $t=-4.97$ ,  $P<0.05$ ) showed that there is statistically significant difference between the two respondents on the issue.

#### 4.4.4 Community and Parental Involvement Domain

The following table presents about the community and parental participation such as, parents have involved in decision making concerning issues related to sip implementation, PTSA members have actively participated in the school improvement planning and management, parents used to discuss with teachers on students learning progress.

**Table 13:** Community and Parental Participation

SN	Items	Respondents Type		Scales					Independent sample t-test			
				SDA	DA	M	A	SA	Mean	SD	t-value	Sig. (2-tailed)
1	PTSA members have actively participated in the school improvement planning and management	Teachers (N=170)	N	48	64	33	17	8	1.83	1.05	.532	.595
			%	28.2	37.6	19.4	10	4.7				
		SIC (N=50)	N	13	14	13	8	2	1.94	1.39		
			%	26	28	26	16	4				
2	Parents have involved in decision making concerning issues related to SIP implementation	Teachers (N=170)	N	44	67	29	21	9	2.95	1.25	-2.81	.005
			%	25.9	39.4	17.0	12.3	5.3				
		SIC (N=50)	N	12	13	16	7	2	2.27	1.44		
			%	24	26	32	14	4				
3	Parents used to discuss with teachers on students learning progress	Teachers (N=170)	N	50	64	30	17	9	2.58	.812	.680	.497
			%	29.4	37.6	17.6	10	5.3				
		SIC (N=50)	N	12	14	14	7	3	2.45	.825		
			%	24	28	28	14	6				
4	Community has provided financial and material support for SIP implementation	Teachers (N=170)	N	50	48	49	14	9	2.39	1.17	-.169	.866
			%	29.4	28.2	28.9	8.2	5.3				
		SIC (N=50)	N	10	19	18	2	1	2.03	1.27		
			%	20	38	36	4	2				
5	School management board participation is high in SIP implementation	Teachers (N=170)	N	48	60	30	22	10	2.60	1.44	-.126	.900
			%	28.2	35.3	17.6	12.9	5.9				
		SIC (N=50)	N	12	18	9	6	5	2.63	1.48		
			%	24	36	18	12	10				

**Note:** SDA= Strongly Agree (1.00-1.49) DA= Disagree (1.50-2.49) M= Moderate (2.50-3.49) A= Agree (3.50-4.49) SA= Strongly Agree (4.50-5.00). M- is mean, SD- is standard deviation, t-is independent sample t-test and P-value. Significance level=0.05 Significant at  $p < 0.05$ , not significant at  $p > 0.05$ .

Table 13, item 1, 114(65.8%) of teachers and 27(54%) of SIC indicates that PTA members have not actively participated in the school improvement planning and management, while 25(14.7%) of teachers and 10(20%) of SIC reported that the PTA members have actively participated in the school improvement planning and management. On the other hand, 33(19.4%) of teachers and 13(26%) of SIC said that PTA members have actively participated in the school improvement planning and management is moderate. Also, the mean score of teachers ( $M=1.83$ ,  $SD=1.05$ ) and SIC ( $M=1.94$ ,  $SD=1.39$ ) disagreed that the PTA members have actively participated in the school improvement planning and management. In the same way, the calculated t-test value ( $t=-.532$ ,  $P>0.05$ ) showed that there is no statistically significant difference between the two respondents on the issue. Therefore, it is possible to conclude that the PTA members have not actively participated in the school improvement planning and management.

Table 13, item 2, 111(54.4%) of teachers and 25(50%) of SIC indicates that the parents have not involved in decision making concerning issues related to SIP implementation, while 30(17.6%) of teachers and 9(18%) of SIC reported that the parents have involved in decision making concerning issues related to SIP implementation. In the same way, 29(17.0%) of teachers and 16(32%) of SIC said that parents have involved in decision making concerning issues related to SIP implementation is moderate. On the contrary, the mean score of teachers ( $M=2.95$ ,  $SD=1.25$ ) indicates that moderate on the issue and SIC ( $M=2.27$ ,  $SD=1.44$ ) disagreed that the parents have involved in decision making concerning issues related to SIP implementation. On the other hand, the calculated t-test value ( $t=-2.81$ ,  $P<0.05$ ) showed that there is statistically significant difference between the two respondents on the issue. FGD participant of PTSA indicated that:

“In fact there is community participation in providing positive ideas for better performance of schools and also support in labor activities/planning to some extent. However, participation through the contribution of money and materials was low though it differs from school to school. Accordingly, the respondents were rated as serious problem in the implementation of school improvement program. Majority of the interview respondents supported the above ideas of community participation for school improvement”.

As it can be seen in Table 13, item 3, 114(67.0%) of teachers and 26(52%) of SIC indicates that parents used to discuss with teachers on students learning progress, while 26(15.3%) of

teachers and 10(20%) of SIC reported that parents used to discuss with teachers on students learning progress. In the same way, 30(17.6%) of teachers and 14(28%) of SIC said that parents used to discuss with teachers on students learning progress is moderate. On the other hand, the mean score of teachers ( $M=2.58$ ,  $SD=.812$ ) and SIC ( $M=2.45$ ,  $SD=.825$ ) show that the parents used to discuss with teachers on students learning progress is moderate. In the same way, the calculated t-test value ( $t=.680$ ,  $P>0.05$ ) showed that there is no statistically significant difference between the two respondents on the issue. Therefore, the data shows that the parents used to discuss with teachers on students learning progress is inadequate.

Table 13, item 4, 98(57.6%) of teachers and 29(58%) of SIC reported that the community has not provided financial and material support for SIP implementation, while 43(13.5%) of teachers and 3(6%) of SIC reported that the community has provided financial and material support for SIP implementation. In the same way, 49(28.9%) of teachers and 18(36%) of SIC said that the community has provided financial and material support for SIP implementation is moderate. On the other hand, the mean score of teachers ( $M=2.39$ ,  $SD=1.17$ ) indicates that moderate on the issue and SIC ( $M=2.03$ ,  $SD=1.27$ ) disagreed that the community has provided financial and material support for SIP implementation. Similarly, the calculated t-test value ( $t=-.169$ ,  $P>0.05$ ) showed that there is no statistically significant difference between the two respondents on the issue.

As it can be seen in Table 13, item 5, 108(63.5%) of teachers and 30 (60%) of SIC reported that school management board participation is high in SIP implementation, while 32(18.8%) of teachers and 11(22%) of SIC reported that school management board participation is high in SIP implementation. In the same way, 30(17.6%) of teachers and 9(18%) of SIC said that school management board participation is high in SIP implementation is moderate. On the other hand, the mean score of teachers ( $M=2.60$ ,  $SD=1.44$ ) indicates that moderate on the issue and SIC ( $M=2.63$ ,  $SD=1.48$ ) disagreed that school management board participation is high in SIP implementation. Similarly, the calculated t-test value ( $t=-.126$ ,  $P>0.05$ ) showed that there is no statistically significant difference between the two respondents on the issue. It is possible to conclude that the school management board participation is low in SIP implementation.

## 4.5 Extent of Stakeholders Involved in Implementation of SIP

School leaders make the school conducive and participatory environment for SIP implementation and participatory environment for SIP implementation. The following table indicated that the extent of stakeholders to the implementation of SIP.

**Table 14:** Extent of stakeholders' involvement in implementation of school improvement program

SN	Items	Respondents Type				t-value	p-value
		Teachers (N=170)		SIC (N=50)			
		Mean	SD	Mean	SD		
1	Involvement of stakeholders in formulating SIP plan	1.90	1.10	2.35	1.39	-1.91	.057
2	Participation of stakeholders in SIP implementation	2.49	.816	2.35	.875	.737	.462
3	School leaders make the school conducive and participatory environment for SIP implementation	2.39	1.17	2.03	1.27	-.169	.866
4	Extent of parent contribution in fund raising activities in school	2.46	1.04	2.30	1.10	-.108	.914
5	Extent of school improvement committee to monitoring and evaluating of the implementation of SIP	2.47	1.26	2.43	1.31	.974	.331
6	School leaders had set clear goals, vision and mission in light of SIP	2.45	.825	2.58	.812	.680	.497
7	School leaders are actively engaged in coordinating stakeholders and school improvement committee for the preparation of SIP	2.19	1.38	2.80	1.60	-2.53	.012
8	Strategic plan of the school was prepared based on self-evaluation	2.11	1.29	3.81	1.27	-8.62	.000
9	School leaders frequently evaluated performance and discussed with teachers on the program implementation outcomes	1.84	1.04	2.53	1.56	-3.00	.003
10	There is strong work team among stakeholders to implement the SIP	2.52	1.43	2.22	1.37	1.42	.156

**Key:** L= Low (1.00-2.33), M= Moderate (2.34-3.3.66) H= High (3.67-5.5.0) VH= Very High (4.50-5.00). M- is mean, SD- is standard deviation, t-is independent sample t-test and P-value. Significance level=0.05 Significant at  $p < 0.05$ , not significant at  $p > 0.05$ .

Table 14, item 1, respondents were asked to show their level of agreement the extent to which the listed activities were carried out during the planning of school improvement program. Accordingly, the calculated mean scores of the respondents were (M=1.90, SD=1.10) and (M=2.35, SD=1.39) of teachers and SIC respectively. This indicates that both principals and teachers respondents responded low response. In addition to this, the calculated t-test value

( $t=-1.91$ ,  $p>0.05$ ) showed that there is no statistically significant difference between the two respondents on the issue. It showed that involvement of stakeholders in formulating SIP plan was not reached the needed level. On the issue, one woreda education office expert respondent said,

Schools work need the participation of all stakeholders in the school plan, but most of the time school plan is prepared by school principals. Therefore, the school mission and vision is not visible to all stakeholders and the intended students' outcome and ethical-centered activities are not achieved without the participation of stakeholder. Due to this, participation becomes weak between school and society.

Table 14, item 2, the respondents were requested how much participation of stakeholders in SIP implementation. In this regard, the calculated mean scores of the respondents were ( $M=2.49$ ,  $SD=.816$ ) and ( $M=2.35$ ,  $SD=.875$ ) of teachers and SIC respectively. This indicates that both teachers and principals' response was low item. In addition to this, the calculated t-test value ( $t=.737$ ,  $p>0.05$ ) shows that there is no statistically significant difference between the two respondents on the issue. Therefore, this showed that participation of stakeholders in SIP implementation was low. On the issue, FGD, PTSA point out that,

The reason is why low involvement of stakeholders specially parents and community, not willing to come to school is not only because of the principal makes less effort. Some principals in collaboration with supervisors were sometimes trying to invite parents and the community to school specifically by writing legal letters for each individual, but the majority does not respond the response on time except few of them because the school plans were not participatory.

As it can be seen in Table 14, item 3, the respondents were requested how much school leaders make the school conducive and participatory environment for SIP implementation. In this regard, the calculated mean of teachers ( $M=2.39$ ,  $SD=1.17$ ) and SIC ( $M=2.03$ ,  $SD=1.27$ ). This reflects that both teachers and principals' respondents were rated low item. On the other hand, the calculated t-test value ( $t=-.169$ , and  $p>0.05$ ) reflects there is no statistically significant difference between teachers' and SIC responses. Therefore, from this one can conclude that school leaders did not make the school conducive and participatory environment for SIP implementation. According to one supervisor's during interview;

School cannot succeed without the support of the parents and community. It is therefore essential for the school principal to develop good relations with parents especially. Parents and communities cannot provide the necessary support for learning without a good understanding of what the school actually does. Thus, the school should communicate regularly with the community, and should receive both positive and negative feedback at regular intervals.

Item 4 of the Table 14, respondents were asked about the extent of parent contribution in fund raising activities in school. In this regard, the mean score of total respondents fall between (M=2.46, SD=1.04) of teachers and (M=2.30, SD= 1.10) of SIC. This indicating both teachers and principals respondents rated low response to the item regarding the extent of parent contribution in fund raising activities in school. This is proved by calculated t-test value  $t=-.108$ , and P-value is greater than  $p\text{-value}=0.05$ . This shows that there is no statistically significant difference between teachers' and SIC' responses. Therefore, one can realized that the extent of parent contribution in fund raising activities in school was low. Moreover, FGD PTSA pointed out that:

School improvement planning can only lead to genuine and profound change if schools have at least a minimum level of resources to work with. Without such resources, the school improvement program could become de-motivating. This can be improved when parents and local communities actively participating in school improvement planning and implementation.

Table 14, item 5, indicates that the opinions of respondents on the extent of school improvement committee to monitoring and evaluating of the implementation of SIP. As seen from the data, for all of the items listed the mean responses were found between (M=2.47, SD= 1.26) of the teachers and SIC (M=2.43, SD=1.31). This indicates that both teachers and principals responded at low level. It was seen that there is no statistically significance difference between the two groups of respondents, on the extent of school improvement committee to monitoring and evaluating of the implementation of SIP; the t-test value was employed ( $t= .974$ ,  $p>0.05$ ). Thus, it is possible to say that teachers and SIC in each sample schools have similar perceptions on the extent of school improvement committee to monitoring and evaluating of the implementation of SIP.

Table 14, item 6, indicates that the opinions of respondents on the extent of school leaders had set clear goals, vision and mission in light of SIP. As seen from the data, for all of the items listed the mean responses were found between (M=2.45, SD= .825) of the teachers and SIC (M=2.58, SD=.812). This indicates that teachers' respondents responded at low and principals responded at medium level. It was seen that there was no statistically significance difference between the two groups of respondents, on the extent of school leaders had set clear goals, vision and mission in light of SIP; the t-test value was employed ( $t= .680$ ,  $p>0.05$ ). Thus, it is possible to perceive that teachers and SIC in each sample schools have different perceptions

on the extent of school leaders had set clear goals, vision and mission in light of SIP. Therefore, it can be concluded that school leaders had not yet clear goals, vision and mission in light of SIP. In the situation where school leaders had no clear goals, vision and mission, it might be difficult to schools to address the objectives of school improvement program and to implement it because implementation needs clear goals, vision and mission.

Table 14, item 7, indicates that the opinions of respondents on the extent of school leaders are actively engaged in coordinating stakeholders and school improvement committee for the preparation of SIP. As seen from the data, for all of the items listed the mean responses were found between (M=2.19, SD=1.38) of the teachers and (M=2.80, SD=1.60) of the SIC. This indicates that teachers' respondents responded at low and principals responded at moderate level. It was seen that there was statistically significance difference between the two groups of respondents, on the extent of school leaders were actively engaged in coordinating stakeholders and school improvement committee for the preparation of SIP; the t-test value was employed ( $t = -2.53, p < 0.05$ ). Thus, it is possible to perceive that teachers and SIC in each sample schools have different perceptions on the extent of school leaders were actively engaged in coordinating stakeholders and school improvement committee for the preparation of SIP. Therefore, it showed that school leaders were not effectively and efficiently engaged in coordinating stakeholders and school improvement committee for the preparation of SIP.

Item 8, Table 14, respondents were asked about the extent of school improvement plan of the school was prepared based on self-evaluation. In this regard, the mean score of total respondents fall between (M=2.11, SD=1.29) of teachers and (M=3.81, SD=1.27) of SIC. This indicating teachers' response was low and SIC 'respondents rated high response to the item school improvement plan of the school was prepared based on self-evaluation. This is proved by calculated t-test value  $t = -8.62$ , and p-value is less than  $p\text{-value} = 0.05$ . This shows that there is statistically significant difference between teachers' and SIC responses on the issue.

Table 14, item 9, respondents were asked to show their level of agreement of the extent to which the school leaders frequently evaluate performance and discuss with teachers on the program implementation out comes. Accordingly, the calculated mean scores of the respondents were (M=1.84, SD=1.04) and (M=2.53, SD= 1.56) of teachers and SIC

respectively. This indicates that principals' response was moderate and teachers' respondents responded low response to the item. In addition to this, the calculated t-test value ( $t=-3.00$ , and  $p<0.05$ ) shows that there is statistically significant difference between the two respondents on the issue. Therefore, it showed that school leaders did not frequently evaluate performance and discuss with teachers on the program implementation impacts. The data collected from document review reveals that in all sampled schools three years school improvement plans were developed by the school leaders. Besides, their activities do not involve key stakeholders and self-evaluation of schools and prioritizing problems. However, MoE (2006) suggested that school self-evaluation is the starting point to draft school improvement plan, as it gives direction to what issues should be addressed first and followed based on the priority given by school leaders, students, parents and teachers. Similarly, FGD held with PTSA depicted that,

Schools did not carry out self-evaluation to prepare and evaluate its impacts of school improvement program. Only school principals prepare and present for approval by school committee at the beginning of the years and report its outcomes without evaluation. Especially supervisor stressed that without conducting self-evaluation about its impact and identifying specific problems areas SIP implementing is difficult. So it can be deduced that the plan was not put in to action.

Therefore, this showed that there is no school self-evaluation during preparation of strategic plan in sample schools. Hence, it is clear that inadequate self-evaluation in SIP planning was taken as one of the major constraints that affects implementation of SIP.

As it can be seen in Table 14, item 10, the respondents were requested how much work team created among stakeholders to implement the SIP. In this regard, the calculated mean of teachers ( $M=2.52$ ,  $SD=1.43$ ) and SIC ( $M=2.22$ ,  $SD=1.37$ ). This reflects that teachers' respondents replied medium and principals' respondents were rated low item. On the other hand, the calculated t-test value ( $t=1.42$ ,  $p>0.05$ ) reflects that there is no statistically significant difference between teachers' and SIC responses. Therefore, from this one can realized that there are weak ties of working team among stakeholders to implement the SIP.

#### 4.6 Major challenges for school improvement program implementation

According to Anderson (2002:84) among others reluctant to change happens due to lack of awareness on the purpose of the intended change, lack of knowledge and skills needed to make the change. In line with this two groups of respondents, secondary school teachers and SIC were asked to rate rank order the following your experience elements did you find major problems school improvement program (From 1-15) according to the degree of seriousness from the most serious to the least serious at the space provided (for example, give 1 for the most serious and 15 is for the least serious).

**Table 15:** Rank Order of major challenges for school improvement program implementation

S N	Items	Responses in frequency, percentage and in ranking					
		Teachers (M=170)			SIC (N=50)		
		F <sub>1</sub>	%	R <sub>1</sub>	F <sub>2</sub>	%	R <sub>2</sub>
1	Unable to make the school vision and mission of school improvement program	154	90.6	13	35	70.0	10
2	Poor school management and leadership	152	89.4	15	36	72.0	9
3	Inefficient administrative services to proper strategic planning and implementation of yearly plan	157	92.3	10	30	60.0	13
4	Inadequacy of the school budget support from government	165	97.1	2	45	90.0	2
5	Lack of capacity building for principals for their role as an instructional leader	167	98.2	1	48	96.0	1
6	Less commitment of implementation, mainly principals and teachers	156	91.8	11	39	78.0	7
7	Weak collaboration of stakeholders	159	93.5	8	33	66.0	11
8	Lack of curriculum inputs/ textbooks and teaching and learning materials exacerbate the low levels of student achievement	164	96.5	3	44	88	3
9	Poor mechanism of teachers' promotions and transfer from one place to another area	161	94.7	6	28	56.0	15
10	Lack of school wide rage disciplinary problems solving mechanism throughout the school	163	95.9	4	42	84.0	4
11	Lack of follow-up and supervision on the implementation of school improvement program	158	92.9	9	29	58.0	14
12	Inadequate professional support from WEO	160	94.1	7	37	74.0	8
13	Low stakeholders involvement in SIP implementation	153	90.0	14	40	80.0	6
14	Poor performance of school improvement committee	155	91.2	12	32	64.0	12
15	Insufficient school facilities	162	95.3	5	41	82.0	5

**Key:** F<sub>1&2</sub>=Represents frequency1 & frequency 2, R<sub>1&2</sub>=Represents rank 1 & 2 of respondents and %=percentage, for analysis spearman's rank order correlation coefficient(s) was used. Rank=represents the sequential order of major challenges for school improvement program implementation.

As indicated in Table 15, describes that both respondent groups ranked the first, the second, the third, the fourth and the fifth or items from 1-5, as a result, the major problems school improvement program. These were selected respectively lack of capacity building for principals for their role as an instructional leader 167(98.2%), inadequacy of the school budget support from government 165(97.1%) lack of curriculum inputs/textbooks and teaching and learning materials exacerbate the low levels of student achievement 164(96.5%), lack of school wide range disciplinary problems solving mechanism throughout the school 163(95.9%) and insufficient school facilities 162(95.3%) of teachers rated as 1-5 while lack of capacity building for principals for their role as an instructional leader 48(96%), inadequacy of the school budget support from government 45(90 %), lack of curriculum inputs/textbooks and teaching and learning materials exacerbate the low levels of student achievement 44(88%), lack of school wide range disciplinary problems solving mechanism throughout the school 42(84%) and insufficient school facilities 41(82%) school improvement committee also ranked as 1-5.

On the other hand, the item with the least frequency of response from teachers and school improvement committee was the discussion on external problems. But to solve the major problems of school improvement program activities least frequency from teachers and SIC' side other options in the item were in different ranks that their comparison is only possible by employing spearman's rank order correlation coefficient. Therefore, to overcome this problem more awareness creation should be done by woreda education office, school leaders and concerned bodies.

Finally, qualitative data collected from Woreda Education office experts through interview reported that shortage of financial resources is the most determinant factors that affect SIP implementation; since the school grant budget allocated for schools was not enough to keep effective schools improvement process and it was not managed well. Besides, the respondents reported that lack of commitment of teachers is the critical one that negatively affects SIP implementation. Through open ended questions respondents asked to describe additional challenges that hinder the proper implementation of SIP. In response to this, teachers reported that due to shortage of time and lack of inviting concerned bodies to participate in all issues in school plans.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the summary of major findings, conclusion and recommendation. The major purpose of the study was to investigate the implementation of school improvement program in secondary schools of Eastern Zone. To achieve the purposes of the study, the researcher guided by the following research questions:

1. To what extent teachers, students and parents participate in school planning development and implementation of SIP in East Sidama Region woredas secondary Schools?
2. To what extent monitoring and evaluating mechanisms are used for implementation of SIP in school?
3. What are the major factors that affect the implementation of SIP in selected Secondary schools of Sidama Region?
4. What possible actions would alleviate problems of the implementation of SIP in selected Sidama Region Secondary Schools?

The study using descriptive survey design along with both quantitative and qualitative method, the researcher collected quantitative data from 170 randomly selected teachers, of them, 146(85.6%) were males and 24(14.1%) were females and 50 comprehensive selected SIC, 37(74%) of them were males and 13(26%) were females . Qualitative data were also collected actual (through the semi-structured interview and focus group discussion) from 6 supervisors, 18 parent teacher and students association (FGD) and 6 woreda education office experts purposefully selected and document analysis were also used.

The researcher used descriptive statistics; including frequency distribution, mean, grand mean and standard deviation to analyze the quantitative data and, researcher also used inferential statistics an independent sample t-test. Setting the alpha level of significance at five percent ( $\alpha=0.05$ ), to determine whether groups of scores are significantly different, all collected quantitative data were analyzed using version 21 of Statistical Package for the Social Sciences (SPSS). The narrative analysis approach was also used to analyze the qualitative data. Summary of major findings, conclusions, and implications of the study are presented in this chapter.

## **5.1 Summary of Major Findings**

On the basis of the analysis and interpretation of the collected data in chapter four, the following major findings are drawn:

- 1) Analysis of the teachers and school improvement committee demographic data demonstrated that majority 146(85.9%) and 37(74%) of them were male respectively; had less than six years of experience in the teaching profession; and only a few of them had second degree in different subject areas.
- 2) The study of findings showed that the school improvement like preparation, self-enquiry, planning, implementation and evaluation were not effectively implemented according to its indicators in the schools under investigation.
- 3) Implementation of the SIP the following activities were not well performed: teachers provision tutorial for low achievers, text books evaluation by teachers to enrich the curriculum, action research has been conducted by teachers to solve teaching-learning problems, inbuilt supervision has been conducted among colleagues to share experiences to one another, teachers give compressive home works, assignments and project works for students, teachers frequently to give timely feedbacks for students about their academic performances respondents rated low.
- 4) Low performance was also revealed regarding school leadership and management domain that the leaders providing clear direction shared vision, mission and goal for teacher on students' achievement, striven high commitment to improve students' achievement and SIP implementation has been consistently monitored by school leaders.
- 5) Concerning to school leadership and management domain the school leadership and management not give valuable solution for immediately school improvement implementation problems.
- 6) Concerning the school environment domain, such as availability of safe, stable and attractive for teaching and learning process, teachers and students have access to standard latrines with water designated for female and male students, adequate teachers guides for all subjects in school and computers are available as required in the standard for students and principal are able to resolve conflict arising in the school were unsatisfactory

- 7) As study indicated that the community and parental involvement domain, parents have involved in decision making concerning issues related to SIP implementation parents used to discuss with teachers on students learning progress (M=2.45, SD=.825) and Community has provided financial and material support for SIP implementation (M=2.03, SD=1.27) study respondents rated low.
- 8) Findings showed that stakeholder's involvements in SIP implementation was low this is due to the lack of school leaders frequently evaluated performance, contributions of school improvement committee in coordinating monitoring and evaluation is low, lack of strong work team among stakeholders to implement the SIP, principals were not actively engaged in improving learning conditions and learning outcomes and lack of teachers regularly discuss with each other.
- 9) The study showed that there was low involvement of stake-holders (teachers, students and parents) in the planning and implementation of SIP plan. The responsibility of planning was remaining in the hands of school principals.
- 10) The study indicated that the low stakeholder's involvements in SIP implementation, this is resulted due to the lack of school leaders frequently evaluated performance and discussed with teachers on the program implementation outcomes with its mean score results (M=2.18), lack of parent contribution in fund raising to enhance SIP activities and to improve students' academic achievement (M=2.38), lack of monitoring and evaluating of the programs by school improvement committee and its calculated mean score was (M=2.45), school principals were not actively engaged in coordinating stakeholders activities that related to SIP (M=2.49), lack of strong work team among stakeholders to implement the SIP (M=2.37), school principals were not actively engaged in improving teaching-learning conditions and teaching-learning outcomes rather than following and evaluating administrative issues (M=2.62) and lack preparing school strategic plan based on self-evaluation (M=2.96).
- 11) The result of study showed that stakeholders gave low attention on its planning and implementation of the school improvement program (M=2.31).
- 12) The study revealed the that factors that hinder SIP implementation are lack of capacity building for principals for their role as an instructional leader, inadequacy of the school budget support from government, lack of curriculum inputs/textbooks and teaching and

learning materials exacerbate the low levels of student achievement, lack of school wide range disciplinary problems solving mechanism throughout the school, insufficient school facilities, poor mechanism of teachers' promotions and transfer from one place to another area, inadequate professional support from woreda education office, lack of follow-up and supervision on the implementation of school improvement program and inefficient administrative services to proper strategic planning and implementation of yearly plan.

## **5.2 Conclusions**

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

The nature of school improvement program implementation required outstanding preparation, self-enquiry, planning, and implementation and evaluation process which could be achieved through collective efforts of all school stakeholders; it is found out that the school improvement program process lacks good self-assessment, and the participation of those who have a stake in schools. From this it can be concluded that the school improvement committee were not contributing significantly in the preparation, self-enquiry, planning, implementation and evaluation of school improvement program. On the other hands, in the school improvement program guidelines, it is stated that school improvement program requires a broad-based effort by the entire community; including educators, students, parents, business organizations, and faith-based organizations, among the others during the preparation, self-enquiry, planning, implementation and evaluation of school improvement program. Therefore, the study can conclude that implementation of SIP was not adequate. This implies that inadequate implementation of SIP influence the improvement quality of education and students achievement in the study.

It also found out according to this study, there were gaps on implementing four domains of the school improvement program. These domains were teaching-learning domain, conducive learning environment domain, leadership and management domain and community participation domain. These domains were not being effectively and efficiently implemented in the study area due to insufficient school facilities, absence of training to the stake holders on school improvement program implementation strategies, low level of stakeholders' participation, and low level of supervisors 'monitoring and evaluation mechanisms. This

seemed resulted from the low consideration given to the importance of school improvement program from school principals and other stakeholders.

Finally, from the finding concluded that lack of capacity building for principals for their role as an instructional leader, inadequacy of the school budget support from government, inadequate professional support from woreda education office, lack of follow-up and supervision on the implementation of school improvement program and inefficient administrative services to proper strategic planning and implementation of yearly plan were major problems that hinder the effective implementation of SIP in secondary schools of East Sidama Region woredas.

### **5.3 Recommendations**

Based on the findings of this study, the following recommendations were drawn.

#### **Creating the Necessary Awareness**

- ❖ Schools, woreda and Region education bureau to provide adequate practical training program to support the implementation of school improvement program, it should be supported by technical, financial and material inputs by concerning bodies. The woreda and Region education Bureau, cluster supervisors, PTSA to provide the necessary technical, financial and material support for effective implementation of SIP.

#### **Promoting the involvement of stakeholders**

- ❖ It is advisable to schools SIC, supervisors, school leaders, and woreda and Region Education Bureau to promote practical involvement of all stakeholders by creating adequate awareness to implement SIP effectively.

#### **Providing the necessary school facilities**

- ❖ Woreda and Region education Bureau and school management bodies to provide the necessary school facilities before starting the implementation of SIP to achieve the intended objective of the program.

#### **Monitoring, evaluation and supporting**

- ❖ To alleviate the challenges encountered school leaders in implementing SIP, it is advisable that external supervisor, Woreda in collaboration with the Regional Education Bureau need to give sustainable training to fill the skill gaps of school leaders. They also need to avail secondary schools with important financial, material and human resources.

Beside, Woreda in collaboration with REB should timely supervise and support the school leaders.

#### **Developing the culture of collaborative planning**

- ❖ It is to recommend that educational experts of woreda and region education bureau, supervisors, principals, teachers and any other researchers, who has interested should conduct a research in the area to draw the possible solutions for the internal and external challenges that encounter the practices of SIP in secondary schools.

#### **Suggest possible solutions for SIP Problems**

- ❖ The findings showed that various problems encountered the implementation of SIP implementation. Therefore, it is recommend that woreda and region education bureau, teachers and researchers should suggest possible solutions for the problems that encounter the implementation of SIP in secondary schools.

#### **Providing adequate training for stakeholders**

- ❖ In order to implement SIP in line with the frame work WEO should providing sufficient training for all stakeholders to implement school improvement program effectively.
- ❖ This study is not the final solution to solve the problems of SIP implementation of the study area, so the researcher recommends further researches.

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**Appendix-I**  
**Addis Ababa University**  
**College of Education and Behavioral studies**  
**Department of Educational planning and Management**  
**Questionnaire to be filled by Secondary School Teachers and School**  
**Improvement committee**

Dear respondents: The purpose of this questionnaire is to gather relevant data that help to assess the current implementation of school improvement program in secondary schools of Eastern Zone. The required data is vital importance for the success of this study which is a partial fulfillment for a master's degree. You are; therefore, kindly requested to fill the questionnaire that provides necessary information on different issues related to the study. Hence, your genuine and timely responses are important for the success of this research. In this questionnaire, two types of items are included. For items that require written answer, give your response in the provided spaces corresponding to the questions and for the items which provide alternatives or scale values, please use “√” mark to show your level of agreement under one of the five scales of measurements for each item. The values for the scales of measurements are: strongly agree= 5; agree = 4; moderate = 3; disagree = 2; and strongly disagree = 1.

Note that:  No need to write your name on the questionnaire

Please mark only one response to a question, with alternative choices put “√” in the given box  Write your opinion clearly for open ended questions on the space provided.

**Part I 1. Background Information**

1. Name of the School \_\_\_\_\_

2. Name of Woreda \_\_\_\_\_

3. Sex: a. Male                      b. Female

4. Age (in years):

a. 18 – 30   c. 41 – 50      b. 31– 40      d. 51– 60      e. above 60

5. Qualification of teacher                      a. Diploma      b. BA/BED/BSC   c. MA /MED/MSC      )  
d. any other

6. Teaching experience in years (only for teachers)

a. Below 5 years      b. 6-10 years      c. 11-15 years      d . 16-20 years      e. 21-25 years      f. 26 and above

**Part II. The extent of stakeholders participate in planning development and implementation of SIP**

**1. Preparation of school improvement program**

To assess the school preparation rate the following activities by using (X) mark in the space provided. (5= strongly agree, 4= agree 3= moderate, 2= disagree and 1= strongly disagree)

No	Items	Rating				
		5	4	3	2	1
1	Has provided adequate orientation regarding school improvement program to stakeholders					
2	Has organized and allocated the necessary resource for the implementation of SIP					
3	Establishment of school improvement committee by involving stakeholders according to blue print					
4	Collected the necessary information in line with four school domains: teaching and learning ,safe and healthy school environment, leadership and management and school community relationship					

**2. Self –enquiry of SIP**

The following major activities are expected to be carried out by the school in conducting self-enquiry. Please indicate your opinion on the extent to which the major activities were performed during the schools self-enquiry process by putting <<X>> marks on the space provided below. (5=strongly agree, 4=agree, 3=moderate, 2=disagree, 1=strongly disagree)

No	Items	Rating				
		5	4	3	2	1
1	The self-enquiry was conducted continuously					
2	All the members of school improvement committee (SIC) were actively involved in self-enquiry.					
3	PTSA and KETBM were actively involved in the self-enquiry					
4	The strength and weakness of the school was identified and prioritized.					
5	The level of school performance was properly evaluated and identified.					

**3. Planning of SIP**

The following items are aimed at assessing the planning activities of SIP in your school. Please indicate your idea concerning the extent to which the following activities were taken into consideration in planning of SIP by putting << x>> mark on the spaces provided below (5=strongly agree, 4=agree, 3=undecided, 2=disagree, 1=strongly disagree)

No	Items	Rating				
		5	4	3	2	1
1	The school has follow the planning procedure according to the guide line					
2	The school has one year’s action plan of SIP					
3	The school has three years SIP strategic plan					

4	Action plan for each of the department were designed					
5	Individual teachers design their own action plan in line with their department					

#### 4. Implementation phase of SIP

Issues related to activities that should be carried out in the implementation phase of school improvement plan. Please indicate your agreement level on the extent to which the following activities were taken to account by putting “X” mark on the space provided.

(5= strongly agree 4=agree, 3= undecided, 2= disagree, 1= strongly disagree)

No	Items	Rating				
		5	4	3	2	1
1	The existing ways of implementation were changed into new plan					
2	The school leadership properly ensure the necessary resource for the implementation of the plan					
3	provision of a progress report on the implementation of school improvement plan to all concerning bodies					
4	Is communicated the implementation of the plan to the community properly					
5	The woreda education office was providing technical support to the implementation of the SIP					
6	PTSA members provide adequate support for the implementation of the plan					
7	The cluster supervisor was providing technical support to the implementation of the SIP					
8	Keble education and training board members (KETBM) provide adequate support for the implementation of the plan					

#### 5. Evaluation phase of SIP

The following items are key issues to be considered in the evaluation phase of school improvement program. In your opinion to what extent the issues are addressed in the implementation of SIP at school level.

(1=very low, 2=low, 3=medium, 4=high, 5=very high).

No	Items	Rating				
		5	4	3	2	1
1	To what extent school improvement committee conducted regularly monitoring and evaluating process of the implementation of the program					
2	The extent to which effort made by the school in modifying its school improvement plan based on the information acquired from the evaluation					
3	The extent to which SIP evaluation is timely conducted					
4	The extent to which feedback is provided based on the result of evaluation					
5	The extent to which the implementation report is provided after completing evaluation					

### Part III. The effectiveness of SIP domain implementation in the secondary schools

#### Teaching-Learning Domain Activities

Please show your level of agreements for each item using the following scales: 5=Strongly Agree 4=Agree 3=Moderate 2=Disagree and 1=Strongly Disagree

SN	Items	5	4	3	2	1
1	Based on learning differences of students teachers have given planned tutorial for female and low achievers					
2	Text books have been evaluated by teachers to enrich the curriculum					
3	Action research has been conducted by teachers to solve teaching-learning problems					
4	Inbuilt supervision has been conducted among colleagues to share experiences to one another					
5	Teachers give compressive home works, assignments and project works for students					
6	Teachers frequently give timely feedbacks for students about their academic performances					
7	Continuous assessment has been practiced as the result, students repetition rate rapidly deceased					

#### Safe and Healthy School Environment Domain

Please show your level of agreements for each item using the following scales: 5=Strongly Agree 4=Agree 3=Moderate 2=Disagree and 1=Strongly Disagree

SN	Items	5	4	3	2	1
1	The school physical environment safe, stable and attractive for teaching and learning process					
2	Teachers and students have access to standard latrines with water designated for female and male students					
3	The school has standardized library with recent reference materials					
4	Students have exercise practical works in laboratory on the science subjects					
5	Computers are available as required in the standard for students					
6	Pedagogical centers are fully functional to support teaching learning process					
7	Principal are able to resolve conflict arising in the school					

### School Leadership and Management

Please show your level of agreements for each item using the following scales: 5=Strongly Agree 4=Agree 3=Moderate 2=Disagree and 1=Strongly Disagree

SN	Items	5	4	3	2	1
1	The leaders have made clear shared vision, mission and goal for teacher on students' achievement					
2	School leaders have striven high commitment to improve students' achievement					
3	SIP implementation has been consistently, monitored by principals					
4	Strategies have been set at school level to implement SIP effectively					
5	Involving stakeholders in SIP planning					
6	Involving stakeholders in SIP monitoring and evaluation					
7	Involving stakeholders in SIP sustainability					

### Community and Parental Involvement Domain

Please show your level of agreements for each item using the following scales: 5=Strongly Agree 4=Agree 3=Moderate 2=Disagree and 1=Strongly Disagree

SN	Items	5	4	3	2	1
1	PTA members have actively participated in the school improvement planning and management					
2	Parents have involved in decision making concerning issues related to SIP implementation					
3	Parents used to discuss with teachers on students learning progress					
4	Community has provided financial and material support for SIP implementation					
5	School management board participation is high in SIP implementation					

### Part IV. Extent of Stakeholders Involved in Implementation of SIP

Please show your level of agreements for each item using the following scales: 5=Very High 4=High 3=Medium 2=Low and 1=Very low

SN	Items	5	4	3	2	1
1	Involvement of stakeholders in formulating SIP plan					
2	Participation of stakeholders in SIP implementation					
3	School leaders make the school conducive and participatory environment for SIP implementation					
4	Extent of parent contribution in fund raising activities in school					
5	Extent of school improvement committee to monitoring and evaluating of the implementation of SIP					
6	School leaders had set clear goals, vision and mission in light of SIP					
7	School leaders are actively engaged in coordinating stakeholders and school improvement committee for the preparation of SIP					

8	Strategic plan of the school was prepared based on self-evaluation				
9	School leaders frequently evaluated performance and discussed with teachers on the program implementation outcomes				
10	There is strong work team among stakeholders to implement the SIP				

**Part V. Here are list of major factors that affect the implementation of SIP.** Therefore, say “yes” or “no” and rank it from 1 up to 15 in line with their cause of inconvenience in practices of SIP.

SN	Items	Problems		Rank
		Yes	No	
1	Unable to make the school vision and mission of school improvement program			
2	Poor school management and leadership			
3	Inefficient administrative services to proper strategic planning and implementation of yearly plan			
4	Inadequacy of the school budget support from government			
5	Lack of capacity building for principals for their role as an instructional leader			
6	Less commitment of implementation, mainly principals and teachers			
7	Weak collaboration of stakeholders			
8	Lack of curriculum inputs/ textbooks and teaching and learning materials exacerbate the low levels of student achievement			
9	Poor mechanism of teachers’ promotions and transfer from one place to another area			
10	Lack of school wide discipline behavior throughout the school			
11	Lack of follow-up and supervision on the implementation of school improvement program			
12	Inadequate professional support from woreda education office			
13	Low stakeholders involvement in SIP implementation			
14	Poor performance of school improvement committee			
15	Insufficient school facilities			

1. In your view, what are the main problems with the school improvement program?
2. What are the problems hindering school improvement program in terms of planning, implementation, monitoring and evaluation? -----
3. What solution do you suggest in order to overcome the problems you have mentioned? -----  
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## Appendix II

### Addis Ababa University

#### College of Education and Behavioral studies

#### Department of Educational planning and Management

#### An interview Question for supervisors and Woreda Education Office Experts

Dear interviewee! The purpose of this interview is to gather data about implementation of school improvement program in secondary schools of Eastern Zone. The type information you will provide determines the quality of the study. Therefore, you are kindly requested to give factual information for the interview.

#### 1. Background Information

1.1. Name of the woreda \_\_\_\_\_

1.2. Age \_\_\_\_\_

1.3. Sex \_\_\_\_\_

1.4. Total service \_\_\_\_\_

Years 1.6. Work experience as

Office heads \_\_\_\_\_ Years,

1.7. Qualification

Woreda education

a. Diploma ( ) b degree ( )

c. MA ( )

1.8. Area of specialization \_\_\_\_\_

2. Do you participate in school improvement program?

3. Is there periodically monitoring and evaluation mechanism of SIP implementation in Schools?

4. How does your office give mentoring and evaluation technique to support the implementation and planning of school improvement program?

5. Did you arrange any training for school principals and SIP committee in the implementation and planning of SIP?

6. Could you mention challenges that affect implementation of school improvement in your woreda, cluster schools?

7. What kind of solution is suggested to solve such problem

**Appendix-III**  
**Addis Ababa University**  
**College of Education and Behavioral studies**  
**Department of Educational Planning and Management**  
**Observation Checklist for Secondary Schools**

Name of woreda -----

Name of the school -----

School environment condition observation check-list

NO	Activities	Conditions		
		V. good	good	poor
1	School environment			
1.1	The extent to which school have a well-kept and attractive school compound			
1.2	The availability of toilet for both male and female students separately			
1.3	The availability of water supply			
1.4	The availability of school fence			
2	Class room learning facilities			
2.1	Availability of students furniture such as table chair			
2.2	Availability enough of students class rooms			
2.3	Existence of laboratory with sufficient chemical and equipment's			
2.4	Availability of library with sufficient books			
2.5	Availability of pedagogical center and teaching aids			

## **Appendix-IV**

### **Addis Ababa University**

#### **Department of Educational Planning and Management**

##### Focused Group Discussion Questions for PTSA

Dear SIP Committees; the main objective of this discussion is to gather information for the study on the implementation of school improvement program in secondary schools of Eastern Zone. You are; a members of school improvement committee in the school. Therefore, kindly requested to provide necessary information on different issues related to the study. It is very important that you provide honest responses as freely as possible.

1. School improvement committee is functional in your school?
2. Do you participate in formulating school improvement strategic plan?
3. What are your roles to creating conducive environment and the community mobilize in the practices of school improvement program? Identify and discuss it
4. How do you describe the relation of parents, student and teacher in your school to implements SIP?
6. Is there any challenges that affect in the implementation of school improvement program?