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**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**  
**DEPARTMENT OF EDUCATIONAL PLANNING AND**  
**MANAGEMENT**  
**PROGRAM-MA IN EDUCATIONAL POLICY AND PLANNING**

**ANALYSIS OF SCHOOL IMPROVEMENT PROGRAM IMPLEMENTATION**  
**IN EAST WOLLEGA ZONE, OROMIA REGIONAL STATE**

**BY**  
**GEMECHIS BEFEKADU**

**AUGUST, 2021**  
**ADDIS ABABA, ETHIOPIA**

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**BY**

**GEMECHIS BEFEKADU**

**ID NO: - GSR/6167/11**

**ADVISOR: HUSSEIN KEDIR (PHD)**

**ADDIS ABABA UNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**A Thesis Submitted to the Department of Educational Planning and Management in  
partial fulfillment of the requirement of the Degree of Masters of Arts in Educational  
Policy and Planning**

**APPROVED BY BOARD EXAMINERS**

_____	_____	_____
Advisor	Signature	Date
_____	_____	_____
Internal Examiner	Signature	Date
_____	_____	_____
External Examiner	Signature	Date
_____	_____	_____
Chairman, Department	Signature	Date

## DECLARATION

I, the undersigned, declared that this thesis on the title; “**Analysis of school improvement program implementation in East Wollega Zone**”, is my original work and has not been submitted for a degree award in any other university.

Name: Gemechis Befekadu

Sign: \_\_\_\_\_

Date: \_\_\_\_\_

This thesis has been submitted for examination with my approval as the University advisor.

Name: Hussein Kedir (PhD)

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

Date: \_\_\_\_\_

## **Acknowledgements**

I would like to express my honest gratitude and appreciation to my advisor Dr. Hussein Kedir, for his continuous guidance and endless support throughout this thesis.

My deep gratitude is also due to the students, teachers and principals who devoted a substantial part of their time in completing the questionnaire and providing me the necessary information. Without their generous participation, this study would not have been realized. And I would also like to thank **Mr. Begna Hordofa** and **Dr. Zelalem Abera** for their unlimited guidance, comments useful suggestion.

Finally, wish to express thanks to Nekemte Town educational office, East Wollega Zone Education Office for their information, financial, and material support. I would like to thank my wife, Adanech Fikadu for her uncountable support and motivations for any success.

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## **ACRONYMS and ABBREVIATIONS**

CPD: Continuous Professional Development

EALR: Curriculum Aligned with the Essential Academic Learning Requirements

EMPDA: Educational Materials Production and Distribution Agency

ESDP: Education Sector Development Program

ETP: Education and Training Policy

GEQIP: General Education Quality Improvement Package.

ICT: Information and Communication Technologies.

IQEA: Improving the Quality of Education for All

ISIP: International School Improvement Project

OECD: Organization for Economic Cooperation and Development.

MOE: Ministry of Education.

PTA: Parent Teacher Association.

SIC: School Improvement Committee

SIP: School Improvement Program

SPSS: Statistical Package for the Social Sciences.

WEO: Woreda Educational Office

ZEO: Zone Educational Office

## ABSTRACT

*The general objective of this study was to assess the Implementation of SIP in teaching and learning process, school leadership and management, school environment and relation among parents at primary and secondary schools. In addition, the study aims in identifying the challenges encountered in implementing the SIP. A mixed approach with purposive and simple random sampling techniques was used to select teachers and students from primary and secondary schools of East Wollega in oromia region. The principal objectives such as to examine SIP status, identify its impacts and assessing the improvements made by the program evaluated carefully. The surveyed data were analyzed using SPSS. The findings of the study reveal that relatively encouraging achievements have been made at the school environment and community involvement domains were found to be very low; The overall existing school environment in the sampled schools is not to the required level; the over existing school leadership and management in the school is not encouraging. Furthermore, lack of reward for those who performed well it, lack of awareness, and practical involvement of the community lack of awareness among students, and teachers, insufficient budget, lack of effective leadership were identified as the major challenges in implementing SIP. The findings also indicated that there are no integrated effort of all stakeholders in the implementation process .This indicates that the school improvement program has become a well-articulated program in the document, but it is not as fruitful as it was expected on the ground. In its third year implementation stage and significant land marks, improvements were not observed so far in all domains, from the four domains the most discouraging being the school environment and the community involvement domains.*

*Key words: School; Implementation; Community; and Improvement.*

# CHAPTER ONE

## 1. Introduction

This section of the study contains back ground of the study, statement of the problem, objective of the study, significances of the study, delimitation of the study, limitation of the study, operational definition of key terms and organization of the study

### 1.1 Background of the Study

Education is widely recognized as a critical tool for a country's overall development. It's also a tool for growth and improvement. In this regard, Lockheed and Verspoor (1991, p. 50) argue that "Education is a cornerstone of Economic and Social Development." It boosts a society's productive capacity as well as its political, economic, and scientific institutions." As a result, quality education is essential. Therefore quality education is the base for all rounded development of any nation who has a dream of change .As a result, in a globalized world, improving schools in a well-designed manner is the only option available to nations. It allows individuals and society to participate fully in the development process by acquiring knowledge, abilities, skills, and attitudes (MOE, 1994:1). Schools play a crucial role in achieving these educational goals since they are the places where formal teaching and learning takes place. As a result, schools must perform their responsibilities in order to achieve their objectives and meet the demands placed on them by society and individuals.

Educators all throughout the world have been attempting to alter schools and make them more well-organized and effective. Throughout the 1960s and 1970s, school improvement efforts were focused on increasing students' basic abilities and developing state-wide testing programs to ensure that these skills were acquired (Carlson, 1996).The quick expansion and change of society's needs requires schools to upgrade their systems to keep up with the society's growth and changing needs. Because of the increasingly competitive environment in which schools operate, they have been compelled to raise their standards and improve the quality of their services (Harris, 2005).

School improvement is a method of bringing about educational reform with the goal of raising student success and improving school administration capacity. When the school is viewed as the center of change, change tactics must take this new perspective into account. The OECD's (Organization for Economic Cooperation and Development) work exemplifies this strategy. According to ISIP school improvement was defined as 'a systematic, sustained effort aimed at change in learning conditions and other related internal conditions in one or more school, within the ultimate aim of accomplishing educational goal more effectively' ( Van Velzen et al., 1985) School improvement is a constant process that ensures all students achieve high levels of achievement. All schools, working together with families, students, and communities, can improve learning environments for all students. Continuous school improvement is critical for improving student achievement and delivering high-quality results. Innovative, exemplary, and research-based programs, coupled with staff development, focused and aligned resources, and public participation in planning critical factors in improving schools (Robert, 2005). School improvement is defined as a systematic, sustained effort aimed at change in learning conditions in one or more schools, with the ultimate aim of accomplishing educational goals more effectively (Van Vel zen et al. in Hopkins D. 1989). According to Barends (2004), the term school improvement also refers to the process of altering specific practices and policies in order to improve teaching and learning.

The school improvement program (SIP) is envisaged to play a great role in the developing countries like Ethiopia, to develop the quality of education in the teaching learning process. As SIP is a tool to achieve the successful development of education at all levels of class students. The government of Ethiopia has been implementing different policies and programs to ensure the quality of education in the country. Among these efforts, the most significant one is putting the 1994 Education and Training Policy in place and implementing the Education Sector Development Programs (ESDP I-V). Next to ESDP, the general education quality improvement package (GEQIP) was designed with the following six important pillars, including; Teacher Development Program (TDP), School Improvement Program (SIP), Civic and Ethical education, Curriculum improvement program, Information and Communication Technology, and Management and Administration Programs.

In East Wollega, government administration, the SIX pillars of GEQIP have been implemented to strength the quality of education at the primary and secondary education level. These five pillars were used as inputs to strength SIP. SIP reflected by the student achievement. Beginning from 2005/6, onwards the Ministry of Education had provided regional education bureaus through the Woreda education office to schools written materials like blue print, framework, hand book and other guidelines and check-lists so as to enable the school to implement the improvement program effectively. Many formal and informal reports regarding the status of school improvement program had been documented. Although implementing SIP had good feature of the implementation process and its better contribution to quality of education, adequate research works have not been done in this regard. Hence, the researcher initiated to investigate the analysis of school improvement program implementation in government primary and secondary schools of oromia region, East Wollega Zone and there by indicate alternative solutions in research to the plan, practices and challenges of school improvement program.

## **1.2 Statement of the Problem**

School improvement, according to Hopkins and Harris (2005), is a distinct approach to educational changes that improves student outcomes by focusing on the teaching-learning process and the conditions that support it. It is a strategy for increasing the capacity of schools to provide high-quality education in times of transition.

Ethiopia's education system has struggled with issues such as quality and relevance, efficiency, educational leadership methods, and organizational issues (MOE, 2005:1). These issues resulted in unhappiness among stakeholders, as well as ideas and recommendations from educators for changes to the national education system.. This situation necessitates school reform or improvement. According to the Ministry of Education, (2007), it is commonly acknowledged that gains in access have not been complemented by adequate improvements in quality, and that in certain regions, quality has decreased at least partially as a result of rapid expansion. In response to this, the Ministry of Education (2010) stated that for schools to have continuous progress, school workers and their surrounding communities must likely take responsibility for their own improvement. However, in order for schools to be supported by professionals and administrators, they must be given cash (MOE,2010,p:23).

Conducting educational research in various parts of the country is just as vital as the pressing need to increase educational opportunities and improve quality at all levels, as well as to plan, implement, monitor, and evaluate the performance of the educational system. Ethiopia's Education and Training Policy (+ETP) of April 1994 also emphasizes educational research.

Expanding educational possibilities and enhancing quality at all levels, as well as planning, implementing, monitoring, and assessing the effectiveness of the education system, require continual work in emerging countries like Ethiopia. The Ethiopian Federal Ministry of Education (MoE) had become aware of the issues that impede the provision of high-quality education in the primary and secondary education sectors, as well as the significance of launching the SIP. However, there are a number of issues with its implementation that are preventing SIP from having a significant impact on the quality of education at the primary and secondary levels. The SIP program is divided into three phases, each lasting three years. However, the first phase is not examined or analyzed before the schools begin the second part. However, the schools began the second phase without first evaluating the first phase and identifying the failures and improvements. In addition, the program includes its own self-evaluation procedures at the schools that use the four domains for all members of the community. And, according to the SIP program, improvements must be evaluated by an internal body, but there has been no external evaluation of the SIP implementation program, and it is unclear even to the communities how to identify the potential and problems of SIP implementation.

When the program like SIP is implemented, it is essential to measure its contribution for quality education. Thus, to ensure the effective and efficient implementation of the program, it is necessary to identify its strength, weaknesses, threats and propose possible solutions for timely improvement.

East Wollega Zone is one of the Zones in Oromia Regional State where General Education Quality Improvement (GEQIP) in general and school improvement program (SIP) in particular was being applied. However, no study has been conducted on the analysis of SIP in the schools of this zone.

On the other hand, the researcher has observed some of implementation problems that hinder the program from achieving its objectives in primary and secondary schools. Some of these were in

adequate participation of stakeholders, lack of experience and skills among school principals, low coordination of school community to implement the program and others. Thus, the purpose of this study was to provide scientific findings on the implementation of the school improvement program (SIP) and assess challenges in implementing the program in primary and secondary schools in East Wollega Zone.

The study proposed to answer the basic research questions:

1. What are the practices of teachers, students and parents participation in implementation of SIP in Oromia East Wollega Zone primary and Secondary Schools?
2. To what extent monitoring and evaluating mechanisms are used for implementation of SIP in school?
3. What are the major achievement of SIP implementation in primary and secondary schools of East Wollega Zone?
4. What are the factors that influence the implementation of SIP at East Wollega, Oromia Regional State, primary and secondary schools?

### **1.3. Objective of the Study**

#### **1.3.1. General Objective**

The objective of this study is to analysis implementation of SIP in teaching and learning process, school leadership and management, school environment and relation among parents. In addition, the study aims in identifying the challenges encountered in implementing the SIP.

#### **1.3.2. Specific Objectives**

More specifically the study intended to:

- Assess the practices of teachers", students" and parents" participation in school improvement program implementation.
- Find out the level of monitoring and evaluating mechanism are used for of SIP in schools.

- Identify the major achievements of SIP implementation.
- Determine the major factors that influence SIP implementation at East Wollega Primary and secondary schools

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

Analyzing the implementation of SIP May necessary for primary and secondary schools of East wollega Zone Analyzing the existing condition is important to determine major discrepancies that that affect the implementation of the school improvement program and also help to provide appropriate solution to form actual practices. Therefore, the researcher believes that this study will have the following significances:-

- It may help school principals, Woreda education officers, Zone education officers and education bureau to identify the problems encountered in implementing SIP and take timely corrective action for the challenges faced.
- The research may enable schools, Woreda education offices, zone education offices, and Education bureau make a rational decision for their future planning
- It may also serve as a resource for other individuals who are interested to investigate SIP further at primary and secondary schools

#### **1.5. Delimitation of the Study**

The scope of this study focused on the analysis of school improvement program implementation in primary and secondary schools of East Wollega Zone. The five Woreda of East Wollega were included in the study. To make this research manageable, the study was delimited t o investigate analysis of SIP implementation at East Wollega, Oromia Regional State, governmental schools. It could have also limited to the evaluation of SIP using four major domains at East Wollega zone Primary and secondary Schools

#### **1.6. Limitations of Research**

The major limitation of this study was that, it didn't include the participation of students' parents, and zone education officials that had touch with the SIP implementations due to shortage of time.

## 1.7. Operational Definition of Key Terms

- **Analysis:** A systematic examination and evaluation of data or information, by breaking it into its component parts to uncover their interrelationships.
- **Implementation:** the act of putting a plan into action or of starting to use something. In other words, implementation is the realization of an application, or execution of a plan, idea, model, design, specification, standard, algorithm, or policy.
- **Parent Teacher Association (PTA):** this is a committee that comprises parent and teachers and that is formed to strengthen the relationship of school and the community as a mechanism of creating conducive school environment (MoE, 1999 E.C)
- **School Improvement Committee (SIC):** this is a committee set up from the school community and parents to implement SIP in the schools. The principals serve as the chairman of SIC ( MoE, 1999 E.C)
- **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).

## 1.9. Organization of the Research

This research paper content is organized in five chapters. Chapter one consist of introduction of the study that mainly presents background of the study, statement of the problem, research objectives, significance of the study, scope of the study and organization of the research. Chapter two exclusively devoted to the review of related literature. Chapter three describes research methodology and research designs such as sources of data, target population, means of data collection and method of data analysis. Chapter four dealt with results of data analysis and discussions. Finally chapter five draws conclusions and recommendations.

# **CHAPTER TWO**

## **REVIEW OF RELATED LITERATURE**

### **2.1. Introduction**

This chapter presented the review of the literature related to the study. According to MoE (1994) Education is a process by which man transmits his experiences, new findings, and values accumulated over the years, in his struggle for survival and development, through generations.

Education enables individuals and society to make all-rounded participation in the development process by acquiring knowledge, ability, skills and attitudes. One of the aims of education is to strengthen the individuals and society's problem-solving capacity, ability and culture starting from basic education and at all levels.

Education enables man to identify harmful traditions and replace them by useful ones. It helps human beings to improve, change, as well as develop and conserve his environment for the purpose of an all-rounded development by diffusing science and technology into the society. Education also plays a role in the promotion of respect for human rights and democratic values, creating the condition for equality, mutual Understanding and cooperation among people. Education does not operate in isolation, and rather it has to be integrated with research, practice and development to contribute towards an all rounded development of society (MOE, 1994).

Besides, education reduces fertility, improves health and reduces HIV/AIDS, and enables people to participate fully in the economy and in the society (Swamina than and Rawal, 2000). There is a strong correlation between education and life expectancy.

Generally, education contributes to the overall economic, social, and cultural development. Hence the concerned bodies must participate to improve quality of education.

### **2.2. Conceptual Consideration of School Improvement Program**

The basic idea behind school improvement is that its dual emphasis on enhancing the school capacity for change as well as implementing specific reforms, both of which have their ultimate goal of increasing in student achievement. Hence, school improvement is about strengthening

schools organizational capacity and implementing educational reform. Another major notion of school improvement is that, school improvement cannot be simply equated with educational change in general. Because many changes, whether external or internal, do not improve students' outcome as they simply imposed. They should rather focus on the importance of culture and organization of the school (Hopkins, 1994 as cited in Frew, 2010).

School improvement is as an approach to educational change that has the purpose of enhancing student achievement and strengthening the capacity of school management. When the school is considered as the center of change, then strategies for changes need to consider this new perspective. This approach is exemplified in the work of the OECD (organization for economic cooperation and development) sponsored by the International school improvement project (ISIP) and the knowledge that emanated from it (Van Velzen et al., 1985; Hopkins, 1987b, 1990a). According to ISIP school improvement was defined as 'a systematic, sustained effort aimed at change in learning conditions and other related internal conditions in one or more school, within the ultimate aim of accomplishing educational goal more effectively' ( Van Velzen et al., 1985) School Improvement is a continuous process used to ensure that all students are achieving at high levels.

All schools, in collaboration with families, students, and communities, can create better environments so that all students are successful. Continuous improvement of schools is essential to providing increased student performance and quality results. Innovative, exemplary, and research-based programs, coupled with staff development, focused and aligned resources, and public participation in planning critical factors in improving schools (Robert, 2005). School improvement is defined as a systematic, sustained effort aimed at change in learning conditions in one or more schools, with the ultimate aim of accomplishing educational goals more effectively (Van Velzen et al. in Hopkins D. 1989). According to Barends (2004), the term school improvement also refers to the process of altering specific practices and policies in order to improve teaching and learning.

According to plan international (2004), school improvement means making schools better places for learning. This relies on changes at both school level and within classrooms, which in turn depends on schools being committed to fulfilling the expectations of children and their

parents. In this context, school improvement refers to systematic approaches that improves the quality of schools and enhance the quality of education. School improvement plans encourage staff and parents to monitor student achievement levels and other factors, such as school environment that are known to influence student success. With up to- date and reliable information about how well students are performing, schools are better able to respond to the needs of students, teachers, and parents.

School improvement is as an approach to educational change therefore rests on a number of assumptions: like the school as the center of change, a systematic approach to change, the 'internal condition' of school as a key focus of change, accomplishing educational goal more effectively, a multi- level perspective, symbiotically if the highest degree of quality are to be achieved, integrative implementation strategies, the drive towards institutionalization, school improvement' means making schools better places for learning and so on

Although the school effectiveness and the school improvement approaches are complementary, as Clark and his colleagues (1984) have illustrated, there is much work still to be done in drawing the two approaches together. School improvement is defined in SIP (Van Velzen et al 1985) as:

*“a systematic, sustained effort at change in learning conditions and other related internal conditions in one or more school, with ultimate aim of accomplishing educational goals more effectively”(page,48 )”.*

This definition is rather abstract. The authors draw on the elaboration made previously in improving the quality of schooling (Hopkins, 1987a). Much practical and research experience in the past decade has supported three main conclusions. First, achieving change is much more a matter of implementation of new practices at school level than it is simply deciding to adopt them. Secondly, school improvement was carefully planned and managed process that took place over a period of several years; change is a process, not an event. Thirdly, school as an organization; the cooperation of fellow teachers and the endorsement of the head teacher is necessary too. School improvement is therefore more than just classroom change; it also presuppose attention to other 'related internal conditions' such as the curriculum, the school organization structures, local policy, school climate, relation with parents and so on. If change is only aimed at the

improvement of 'learning conditions' in a particular classroom, included in the definition is the isolated training of individual teachers.

School improvement is therefore about curriculum development, strengthening the school organization, the teaching-learning processes development approach to evaluation. This approaches focus on the process of strengthening the schools capacity to deal with change.

### **2.3. School Improvement Program Domains and Elements in the Ethiopia Context**

In response to dire education scenario, the MoE and its development partners have placed a high priority on improving the quality of education during the years to come. In 2007, the MOE developed a new package of interventions to remedy identified weaknesses of the education system at both primary and secondary levels. This reform package, the General Education Quality Improvement Program (GEQIP) encompasses four key areas of intervention - (i) the Teacher Development Program, (ii) curriculum improvement, (iii) leadership and management, and (iv) the School Improvement Program - and two complementary packages, 'Civics and Ethical Education' and 'Information Communications Technology'. Within the GEQIP framework, SIP focuses on four key domains: the teaching-learning process; instructional leadership and management; conducive and attractive learning environment; and community participation. Effective implementation of the School Improvement Framework requires schools to develop a cyclic approach to achieving and sustaining school improvement. The progress will be evident across four domains of school improvement: learning and teaching; leading and managing; school 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. They form a structure with which schools can review, question and analyze their systems and processes. School improvement relies on having sound measuring, monitoring and reporting processes in place for each of the domains.

Generally, the SIP comprises four domains, 12 elements (three element in each domain), 29 standards and 150 indicators; all of them targeting improving students' performance in the general education subsectors (The school improvement framework of MoE 1997). Revised in May; (2011): the standards reduced to 24, the indicator reduced to 88, and the rating scale reduced by half from the previous.

## 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 thought, how to engage students in meaningful experiences and how progress will be assessed to inform future actions.

### I. Teaching Practice

Commitment to quality teaching underpins professional expertise. Meaningful teaching and appropriate learning technologies, improve student engagement, Professional learning promotes individual growth and the achievement of school and system priorities and Reflective practices that include action research are used to evaluate teaching programs.

### II. Learning and Achievement

Expectations about learning are communicated so as to value the quality of work and high standards. Student learning is personalized to engender motivation, ownership and responsibility, School-wide assessment strategies and improved learning outcomes. Reporting practice and feedback are aligned with system requirements and policies.

### III. Curriculum

The curriculum is responsive to the school context and maximizes opportunities for all students to succeed, the school-based curriculum is appropriately aligned with the mandated curriculum framework, the curriculum is implemented to ensure students are provided with the opportunity to achieve intended outcomes and the school's curriculum is evaluated to maintain currency and relevance.

## 2. Leading and Managing Domain

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

collegial, student centered and teacher focused, promoting a collective responsibility for improvement.

## I. Strategic Vision

A school vision that is purposeful, realistic, challenging and future oriented is collaboratively developed and promoted. Systems thinking and the promotion of links within and beyond the school to exchange ideas and resources are fostered. School planning reflects a broad understanding of contemporary issues for students, the school and the system and the school's future relevance is built on self-assessment and planned improvement processes.

## II. Leadership Practice

An evidence-based approach informs future practice for sustained improvement, Productive school cultures are built on high expectation, collegiality and mutual trust, Accountability structures effectively support the delivery of its school priorities and Professional learning of self and others is promoted by the leadership team.

## III. School Management

Resource management is responsive to changing needs to achieve school priorities; planning occurs to implement strategic and effective systems, Communication and reporting practices meet the contemporary needs of stakeholders and Risk and compliance issues are managed through well-structured processes and practices.

## 3. School Environment Domain

The student environment domain describes the promotion of positive and respectful relationships that are stable, welcoming and inclusive. In safe and productive learning environments, students willingly engage and participate in the broad range of learning opportunities. They contribute to decisions about their learning and their contributions are valued.

## I. Student Focus

Structures and processes are in place to identify the needs of all students, Students, irrespective of their social group, have opportunities to succeed and Sustained and reciprocal interaction between staff and students promotes a culture of improvement.

## II. Student Empowerment

Participation of students in school decision making and governance to engage in active citizenship, Resilience, responsibility and self-discipline are fostered and Participation of students in discussions about ownership of, and engagement in, learning.

## III. Student Support

Education environments are safe, supportive, welcoming and inclusive, Students have access to diverse and challenging programs that meet specific needs and the school structures are supportive and value effort and participation in the development of the whole child/student.

## **4. Community Involvement Domain**

The community involvement domain describes the development of quality ongoing community partnerships and networks. Schools are responsive to community expectations, value diversity and encourage contribution. Positive futures and cultures of success are promoted as educational outcomes.

## I. Partnerships with parents and careers

Parents and careers are provided with the opportunity to be actively involved in their children's learning, Effective partnerships are developed through timely and accurate communication with parents and careers and the school's practices reflect an understanding of the community's diverse culture, needs and capacities.

## II. Engaging with the community

The school strategically participates in community-based projects and programs, the school models, promotes and develops positive respectful relationships within the school and the wider community and the school collaborates and develops partnerships with a range of stakeholders across the department and in other organizations to improve student outcomes.

## III. Promoting education

The school's achievements are celebrated with the wider community and Public education is promoted positively with the wider community.

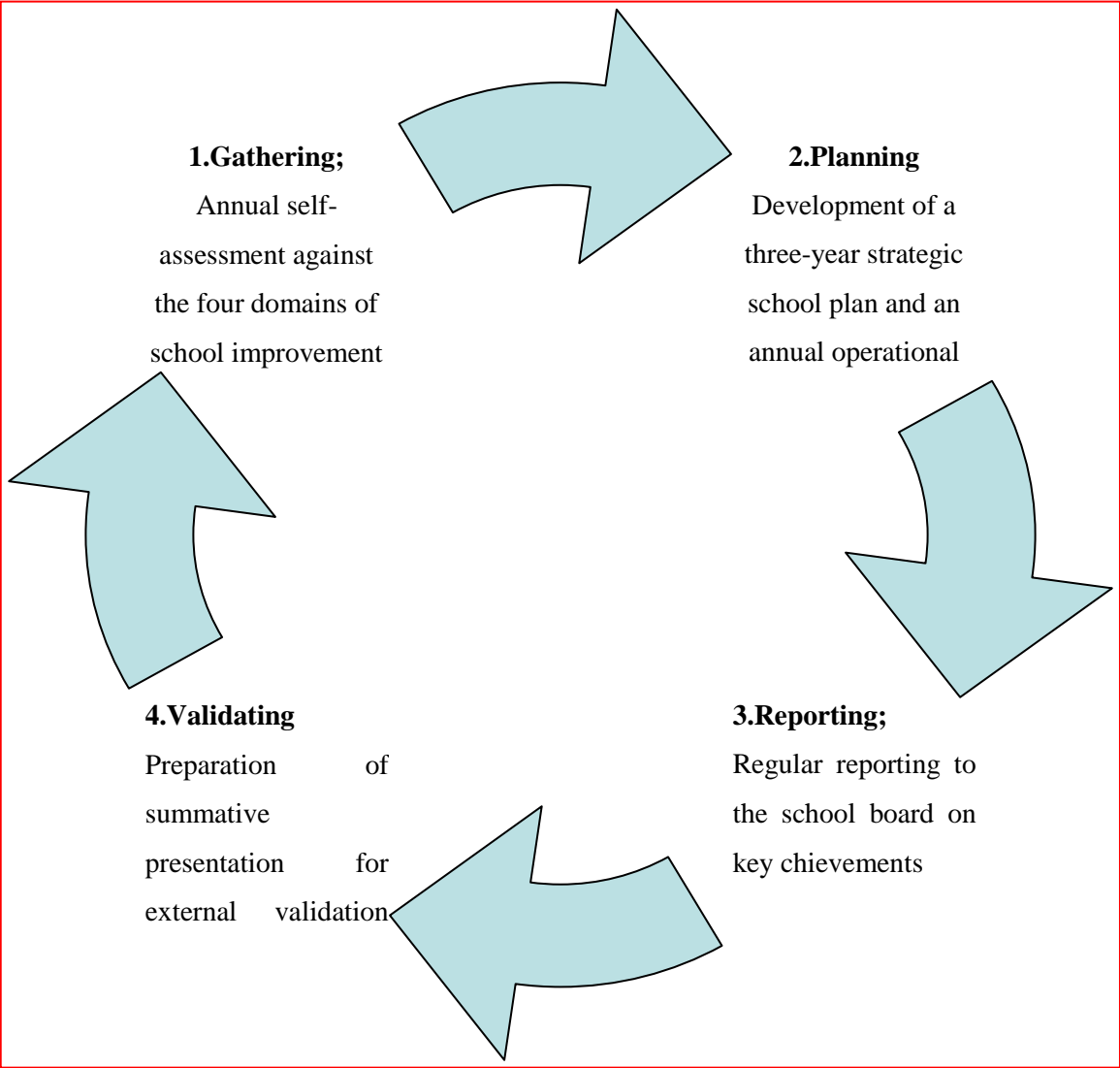
### **2.4 Conceptual Framework of SIP**

#### **2.4.1 School Improvement Framework**

The school improvement framework is a system that enable schools assess their effectiveness against the designed standards, which consisted of instruments and process. The guideline enables schools based on the tangible information to know their performance levels and what will do in the future and plan for improvement as seen **SIP** framework MOE (2007:3).

The framework will help schools to: make best use of evidence-informed processes and tools to evaluate their performance; Self-assess to identify school priorities; develop a three year school plan and an annual operating plan with a focus on improvement over time; establish accountability measures and targets that indicate their improvements and inform further planning; report on their progress regularly.

Each school will develop a strategic three-year school plan and an annual operating plan. Self-assess on an annual basis and report the outcomes against this plan to the school Community. Each school will also participate in external validation in the three year of the cycle to gain an objective evaluation of its achievements and standards of performance, and inform future planning for continuous improvement. The key components of the school improvement cycle are shown by the following figure 1



**Figure 1; The school Improvement cycle**

## **2.4.2. The School Improvement Program Process**

The school improvement program is a dynamic process that involves three phases namely: problem identification, planning improvement, program implementation and evaluation of results every three years so that continuous improvement can be guaranteed ( MoE, 1999 E.C). Each of the phases of SIP is described in this subsection.

### **A. Identify the Problem**

Problem identification is the first step in developing a SIP plan. At this stage of the process, each school will do a self - assessment using the school self-assessment form (SAF) which the involvement of teachers, students, parents, and community representatives in the process. This may be employed to assist the schools in identifying their levels of implementation and to improve the quality of education by singling out those needs of higher priority.

### **B. Plan for Change**

In the second stage, using the information from the SAF and need with the highest priority, all stake holders are invited to share their ideas on how to plan to meet prioritized needs. As school improvement committee (SIC) gather all suggestions and prepare a draft school improvement plan (SIP). Consideration is given to the availability of resources including funds, personnel's, materials, etc. The committee is also expected to reflect on the feasibility based on time constraints and available resources. When the draft is completed, the SIC share it with stake holders to build consensus and support for plan. The final SIP includes steps to accomplish the plan, timelines, procurement of resources, description of information and data to be collected. Monitoring the implementation is committed to assure the plan was working well and anticipated out comes.

### **C. Implement the SIP**

At this stage, the personnel involved in carrying out the SIP are assigned with responsibilities for the various part of the plan. Each personnel assure that the resources are available for his/her component of the plan, training is provided as necessary and functioning of the program.

Revision of SIP is done by SIC to study and make changes. Communication is provided to all stakeholders through meeting, newsletters and other means identified by the school throughout the implementation of SIP.

#### D. Evaluate the Result

Throughout the implementation of SIP, frequent monitoring of progress is conducted based on the SIP description of required data as outlined in the SIP with individuals responsible in that area. Final outcomes are shared with all stakeholders through a mechanism identified by school.

### **2.5. Levels of School Improvement Program Implementation in Schools**

According to the ministry of Education, there are four levels of SIP implementation, namely: aspiring, developing, implementing and achieving/embedded (MOE, 2007) as explained in the next subsections.

#### I. Aspiring

The school has evidence that it is beginning to identify areas for improvement in that some key areas for development has been identified, but has not yet priorities, or not yet involved the participation of staff or of the school community has a limited idea of its strength and weaknesses.

#### II. Developing

The school has evidence that it is developing plans for improvement in some key areas, i.e., has a satisfactory understanding of its strength and weakness and a good understanding of the direction in which to move and how to do so. However, it has not yet stated to implement these plans.

#### III. Implementing

The school has evidence that it has planned for and implemented a number of strategies and system to lead to improvement in identified priority areas. That is, there is evidence that plans and strategies had implemented are effective. Systems are in place to lead to improvement. The staffs are involved in the review and evaluation of the success of improvement plans.

#### IV. Embedded

The school has developed well thought out plans for improvement and has evidence of sustainable and very effective strategies in place. The Plans are reviewed regularly and evaluated to set new objectives and all staff and stakeholders participate in this process. The Strategies were embedded and evidence of sustained school improvement is based on reliable data. Good quality learning is evidence. The whole school community reflects a common ethos of good practice and high aspirations.

At the center for implementing of SIP, which is students' performance and will be evaluate the activity of each domain based on the student's performance. Elements and performance indicators relating to the four domains will be developed and printed in the school improvement framework of the Ministry of education. Performance indicators will be used are selected from each domain of the framework.

### **2.6 Countries Experience**

The following countries are taken as the best practice and exercise of improving the quality of educations at all levels and they have good examples in school improvement initiatives. As cited by Birhanu (2009) and reorganized to be useful for an expressive SIP to improve the quality of educations in Ethiopia too.

The United States of America and United Kingdom were the pioneers in starting the SIP. The SIP under the coordination of organization for economic cooperation and development (OECD) also strengthened the practice in the 1980, uniting the 14 OECD countries (Reynolds, et ai, 1996). At present money other countries are also implementing SIP. For instance, since 2001,

Plan international has been implementing SIP in hundreds of schools in 20 countries across Africa, Asia and the American (plan international, 2004)

Experiences of a few number of the above mentioned SIP implementing countries are explained below in pursuit of lessons for the Ethiopian context.

**United States:** In the United States different states have been implementing SIP. The Bosten SIP is one such school improvement initiative focusing on six essential issues namely; school wide

instructional focus, student work and data, professional development plan, learning and best teaching practice, alignment of resources with instructional focuses and involvement of parents and community (MOE, 1998 E.C). Another example of SIP implemented in the United States is, the Chicago SIP with focuses on five school domains in contrast to that of Ethiopia and Australia which have four domains, the domains are school management, community support, and student centered learning environment, professional development and quality learning experiences. Self-evaluation is conducted on the basis of the five domains (MOE, 1998 E.C).

**Kenya:** school improvement Kenya is a program based on the assumption that affective changes consist of a focus on the individual school, clinical methods of teacher development and improved school management. An evaluation of this program by collecting data through class room observation; semi structured interviews with key project administration, teachers, and parents; informal interviews with project managements, staff, and teachers; survey of teachers of parents of parents; and pupil test has shown that on the over all, the program was found to be highly successful. However it was also recommended that the program needs to be ensure that professional development strategies remains in place, improve the cost effectiveness of clinical staff development, and provide more focused training of head teachers, the emphasis of head teacher, the emphases on individual schools and child centered learning were effective. In addition, the new teaching strategies did not lead to lower standards of student attainment and did facilitate students development of non- cognitive and social skills (Harry ,B,2000) other SIP initiatives which focused on sustainable teacher development has also been implemented in East Africa since 1985 by Aga Khan foundation the programs include school and district-wide improvement project (SIP.) supported by the Aga Khan foundation in Tanzania, Kenya, and Uganda grounded in a common set of strategic principles. The strategic principles embody the belief that the chances for quality improvement in teaching and learning are greater when change efforts are school based; involve whole schools as the unit of change, emphasis the on ongoing professional development of teachers, attend to school management and organizational conditions affecting the capacity of teachers to implement change, prepare for the institutionalization of the organizational structures and process that enable continuous school development and evolve through partnership among relevant education stake holders (Aga Khan foundation, 2002).

**Australia:** the Australian SIP Comprises four domains namely; learning and teaching, school environment, leading and management and community involvement (ACT Department of education Youth and family services, 2004). This program by and large has many similarities to Ethiopian SIP and it seems that the Ethiopian SIP might have been developed from-the Australian one.

## **2.7. Principals and School Reform**

The role of the principal as an active and ongoing supporter of reform is critical to the success of school wide change effort (Muncey & Mc Quillan, 1996). For principals to be effective at guiding change, they need to do many things, including playing an instructional leadership role: "A good administrator ... supports improvement that is responsive to the class-room context and provides support for class room teachers (Fraatz, 1989). Principals must also create a sense of trust in the school, use positive micro-politics to negotiate between managerial, technical, and institutional arenas, and create a professional community and networks for communication within the school (Murphy & Louis, 1999). They must also maintain a momentum of continuous growth (Goldring & Rallis, 1993).

Engaging in school change requires principals to move from being managers of the status quo to facilitators of reform (Frederick, 1992). In doing so, principals often have to develop skills of collaboration and learn to share power with teachers( Louis & Miles,1990; Wasely, 1989).For principals, this involves a balancing act of knowing when to be directive and when to step back and allow teachers to direct reform efforts (Leithwood & Jantzi, 1990; Muncey & McQuillan, 1996). This is difficult for some principals, who may end up maintaining the status quo instead of empowering teachers (Anderson, 1991).

The newly defined roles that principals are asked to play in reform are accompanied a series of other challenges. Reform is often accompanied by role ambiguity or overload and loss of a sense of identity for principals (Murphy, 1994; Prestine, 1993). Principals often must spend increased time promoting the school's image and working more closely with parents, school boards, and other external agents (Goldring & Rallis, 1993; Murphy, 1994). Some principals are uncomfortable (Hal linger & Hausman, 1994; Murphy, 1994) in this role. Principals also face challenges in ensuring that teachers implement reforms at classroom level, as

teachers are accustomed to substantial professional autonomy and resisted encroachment (Fraatz, 1989). Even when principals are supportive of reform, their ability to provide effective leadership may be hampered by their own experience, training, or beliefs (Hallinger, Murphy & Hausman, 1992; Murphy, 1994), or their lack of understanding of the reform itself (1995).

## **2.8. School self-evaluation of implementation of SIP**

School Self-evaluation is a process of engaging the school community in reflecting in a systematic, comprehensive and detailed way on the school's achievements concerning student learning, student engagement and wellbeing, and student pathways and transitions. From this process of analysis and reflection, future directions are identified to assist in planning for improvement. School Self-evaluation both recognizes and celebrates successes and focuses on areas where student outcomes could have been better. The process also reviews what factors may have affected the achievement of desired outcomes.

An external input to school self-evaluation is both highly advantageous to, and generally favored by, schools. Clearly, a balance has to be found between respect for 'ownership' of the school and the concept of appropriate external 'critical friendship'. The gain from receiving the challenge and support of an informed 'critical friend', whether a trained LEA adviser or educational consultant, who is external to the school, can help the school to identify areas for development, adds an extra dimension to evaluative activities, and empowers individuals and the organization as a whole to ask difficult questions.

### **2.8.1. The Inclusive Approach**

School self-evaluation should lead to a shared understanding, by all staff, governors, parents and pupils about values, common goals and developmental needs. It should augment awareness of individual developmental requirements and inform personal and professional planning. "An external stimulus to schools' processes is critical and the potential value of LEA moderation and support cannot be overestimated."

All staff should therefore be involved in the self-evaluation process, partly through performance management, regular observation of learning and teaching, evaluation of pupils' performance and department reviews, and because of direct involvement in well-developed improvement activities.

### **2.8.2. School Self-Evaluation and School Governance**

Without detracting from the importance of other interested parties participating in school self-evaluation, the Association believes the role of school governors can be especially relevant. Indeed, if school governors are to fulfill their statutory duties effectively and efficiently, their involvement at all stages takes on an extra significance.

### **2.8.3. A Firm Evidence Base**

Objectivity is key to sound school self-evaluation, demanding that all statements and assertions are demonstrable through hard evidence, and that main sources are explicitly made within any appropriate documentation. Statements should be specific: any vague assertions should be deliberately avoided. "Evaluation rather than description - with a focus and impact on pupil outcomes - has to be the central force, and school self-evaluation requires facts, not anecdotes, with clear evidence bases."

### **2.8.4. Relationship to Performance**

The prime aim of school self-evaluation is to provide a sound analytical base from which conclusions can be drawn. Evaluation rather than description with a focus and impact on pupil outcomes has to be the central force, and school self-evaluation requires facts, not anecdotes, with clear evidence bases.

### **2.8.5 Links to Planning Cycles**

School self-evaluation should be fully enveloped within overall planning cycles, being informed by and informing the school development plan and staff performance management and CPD programs. Impact measures should align closely to school improvement priorities and help identify and implement further strategies for action. In this way, organizational and personal developmental plans will derive from the identified and verifiable needs of the school as a whole.

## **2.9. Characteristics of Successful Schools in Implementing SIP**

Different authors have identified many characteristics of successful schools all targeting at a common goal of learners' achievement. For instance, Levine and Lezotte (Hargeaves D., 1999 and Hopkins D., 1994) have found the following as the most consistent correlates of successful schools:

Focus on student acquisition of central learning skills, comprising of maximizing availability and use of time for learning; and emphasis of mastery of central learning skills. Appropriate monitoring of student progress, practice oriented staff development at the school, salient parent involvement, high expectations for students, other possible correlates such as: student sense of efficacy; multicultural instruction and sensitivity; personal development of students; and rigorous equitable student promotion policies and practices.

According to Robert (2005) there is no silver bullet - no single thing that schools can do to ensure high student performance. Rather, high performing schools tend to show evidence of the following nine characteristics:

### 1. Clear and Shared Focus

Everybody knows where they are going and why. The vision is shared everybody is involved and all understand their role in achieving the vision. The vision is developed from common beliefs and values, creating a consistent focus.

### 2. High Standards and Expectations

Teachers and staff believe that all students can learn and that they can teach all students. There is recognition of barriers for some students to overcome, but the barriers are insurmountable. Students become engaged in an ambitious and rigorous course of study.

### 3. Effective School Leadership

Effective leadership is required to implement change processes within the school. This leadership takes many forms. Principals often play this role but so do teachers and other staff, including those in the district office. Effective leaders advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.

#### 4. High Levels of Collaboration and Communication.

There is constant collaboration and communication between and among teachers of all grades. Everybody is involved and connected, including parents and members of the community, to solve problems and create solutions.

#### 5. Curriculum, Instruction and Assessment Aligned with Standards

Curriculum aligned with the Essential Academic Learning Requirements (EALRs). Research based materials and teaching and learning strategies are implemented there is a clear understanding of the assessment system, what is measured in various assessments and how it is measured.

#### 6. Frequent Monitoring of Teaching and Learning

Teaching and Learning are continually adjusted based on frequent monitoring of student progress and needs. Varieties of assessment procedures are used. The results of the assessment used to improve student performances and improve the instructional program.

#### 7. Focused Professional Development

Professional development for all educators aligned with the schools and district's common focus objectives and high expectations. It is ongoing and based on high need areas.

#### 8. Supportive Learning Environment

The school has a safe, civil, healthy and intellectually stimulating learning environment. Students feel respected and connected with the staff and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.

#### 9. High Levels of Community and Parent Involvement

There is a sense that all educational stakeholders have a responsibility to educate students not just the teachers and staff in schools. Parents as well as businesses, social service agencies, and community colleges/universities all play a vital role in this effort.

In general, as it was mentioned above, although a lot of characteristics of successful schools have been generated based on research regarding reform and improvement, the essential dynamic is that quality and diversity must be part of every aspect of education that is at helping them. to be caring, contributing, productive, and responsible citizens.

The supportive school environment includes all the facilities for recreations, laboratory, library, toilets, cafeteria, chairs and tables' arrangement, pedagogic center and relation between students and teachers in the school.

The effective community participation involves with a strong relation between the community and the school principals, teachers, students together with their families. The community should support and participate in the students' performance and evaluate their teachers' performance to create the active participations of all persons in the school.

Monitoring of teaching and learning process involves with the teaching and learning process, accessibility of textbooks, and lesson plan preparation and students participation in the class. It also includes the continuous evaluation and assessment of the students' performance and all the teaching-learning problems in the class must be resolved.

The effective applications of all the above elements are used to develop a standardized SIP. And the technical and well-designed SIP implementation results an improved quality of education at the school.

## **2.10. Practices and Problems of School Improvement Program.**

### **2.10.1. 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, 2007:47).

Thus the primary and 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 in 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, 1999:6).

### **2.10.2. Challenges on the 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 support of schools are low. To incoming (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. 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. In our case too, school improvement was challenged by lack of necessary input, lack of commitment, low level of motivation, poor leadership and the like are expected challenges in the implementation of school improvement program.

## **CHAPTER THREE**

### **THE RESEARCH DESIGN AND METHODOLOGY**

#### **3.1. Research Design**

The research method used for the study was more of descriptive survey of the existing situation. The study employed the mixed methods approach. It was done by using a quantitative and qualitative method of collecting the relevant data at the primary and secondary schools in East Wollega Zone. In both cases the researcher used questionnaires with open and closed ended questions. And in the qualitative method of the study interview, observation and document analysis were used. These methods were employed for the reason that the SIP implementations process for quality of education required the subjective and objective analysis of data collected from different sources using different instruments. The study describes the implementation, achievements, and the challenges of SIP implementation in schools in the study area. This was because these schools were randomly selected to assess the implementation of SIP at schools.

#### **3.2. Sources and Type of Data**

Both primary and secondary sources of data were used in this study. Primary data are collected from teachers, students, principals, strategic plan/annual plan, school reports related with SIP, educational materials and physical facilities. Secondary sources were collected from books and articles related with the issue under the study.

#### **3.3. Sample and Sampling Techniques**

East Wollega zone is one of the Zones in Oromiya regional State. For this study out of 17 woredas five Woredas such as: Gutu Gida, Gida, Wayu Tuka, Sasiga, and Diga were included in the study.

In 2019/20, the East Wollega, there are 654 primary and 71 secondary schools. From these only 15 schools were randomly selected; the schools are selected from 5 woredas in 10 Primary and 5 secondary Schools. From these schools Students, Teachers and principals are used as a source of data. According to Yemane, 1967 the sample size were determined from sample size formula. Questionnaire was distributed to 204 students out of 80936 primary and 200 students out of 13028 secondary students and 193 teachers from 7715 primary and 190 teachers from 1900 secondary

teachers. These student and teachers were distributed for 15 schools by their ratio .The students were randomly selected from grade 7 and 8 of primary and grade 10th of secondary students at all schools. This is because grade 10th students were expected to be advanced and more information about the school than grade 9th students; and also, grade 7 & 8th students has more information than the other grade students. Using simple random sampling techniques students from each class were selected to respond the questionnaires. In addition, teachers were selected randomly from the 15 schools too.

The questionnaires were designed differently for both teachers and students as shown in Appendix- I and II to assess the role SIP using the four domains.

**Table 3.1 Questionnaires Distributed to Teachers and Students**

Districts	Primary schools					Secondary schools				
	PS	No. S	QDS	No .T	QDT	SS	No. S	QDS	No .T	QDT
Gutu	Tinfa	556	12	25	17	Uke	1693	60	46	43
Gida	Diriba	335	7	18	12					
Gida	Ayana	1081	23	46	31	Gida	983	35	41	38
	Gida	1626	35	50	33	Ayana				
Wayu	Gute	1883	41	44	29	Gute	1372	49	61	57
Tuka	Ariya Jawi	515	11	21	14					
Sasiga	Jimata Gumbi	1002	22	16	11	Jimata	602	21	16	15
	Gudatu Tsige	260	6	8	5	Gumbi				
Diga	Diga Kolobo	1345	29	53	35	Ifa	983	35	41	38
	Bikiltu Dambi	844	18	17	11					
<b>Total</b>	<b>10</b>	<b>9447</b>	<b>204</b>	<b>298</b>	<b>198</b>	<b>5</b>	<b>5633</b>	<b>200</b>	<b>205</b>	<b>190</b>

**Where:-**PS= primary schools, SS=secondary schools, No.S= number of student, QDS=Questionnaires Distributed to Students, No.T= number of Teachers, QDT=Questionnaires Distributed to Teachers.

### **3.4. Instruments of Data Collections**

The data gathered through questionnaire, interview, observation and document analysis. The questionnaires were developed for both teachers and students. Most of the questions are closed ended with five/three/ point rating scale because it is a convenient item to record responses and simple for respondents to read and respond. Open ended questions were also used to collect data from both respondents.

In addition, both structure and unstructured interviews were employed for School principals, to obtain similar information from the three groups of interviewers which can assure the fitness of the data was gained from questionnaire. The reason for using this methods of interview were used to permit the researcher to explore issues which might be complex to investigate through questionnaires and to allow better flexibility for interviewer and interviewee that in turn would give him/her better opportunity to explain what he /she feels on the issue more explicitly (Best and kahan, 2003).The reason why that these principals were expected highly involved and aware about the implementations of SIP in the schools.

The observation of teaching learning processes, student participation, students' services, textbooks, class rooms, etc and the available documents about SIP implementations were also used to gather the relevant data at those schools.

### **3.5. Procedures of Data Collection**

To ensure that questionnaire would work as expected, the questionnaire was commented by the professionals who have completed their second degree and above. Before questionnaire was distributed, the researcher gave brief orientation to his participants, teachers and principals in each school on the purpose of the study and on how to fill the questionnaire. Then finally, the questionnaire was distributed for teachers and school principals and collected by researcher and assistant with the collaboration of vice principal and school principal of the sample School.

The semi-structured interview prepared for sample school's principal was conducted by the researcher himself. The researcher had initial contacts with the interviewees to make them clear about the purpose of the study. Then during the interview, the researcher jotted down the main point given by the respondents

In addition, the researcher was prepared the check list of the observation and analyzes the document to obtain additional information and to cross check the data that would obtained through questionnaires.

### **3.6. Methods of Data Analysis**

The collected data through questionnaire was encoded and analyzed using a software package for social sciences (SPSS) carefully. Then descriptive statistical methods and tools that were used in ratings were tabulating the respondents' responses. The qualitative data collected through by observation, open-ended questionnaire, interview and document were analyzed qualitatively by narrative analysis. The analysis was divided in four themes depending on the four basic domains of SIP. Questionnaire analysis was taken from the cumulative effect of the percentages, frequency, averages, of the respondents. Percentiles were used to check for significant differences between responses of respondents about analysis of SIP implementation process. The reason to select this statistical tool was believe to be the most suitable measure to describe SIP implementation and major challenges in the schools.

### **3.7. Ethical Consideration**

To conduct this research, supportive letters from the department of educational planning and management was written from the university. After receiving supportive letter from the department ,the researcher ,would move to the study area and contact with Zone and Woreda education officials ,principals and teachers to get their willing and to arrange *their* convenient time to the questionnaire and interviews. The respondents would be informed of the purpose of the research .Finally they would be informed of the information obtained from the respondents; the data obtained will be used for research purpose only.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

#### 4.1. Characteristics of the Respondents

However, respondents of qualitative and quantitative studies have special roles in that not only are their answers in aggregate important to the study, but also their respective voices are essential to the study's evolution and findings. Respondents are derived from the sample that is constructed for a qualitative and quantitative study. Therefore, writing the Characteristics of the Respondents is used to indicate the responses are from the important sources of information.

Totally 396 students and 374 teachers were responding the questionnaires indicating the response rate of 99% by teachers and 98% by students. These mean that almost all questionnaires were collected from the respondents as shown in table 4.1 below. The data were collected using the questionnaires purposely from grade 10<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> students because they had more information, aware and had experiences of participations at these schools.

**Table 4.1 The Teachers and Students Respondent Rate**

NO	Name of Schools	QDT	QCT	TRR	QDS	QCS	SRR
1	Uke secondary	43	40	93%	60	58	97%
2	Gida Ayana secondary	38	38	100%	35	35	100%
3	Gute Secondary	57	50	88%	49	49	100%
4	Jimata Gumbi secondary	15	15	100%	21	20	95%
5	Ifa Secondary	38	38	100%	35	35	100%
6	Tinfa primary	17	16	94%	12	12	100%
7	Diriba primary	12	11	92%	7	7	100%
8	Ayana Primary	31	31	100%	23	21	91%
9	Gida primary	33	33	100%	35	34	97%
10	Gute primary	29	27	93%	41	41	100%
11	Ariya Jawi primary	14	14	100%	11	11	100%
12	Jimata Gumbi primary	11	10	91%	22	22	100%
13	Gudatu Tsige Primary	5	5	100%	6	6	100%
14	Diga Kolobo Primary	35	35	100%	29	27	93%
15	Bikiltu Danbi Primary	11	11	100%	18	18	100%
<b>Total</b>		<b>377</b>	<b>374</b>	<b>99%</b>	<b>404</b>	<b>396</b>	<b>98%</b>

**Where:** - **QDT**=Questionnaires Distributed for Teachers, **QCT**=Questionnaires Collected From Teachers, **TRR**= Teachers' Respondent Rate, **QDS**=Questionnaires Distributed for Students, **QCS**= Questionnaires Collected From Students, **SRR**= students' Respondent Rate

As shown in table 4.2 below, the detailed students participants in the survey of questionnaires by sex and age in grade 10<sup>th</sup>, 8<sup>th</sup> and 7<sup>th</sup> students. Most of the students were grouped under the age of 16-19 years for both males and females'. This is to indicate the maturity of students for the survey questioner's reactions.

**Table 4.2 Details of Participated Students by Age and Sex**

Student	Age of respondents					Sex		Total
	12-13	14-15	16-19	>19	Total	Male	Female	
<b>Total</b>	<b>70</b>	<b>133</b>	<b>159</b>	<b>34</b>	<b>396</b>	<b>216</b>	<b>180</b>	<b>396</b>

Table 4.3 below indicated the distribution of teachers' respondent by sex age and qualifications. It also indicated that most of the teachers were degree holders with their respective departments and they would have their own contributions on the quality of educations at the schools with respect to sip implementations.

**Table 4.3 Teachers Respondents by Sex, Age and Qualifications**

Respondents	Sex		Age				Qualification		
	Male	Female	<25	26-35	36-45	>45	Diploma	Degree	Masters
Principals	19	19	0	6	17	15	0	27	11
Department heads	23	13	0	13	14	9	5	28	3
Teachers	181	118	29	110	120	40	41	234	22
<b>Total</b>	<b>223</b>	<b>150</b>	<b>29</b>	<b>129</b>	<b>151</b>	<b>64</b>	<b>46</b>	<b>289</b>	<b>36</b>

Regarding to SIP related training as shown table 4.4 blow **293(78.1%)** were taken the SIP training and the remaining of the respondent **78 (20.8%)** were not taking the training. This implies that most of the respondents' were in good condition to apply SIP in the school and appropriately aware about the SIP program for effective answering of the questionnaires.

However, the others that were not taken training might affect their initiative and the capacity to implementing the program.

**Table 4.4 Respondents by Service Years and SIP Related Training of Teachers**

Current position	School improvement training			Service year as principal in the current school						service years in the school				
	Yes	No	Total	None	1-2	3-5	6-10	>10	Total	<5	6-10	11-20	>20	total
P. /Vice principal	36	2	38	0	3	3	19	13	38	0	4	20	14	<b>38</b>
Teacher	227	70	297	261	7	15	9	5	297	39	105	117	35	<b>296</b>
Dep.head	30	6	36	26	2	6	2	0	36	0	14	13	9	<b>36</b>
Total	<b>293</b>	<b>78</b>	<b>371</b>	<b>287</b>	<b>12</b>	<b>24</b>	<b>30</b>	<b>18</b>	<b>371</b>	<b>39</b>	<b>123</b>	<b>150</b>	<b>58</b>	<b>370</b>
Percentage	<b>78.9</b>	<b>21</b>	<b>100</b>	<b>77.4</b>	<b>3.2</b>	<b>6.5</b>	<b>8.1</b>	<b>4.9</b>	<b>100</b>	<b>10.5</b>	<b>33.2</b>	<b>45.9</b>	<b>15.7</b>	<b>100</b>

Table 4.4 shows the majority respondents 94.8 % (by adding above 5 years) were with high work experience of five or above five years and the other respondents (10.5%) were with low work experiences. This implies that most of the respondent were in a better position to be effectively implementing the program .All of the principals have five or more general experience. This experience is important for a principal since they are familiar with the duties of school and their position too. Generally, based on the human resources the schools were in good conditions which indicate most teachers had enough experience and had been taken SIP related training.

#### **4.2. The Status of SIP Implementation.**

The actual implementation of the sip focuses on the four domains, namely, the learning and teaching domain, school environment domain, leadership and management domain and the community involvement domain .Highlights of the findings in relation to each domain are presented in the next sub sections.

##### **4.2.1 Learning and Teaching Domain**

The learning and teaching domain is the heart of the school improvement program in the sense that all other domains work as a system to enhance the learning and teaching process so that

students' achievement can be improved .Data relating to 14 performance indicator of this domain have been collected from teachers, department heads, principals and students. The data presented based on the three elements of the learning and teaching performance indicators.

Results of the analysis of the performance indicators common to all categories of respondents are presented together and those that are presented separately. Detail of the response rates given to the performance of the learning and teaching domain are given in Table 4.5

**Table 4.5. Response Rates Teachers for Indicator of The Learning Teaching Domain**

	Indicators	Rating Scale					me ann
		1	2	3	4	5	
	<b>Quality of teaching</b>	By percentile					
1	The school has asset of collaborative value and	9.4	20.3	13.6	33.4	22.7	3.40
2	Students learn at different rate	7.5	22.2	13.1	31.3	25.9	3.466
3	Share the objective of lesson	11.2	20.1	10.4	31.8	26.5	3.42
4	Explanation of teachers are clear	10.7	19.0	12.3	32.1	25.9	3.44
5	Teachers are role model	6.7	25.1	8.0	32.1	27.8	3.49
6	Action research procedure established	12.6	25.1	16.3	27.6	18.4	3.12
7	Experience sharing practice of teachers	11.5	29.9	11.9	27.9	18.7	3.11
8	Teachers have good subject knowledge	12.0	21.7	7.9	33.3	24.9	3.37
9	Teachers teach on the basis of annual plan and daily lesson plans	12.8	24.6	5.5	28.2	28.6	3.34
	Average of each scale (1-9)	10.5	23.1	11	27.3	24.4	3.35
	Average (rate 1and2 :4and5)	33.6			51.7		
	Learning and assessment						
10	Progress measured after starting of SIP	9.9	23	10.4	33.7	23	3.37
11	Student participate actively during class	6.1	25.1	12.8	31.3	24.6	3.43
12	Identified weakness of students that required	8.8	29.4	21.1	22.7	17.9	3.12
13	Teachers use different evaluation	10.2	22.5	13.4	28.9	25.1	3.37
	Average of each scale (10-13)	27.6	25	14.4	29.2	22.7	3.3
	Average (rate 1and2:4and5)	26.3			51.9		
	Curriculum						
14	Curriculum materials are evaluated by teachers	13.6	24.1	11.6	27.8	22.9	3.35
	Average (rate 1and2:4and5)	37.7			50.7		
	Average of each scale (1-14)	17.2	24.1	14.7	28.5	24.7	
	Sum of the total average all indicator (1&2,4&5)	41.3			53.2		

Rating scale; 5=strongly agree,4=agree,3=undecided,2=disagree,1=strongly disagree

### **Element One: Quality of Teaching**

In this element the above nine performance has shown in the table 4.5 above has the quality teaching in the schools is essential conditions that help for realizing the objective of the SIP.

About the quality of teaching , the study has shown with the accomplishment of the schools, in the nine of fourteen performance indicators selected for this element measured in terms of the response of respondents(taking the sum of both 'strongly agree 'and 'agree' percentages) was above average . In fact, the average response representing strongly agree and agree for all nine performance indicators of this element was found to be (51.7%). The performance indicators below average (48%) responses of strongly agree and agree taken together some of the indicators such as up to date action research procedures established for the support of teachers' practice, through critical reflection and understanding of effective methods and peer teaching and experience sharing practice of teachers have been planned and implemented in the school was showing below the average.

### **Element Two: Learning and Assessment**

This element was studied because it is important that the schools have to hold high expectations for students achievement, students have to support the learning out comes. The element data pertaining to four performance indicators (see table 4.5) were collected and analyzed consequently. The average percentage of responses of the rating scales 'strongly agree and agree ' taken together for the four learning and assessment indicators was found to be about 51.9% which is slightly above the average which shown on the fourth column of rating indicators. However, the total response rate of the performance indicating the schools in a good performance as one of the indicator/variable. The school had identified the possible area of weakness on student that require intervention has to put strategies in place to develop resilience in student (taking strongly agree and agree together) was to be 40.6% which is slightly below average for 12<sup>th</sup> indicator. This indicates that the schools and other stakeholders need to work hard to improve the students' achievement to the desired level.

### **Element Three: Curriculum**

In assessing the situation of Sip implementation in the schools by taking one-performance indicators pertaining to curriculum considered in this study was evidence of evaluation of curriculum materials by teachers to ensure that their relevance to the context of the area. Accordingly, it was found that on the average (50.7%) by taking strongly agree and agree together indicates that moderately has been correctly reported by the schools.

A document review was also conducted to see how differently teachers evaluate students learning towards instructional objective indicates that all sample secondary schools were evaluating their students using tests, homework, class works, project works, class participation, and final examinations. There are the varied and continuous assessment procedures used by teachers which can help to reduce bias and crude generalization about students learning and achievement. Furthermore, teaching and learning can actually be informed with students' performance data to enable improvement of students learning at reality. The conducted document review has included a professional learning priority (proper CPD and mentoring) in their strategic plans.

From the observations there was some problems related with textbooks in all sample schools and deficient with teachers guide. The plasma is available at all the sample secondary schools except Jemata Gumbi secondary school, which is not functional. And there is no a standard laboratory class in all the schools so that schools administrators are enforced to assign one of the class room to be laboratory class. In addition, the laboratories had not equipment, chemicals in the laboratory and have no laboratory technician in the Ifa Secondary school and in the all primary schools. In Gida Ayana secondary school had a room laboratory (chem., bio and phy. classes) but not functional. In Gute secondary schools, have two in one class and physics in the other class. Whereas Uke secondary school have one laboratory class used three subjects (physics, biology, and chemistry) which functions very well as compared the other schools. The pedagogical centres of all the sample primary schools and Gida Ayana secondary school have a functional pedagogical center but others had not. All the selected secondary schools have best buildings that serve as a library, but all the selected primary schools have used one of the class room as a library. All the schools have enough material.

The schools were with good facilities and But the results of the interview indicated that are many problems to achieve the learning- teaching domain in the school.

#### 4.2.2 School Environment Domain

School environment domain is the second domain of the school improvement program, which contributes to students' achievement .There, is safe and healthy environment to motivate students to learn and teachers to teach in the schools by realizing SIP. Thus from the three elements domain ten performance indicators of school environment were selected for the study. Details of the findings for the school environment domain are given in table 4.6 shown below.

**Table 4.6 Response Rates Teachers Indicators of the School Environment Domain**

No	Indicators	Rating Scale					Mean
		1	2	3	4	5	
	Student focus	By percentiles					
1	High level of student satisfaction	14.4	31.3	14.7	20.9	17.9	2.99
2	Positive relationship in the school	9.9	30.2	15	22.7	22.2	3.18
3	Suspension reaction rate has decreased	11	27.5	17.9	23	20.6	3.15
4	Student feel confident	13.7	27.5	16	24.9	18.4	3.08
	Average of each scale (1-4)	12.3	29.1	15.9	22.9	19.8	3.1
	Average (rate 1and2:4and5)	41.4			42.7		
	Student empowerment						
5	The school promoted participation of student	9.1	19.5	11	32.9	27.5	3.2
6	The school provided students with the opportunity	6.4	22.2	12.3	31.8	27.3	2.8
	Average of each scale (5-6)	7.8	20.9	11.7	32.4	27.4	3.0
	Average (rate 1and2:4and5)	28.7			59.8		
	Student Support						
7	Collect and analyses data on performance of girls	11.5	26.5	17.4	24.3	19.8	3.15
8	The school safe for learning	12.6	32.6	17.9	20.6	16.3	3.51
9	Facilities are available to manage SIP	16.6	27.5	16.3	21.1	18.4	2.98
10	Students needs are recorded to adjust	18.2	28.6	15.5	20.3	17.4	2.90
	Average of each scale (7_10)	14.7	28.8	16.8	21.6	18	3.13
	Average (rate 1and2:4and5)	43.5			39.6		
	Average of each scale (1_10)	11.3	24.9	14.3	27	22.7	3.07
	Average (rate 1 and 2:4 and 5)	36.2			49.7		

Rating scale; 5=strongly agree,4=agree,3=undecided,2=disagree,1=strongly disagree

### **Element One: Student Focus**

The performance school was not encouraging .For instance the average percentage of rating score in favor of the four indicators of the element was found to be 42.7% (by taking the sum of average analysis of the selected student focus indicators of the school environment domain has shown strongly agree and agree ) as indicated in table 4.6. This shows that there was a lower achievement of the element in the implementation of SIP. That is the school need to do much more to accomplish students focus activities.

### **Element Two: Student Empowerment**

The average response rate in favor of the two indicator selected from this element was found to be about 59.8% (by taking the average response of strongly agree and agree) as shown Table 4.6 above. This shows that, compared to the achievement in student focus element described above the schools have performed better in empowering students, such as involving students in school council, youth parliament and class meeting as well as in providing them with an opportunity to take part in leadership of school clubs.

### **Element Three: Student Support**

Although education environment has to be safe , Supportive and welcoming for all students ,the school under this study seems to have performed lower in terms of the four selected variables set up for this purpose. Because, the average percentage response rate in favor of the indicators of this element given in Table 4.6 was found to be about 39.6%.

Generally, the total average response of the school environment domain was found to be 49.7% (by using strongly agree and agree). This indicates those strongly agree and agree ratings there has not been done by the school in this regard .According to the conducted document review, all sample secondary and primary schools have developed and maintain discipline policy, this can facilitate safe and orderly school environment, however no one sample secondary and primary schools have kept detailed record of all disciplinary problems in their schools. From this it is possible that the school management did not provide the school communities learn from former mistakes.

By using the document analysis ,all schools also have such professionals code of practice as a

school leadership and organization blue print ,and disciplinary policy and such conflict resolution processes forum as student parliament ,student council, monitor association, girls club and mini-media club .This implies that schools were well reinforced by legal procedures to maintain discipline in their schools .By so doing ,they can facilitate a better place for student learning .In addition to this ,all sample schools have provided their students with opportunities to participate in sexual ,health and relationship programs. This was realized with anti HIV/AIDS club, girls club and mini-media club.

According to the observation, all the sample schools have not clean toilet rooms .Regarding availability of adequate. (Standardize) toilet room of students. Minister of education secondary schools standard manual (may, 2009; P:8) stated that each toilet room for boys and girls need to have eight pit-holes where each also should measure  $0.90*1.20m^2$  and  $0.90*1.20$  respectively and Some of sample( Gute secondary & Gida Ayana secondary) school have adequate toilet rooms according to the standard. The other secondary schools and all primary schools were without adequate toilet room in Jimata Gumbi-school students' toilet have four pit-holes to girls and four pit-holes to boys and the entrance were adjacent side . When looking at the schools clean drink water, cafeteria services and fence some of the sample school have the above services and facilities ; some of them have not the services and facilities. Little differing factor among these schools were the characteristics of their cafeteria.

The playing fields for all sample schools are limited to serve all the games (football, volley ball, basketball etc...) and also the field was not well prepared for sport exercises which causes physical damage on students. Relatively Gida Ayana secondary have a place in the compound but the field not well prepared. This result was also similar to principals' interviews reactions.

In general, although improved learning environment would lead to increased student learning and achievement. The above –mentioned problems like the absence of clean toilet, number of proportionality with student numbers and have luck of playing filled influence the teaching-learning process.

#### **4.2.3 Leadership and Management Domain**

School leadership and management domain hold a very important role in the implementation of the SIP starting from its inception up to implementation. Principals are the key players in this

process their responsibilities are to ensure that improvement plans reflect the characteristics of the school and its commitment. Performance indicators were selected from the three elements of the domain. The leadership and management domain of SIP are given below table 4.7 with the details of response rates.

**Table 4.7 Leadership and Management Domain**

No	Indicators	Rating Scale					Mean
		1	2	3	4	5	
	Strategic Vision	By percentiles					
1	Alignment of proficiently learning with goal	7	23.3	18.4	28.9	22.2	3.37
2	Purpose of the school are defined	9.9	27.3	11.5	25.9	25.1	3.29
3	Curricular activities reviewed regularly	12	24.3	13.1	27	23.5	3.26
	Average of each scale (1-3)	9.6	25	14.3	27.3	23.6	3.3
	Average (rate 1and2:4and5)	34.6			50.9		
	Leadership Behavior						
4	Evidence that show improved student outcome	11	20.9	15.5	29.7	23	3.22
5	Coaching and mentoring processes by exp	11.5	20.9	16.8	29.4	21.4	3.29
6	Positive relationship in the school	11.8	24.1	12	27	25.1	3.3
7	Staff are participate in the school decision	10.2	24.1	12.6	31	21.4	3.3
8	School priorities based on student performance	11.8	22.7	12.6	31.3	21.7	3.29
9	Decision making process are clearly described	12.3	23	11.5	32.4	20.9	3.27
	Average of each scale (4-9)	11.4	22.6	13.5	30.1	22.3	3.3
	Average (rate 1and2:4and5)	34			52.4		
	School Management						
10	Effective communication with all stakeholder	14.4	23.8	9.1	28.9	23.8	3.24
	Average of each scale (1_10)	12.9	23.2	11.3	29.5	23.1	3.28
	Average (rate 1and2:4and5) of all indicators	36.1			52.6		

**Where:** - Rating scale 5=strongly agree,4=agree, 3=undecided,

2=disagree,1=strongly disagree

### **Element One: Strategic Vision**

In connection to this element from the selected three performance indicators the first two indicators i.e. alignment professional learning with school goals and vision was also, observed about 51.1% respondents who responded as strongly agree and agree altogether. and availability of values ,ethics ,guiding principles and purpose of the school and knowledge of these by the whole school community was also confirmed by about 51% of respondents who stated strongly agree and agree to the situation, however only about 50.5% of respondents indicated that the effectiveness of teaching and learning in all curricular activities is reviewed regularly.

### **Element Two: Leadership Behavior**

The average response rate of the four performance indicators of this element (taking strongly agree and agree together) was found to be about 52.4 % indicating Avery slight above average achievement based on the opinion of the respondents.

### **Element Three: School Management**

Assessing the availability of regular and effective communication with all stakeholders in place were the one-performance indicators taken for this element. Accordingly, the response rate for these indicators (taking strongly agree and agree together) was found to be about 52.7% indicating at average response. Results from the interviews were also found to match with the results of the observations and document analysis.

Generally ,the sum of total average response of the leadership and management domain was found to be 52.6% (by using strongly agree and agree) which is slightly above average which indicates the schools are not in a good performance. And the result 36.1% (strongly disagree and disagree) indicates the performance is highly in bad conditions.

According to the observed document review except Bikiltu Dambi and Tinfa primary schools, the other all sample secondary and primary schools have the strategic plan and also included the following basic content strategic activities, intended our comes, strategies, and resources, measure of achievement, time line and personnel responsible, The problem was that one of these schools(Diga kolobo primary and Uke secondary) relatively not clearly stated the required

outcomes, strategies, measure of achievements against strategic activity of the developed plane . This, therefore, could negative affect the effectiveness of the strategic plane and could complicate the strategic plans' ease of monitoring and evaluation process.

All of the schools have tried to state an element of student achievement expectation of in their strategic plan .Besides, some of these schools have conducted assessment the last three year student result .However, they did not use the obtained assessment data in their developed strategic plan effectively some of the goals were not properly stated interims of quality and quantity .This therefore, implies that these sample schools strategic plans seem lack clarity and ease of measurability.

The reviewed documents have also showed that all sample schools have incorporated values, ethics and purposes clearly. However ,guiding principles were not clearly expressed .This implies that all schools were in a better position in stating and articulating their respective schools values ,ethics and purposes, but not guiding principles that are not instrumental that are realization.

Document review conducted to see how external validation support school have also indicated that all sample schools have were not provided with timely and frequent supervisor support, these was no any evidence that shows external validation affirms these school self-assessment, planning from this it is possible to infer that schools forward looking would be difficult if not at all impossible and could also leave them with poor strategic planning back ground and poor performance level as well.

#### **4.2.4 Community Involvement Domain**

As it can see in table 4.8 below, most indicators of this domain have no satisfactory response rates in the positive direction?

**Table 4.8 Community Involvement Domain Using Teachers Respondents'**

No	Performance Indicators	Rating Scale					Mean
		1	2	3	4	5	
		by percentile					
1	Parents comment on their children's home	13.1	30.2	16.3	20.6	19.8	3.04
2	Parent who attend school events improved	10.2	28.9	19.8	20.9	20.1	3.12
3	A regular schedule for reporting student achievement	10.4	30.2	16.8	21.9	19.3	3.10
4	Parents indicated high satisfaction rate	13.4	29.9	15	22.5	19.3	3.05
5	Active involvement of PTA, and Woreda edu. office	14.7	32.6	11.8	21.9	19	2.98
6	Class teacher recorded contact with parent	16.6	31.3	12.3	22.2	17.6	2.93
7	School records the no of parents who support	10.2	32.6	16	22.7	18.4	3.07
	Average of each scale (1-7)	12.7	30.8	15.4	21.8	19.1	3.04
	Average (rate 1and2:4and5)	42.9		40.9			
8	School policy which embraces community involve	8.3	31.3	14.2	25.4	20.9	3.19
9	School has records the no of students engaged in comm.	15.2	21.9	15	27.5	20.1	3.16
	Average of each scale (8-9)	11.8	26.6	14.6	26.5	20.5	3.17
	Average (rate 1and2:4and5)	38.4		47			
10	The school produces public relation	16.3	29.7	17.4	20.6	16	2.91
	Average (rate 1and2:4and5)	46		36.6			

**Where:-** Rating scale 5=strongly agree,4=agree, 3=undecided,

2=disagree,1=strongly disagree

The average response rate of the performance indicators of element one (taking the aggregate strongly agree and agree together) was found to be about 40.9% to indicate the performance below the average.

For the second element on engaging the community, the average response rate was about 47%

to indicate the participation of community .In fact, this average is relatively higher as compared to the other elements because there is one indicator, which does not directly measure community involvements, but rather illustrates the school's readiness in putting a fertile ground for community involvement. This variables states as there is a school policy, which embraces community involvement, which is the school responsibility. This indicates that, even though the school has, polices that welcome community involvement, communities did not show up.

The third element on promoting education has an average response rate of about 36.6% for both strongly agree and agree.

When we see in to individual indicator of this domain, we can observe the following points among other. The study has revealed that about 40.4% only comment their children's homework; only 40.9% of respondents indicate that there is presence active involvement of parents in formal structures such as parent-teacher association (PTA) and Woreda education and training office. This indicates that community involvement domain, mainly most indicators pertaining to parents and community and discouraging

According to the conducted document review, all sample primary and secondary schools have a plan for welcoming parents and make them feel part of the school .school opening days and parents' days were among the strategies that enable schools to work in cooperation with parents and other community members. These schools have also a written policy that specifies areas for parent involvement. The main ones include such materials as a student discipline, student learning and achievement, school leadership and financial management. This can imply that school parent interaction was based on well-stated roles, powers and responsibilities based on the obtained document review results all sample secondary schools have also allowed students to participate in school reporting process. That student was expected to come on with his or her parents or carriers in parents 'day of the school. This activity was also reinforced by setting principles like no report card for those who break the call. And in this way students learning and achievement were discussed with the presence of school leadership, teachers, students, learning and achievement. As per the conducted document review, have no well-organized document that record the number of parents involved in the school. This implies that in the sample school preserving data pertaining parent participation rate was a poor practice and less attention area. According to the document

review the community contributions exist in these sample schools included money materials and labor/ professional support, although a school has legally prohibited collecting from parents or the local community. All sample schools have the same experiences like collected money from the parent/community by their voluntary involvement with parent. But the money used different purpose mostly used prepared pre-condition of school before the beginning education for broken chair, table, bench, window, and door.

Regarding labor or professional support in all sample school, the parent participates in the activity of school by using their representative that we call PTA (parent-teacher association). For Example; the PTA of Diriba Primary school prepared the “hall” that used to eat at lunchtime of student by collected money from the community. This indicates good participation of the community in the schools. But the schools still have the problem of mobilizing the local community.

As also per the principals indicated during interviews there is a gap in the relations between the school and parents/community in implementing SIP. For the interview question ‘Is there community participation for SIP implementation?’ as shown in Appendix –III the respondent gives there response as some of things we did demanded a lot financially. To maintain the toilets needed a lot of inputs and finance. People from the community promise a lot, but the collection of money from them is very less as per their promises. It’d be difficult to go with the plan.

### 4.3. The Major Factors That Influence in Implementation SIP

**Table 4.9 The Major Factors That Influence in SIP Using Teachers Respondents'**

No	Performance Indicators	Rating Scale					Mean
		1	2	3	4	5	
		By percentile					
1	Shortage of man power	4.3	14.4	5.9	46.0	29.4	3.82
2	Resistance of the program from teachers	5.1	8.8	4.8	39	42.2	4.05
3	Resistance of the program from the community	6.7	11.2	2.9	34	45.2	4.00
4	Lack of necessary awareness, attitude and practical involvement in SIP implementation	6.1	12.6	4.5	37.7	39	3.91
5	Lack of necessary awareness, attitude and practical involvement in SIP implementation among students	1.6	2.9	1.1	47.6	46.8	4.35
6	Lack of necessary awareness, attitude and practical involvement in SIP implementation among the community	2.9	9.4	2.1	46.3	39.3	4.10
7	Insufficient budget	1.9	2.4	0.8	43.3	51.6	4.4
8	Lack of reward for those who deserve it	4	10.7	5.6	43.3	36.4	3.98
9	Lack of effective leadership	1.6	4.3	2.9	51.9	39	4.33
	Average of each scale (1-9)	3.8	8.5	3.4	43.2	41	
	Average (rate 1and2:4and5)	12.3			84.2		

Rating scale 5=strongly agree,4= agree, 3=undecided ,2=disagree, 1=strongly disagree

Relatively from the above indicators the study has identified the all indicator as major challenges (among other by taking the sum of average of 'strongly agree' and 'agree' each in implementing SIP in the selected secondary and primary schools. And the most challenges are; lack of necessary awareness among student, lack of necessary awareness among the community , insufficient budget , lack of effective leadership

#### 4.4 The Analysis of Data and Result that Obtained from Student Respondent

Presentation of the data was done based on the bases of four domain of SIP. The results of the findings in relation of each domain were presented in the next sub section.

##### 4.4.1 Learning and Teaching Domain

**Table 4:10 The Teaching Learning Domain**

No	Performance Indicators	Rating Scale				
		1	2	3	4	5
		By percentiles				
1	Most of teachers apply diff. teaching method	3.3	13.6	35.9	23	24
2	Teachers share the objective in daily lesson	1	10.6	32.6	28	29.5
3	Explanation of most of teachers are clear	3	9.8	32.6	26.3	28
4	Most of teachers are role model	0	6.1	28.6	22.3	22.9
5	Teachers have equal approach	1.3	15.4	28.6	29.3	23
6	Participatory teaching –learning in the class	2	13.4	24	30	30.3
7	Teachers have good subject knowledge	5.3	21.2	30.8	22.7	19.5
8	Teachers share their subject knowledge effectively	3.3	33.5	29.1	17.2	16.7
9	Most student participate in school club	3.3	19.9	16.4	25.5	23.7
10	Teachers teach related with our environment	2.8	19.6	22.6	32.5	22.3
11	School have tutorial class	0.3	4	31.4	27.5	33.6
12	Teachers give explanation about result and ethics	2.3	30.7	33.1	17.9	15.7
13	We get feedback to the evaluation	0.5	9.6	27.6	35.6	26.5
14	Based on evaluation teachers teach	4.3	29.3	39.4	16.8	10.2
	Average of each scale (1-14)	2.4	17.7	13.8	25.4	23.4
	Average (rate 1and2:4and5)	20.1			48.9	

**Where:-** - Rating scale 5=strongly agree,4=agree, 3=undecided,

2=disagree,1=strongly disagree

As it can be seen from table 4.10, the average for all selected indicators was 48.9% taking the options ‘fully agreed’ and ‘mostly agreed’ which is slightly less than average. This indicates that it has not been done by the school in this regard.

#### 4.4.2 The School Environment Domain

**Table 4:11 The School Environment Domain**

No	Indicators	Rating Scale				
		1	2	3	4	5
		By percentiles				
15	Participate in the evaluation about their learning	3.8	5.8	31.3	29.5	29.3
16	School participate students	5.1	30.3	37.7	14.5	12.2
17	I have confidence in the school	1.5	32.6	39.9	14.5	11.5
18	I have a good chance in the school	0.3	2.3	35.3	31.6	30.3
19	I have a good relation in the school	1	22.2	35.4	23.8	17.5
20	Teachers and students have democratic relation	2.8	33.3	30.2	14.5	9.2
21	By learning process I have confidence	1.5	3	28.8	31.8	34.6
22	Administrator	1.3	34.3	39.4	13.2	11.7
23	School give chance to students in the leader position	0.3	1.8	23.8	34.3	39.6
24	Have a good class room	1.8	33.8	20.7	18.2	15.5
	Average of each scale (1-10)	1.8	19.7	32.3	24.4	22.7
	Average (rate 4and5)	21.5			47.2	

**Where:-** 5=fully agreed, 4=Mostly agreed, 3=partially agreed, 2= Disagree, 1=undecided

As it can be seen in table 4.11 the average percentage of rating score in favors of the ten indicators of the domain was found to be 47.2% (by taking the sum of fully agreed and mostly agreed) that indicates the performance school was not encouraging .This shows that there was a lower achievement of in the implementation of SIP .That is the schools need to do much more to accomplish.

### 4.4.3. The Leadership and Management Domain

**Table 4:12 The Leadership and Management Domain**

No	Indicators	Rating Scale				
		1	2	3	4	5
		By percentiles				
25	School have a clear policy	5.3	9.5	28.8	30.8	24.8
26	I can speak school main values	11.5	28.7	32.2	16.4	10.9
27	School improvement main focus with school community.	5.3	10	16	35.1	33.3
28	School have their own rule to overcome problem	7	8.3	17.8	35.3	31.3
29	Based on special need school administration	14.8	34.1	32.5	20.2	17.9
30	Annually report of school improvement comity	11	13	23.8	25.8	26.1
31	PTA,SIP commit and student council have participate so	3	38.1	23.2	19.2	16.2
	Average of each scale (1-7)	7.5	19.7	23.5	26.1	22.8
	Average (rate 4and5)	27.2			48.9	

**Where:-** 5=fully agreed 4=Mostly agreed 3=partially agreed,2= Disagree,1=undecided

As shown in table 4.12 above, the average response rate of the seven performance indicators of this domain (taking fully agreed and mostly agrees together) was found to be about 48.9%. This indicating the average achievement based on the opinion of the respondents below.

### 4.4.4 The Community Involvement Domain

**Table 4:13 The Community Involvement Domain**

No	Indicators	Rating Scale				
		1	2	3	4	5
		By percentiles				
32	In this year I can explain school first issue	11.8	19.6	17.1	26.5	20.7
33	Parents check my homework and give their	10	15	6.5	25.3	22.8
34	School magazine news letter	2.5	41.2	24.5	17.2	13.9
35	Large no of parents participate in school holy day	5.5	9.3	23.8	26.6	34.6
	Average of each scale (1-4)	1.2	17.5	11.5	23.9	23
	Average (rate 4and5)	18.7			46.9	

**Where:-**Rating scale 5=strongly agree,4=agree, 3=undecided, 2=disagree,1=strongly disagree

As it can be seen in table 4.14 above ,most indicators of this domain have no satisfactory response rates in the positive direction .The average response rate of the performance indicators of (taking sum of fully agreed and mostly agreed together) was found to be about 34.7%.

What do you suggest to improve implementation of school improvement program (SIP)? Suggested solution for better implementation of SIP as given by students and teachers in the sample schools, indicated that the program needs knowledge, skill and attitude in over all conditions. Besides the schools principals' must give emphasis the program to achieve the quality of educations.

Establishments of school improvement unit, school domains, conduct system survey on their views and gave feedback on the implementation and improvement after the implementation .A vision, which is developed from common beliefs and values that makes student to engage in an ambitious and rigorous course of study.

Building of effective leadership who advocates, nurtures, and sustains a school culture and instructional program conducive to students learning and staff professional growth. Constant collaboration and communication occurred between among teachers, parent and member of community to solve school problems.

Curriculum aligned with essentials academic learning requirements and frequent monitoring of students performance in relation to intended out came and improve the instructional program. All schools should perform professional development focus on the objectives and expectations, healthy and intellectual stimulating learning environment and committed community services that sense a responsibility to educate students.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of research findings, conclusion and the recommendations of further works.

#### 5.1. Summary

This study investigates the failure and success of the SIP implementation process using the four basic domains. This study was conducted in both primary and secondary schools found in east Wollega zone (Oromia region). The main sources of data were teachers, principals, and students. Then, on the basis of these respondents' data, the results are summarized below.

Regarding the teaching-learning domain, there is good relationship between students and teacher, students' participation in the class, evaluation system and teachers' preparation of their lesson plan and persuading the class as per the plans shows positive reactions to achieve SIP implementation. Concerning school environment domain, the size of classes, students' desk, textbook accessibility, black boards and libraries are not comfortable to empower the students' participations in the school which shows a lower achievement of SIP implementation process. In relation to leadership and management domain, the finding shows a positive result in developing strategic mission, vision and aim of the schools, by the leaders at the schools. But students' respondent shows there is a deviation in the practical applications of these purposes at the schools. Results on the community participation domain show a low participation in decision making, facility constructions, supplying stationeries by private organizations and students' activity through their representatives to improve the quality of education.

-Moreover, the study showed that there was weak involvement of stake holders (teachers, students and parents) in the planning and implementation SIP

-The study also showed that the budget allocate for SIP implementation is low. This pushes the implementation of the issue become low.

-Regarding monitoring and evaluation, the result of the study shows that the mechanism through which they were practiced to support sip implementation was low.

- The most common selected factors affecting the implementation of SIP responded by entire respondent groups from the total percentage the result of findings revealed the necessary awareness among student, lack of necessary awareness among the community, insufficient budget, and lack of effective leadership on Sip implementation found to be the most top series problems to the effectiveness of sip implementation as they have the highest percentage value.

## **5.2 Conclusion**

Based on the above findings, the following conclusions are drawn. The study has attempted to assess the implementation of the SIP in the above study area. Selected performance indicators of the four SIP domains were considered; emphasis was also given to the achievements and challenges encountered in the process.

### **Learning and teaching process**

This domain was examined in terms of its three elements, namely: quality of teaching, learning and assessment and curriculum in case of teachers' questionnaire. Accordingly, the achievement of SIP in the sampled primary and secondary schools shows that the percentage average response rate in the teaching learning domain is favoring a success (**53.2%**) and it is relatively good as compared to the other domains. Students' responses indicate slightly less than average but compared with the other domains it is relatively faire or good. This shows that the extent of teaching and learning process has been to some extent successfully implemented in terms of the quality of teaching, learning and assessment (with the average response rate about 51.7% and 51.9% respectively) . However, the curriculum materials (syllabus, textbooks, and teachers guide) are not fairly evaluated by teachers according to the context of, so that they are relevant to the area under the study.

### **School Environment:**

The safe and health school environment contributes great deal in delivering quality education. Although students are empowered in the sense that the schools has promoted the participation of students in school decision making (e.g. student council, student parliament and monitor association), the schools have provided students with the opportunity to participate leadership programs. The study has revealed that the achievement of the schools in this domain is below the

average in the case of student's responses. But, the response rate of the teachers and principals shows this result as an average. On the other hand, the observed results indicate that all the sampled schools are found in a good conditions in terms of class size, class room materials, text books. But, these schools have no organized laboratory and pedagogical center. This shows that the overall existing school environment in the sampled schools is not to the required level.

**Leadership and Management Domain:**

The schools have achieved slightly above average based on the teachers' response, but in the case of the response rate of students, this result is below the average. This shows that the over existing school leadership and management in the school is not encouraging.

**Community Involvement Domain:**

The extents of community involvement in the schools are at a very discouraging level which indicates there is a wide gap between community/parent and the schools.

-There is evidence that the plan and strategies as well as systems are in the schools, indicating that the current level of SIP functioning stage .But in the third year of the second phase of implementation they should have been at the "imbedded level" where the strategies are well rooted and evidence of sustained school improvement is ensured.

-Lack of school facility: insufficient budget; lack of the necessary awareness, attitude and practical involvement as well as support among community, students, high turnover and lack of clarity of SIP guidelines to implement school improvement program at these schools are found to be hindrances to its effectiveness.

**Besides,** there are no integrated efforts of all stakeholders in the implementation process. This indicates that the school improvement program has become a well-articulated program in the document, but it is not as fruitful as it was expected on the ground. In its third year implementation stage and significant land marks, improvements were not observed so far in all domains. Among the four domains, the most discouraging are the school environment and the community involvement domains.

### 5.3 Recommendations

It is known that schools are the home of every nation within the country. Therefore, schools in East Wollega Zone primary and secondary schools have a great assignment to enhance the quality of education through the SIP. The SIP implementation is known to improve the teaching learning, students' teacher relations, school principals and community relationships to excel the quality of education and services to the community. Therefore, based on the findings and conclusions drawn the following recommendations are forwarded to be used by the practitioners.

1. **In the Teaching –Learning Domain:** There is a problem in curriculum evaluations and practical action researches on the feasibility of the new program and to magnify the real problems and find out the solutions. The laboratory and practical centers of the schools are not well designed to serve the facilities of teaching and learning process. Therefore, these facilities must be improved in the schools by East Wollega Zone education office and Oromia regional education Bureau.
2. **In the School Environment Domain:** Facilities such students recreation centers, toilets; special needs education centers and other facilities are not enough to accommodate the total students in the schools. Therefore, the proportion of students' number and their facilities must be improved by cooperation of Schools, Woreda education offices, Zone education office and Oromia regional education Bureau.
3. **In the Leadership and Management Domain:** There is no consistent and well organized evaluation of the SIP implementation in the schools. Therefore, a continuous follow up and evaluation of the implementation of the program by the Zone education offices is necessary. In addition, training teachers and principals to handle the implementation process is needed.
4. **In the Community Involvement :** There is no good participation of students, parents and community of schools (teachers, unit leaders, principals and school administrations) to evaluate the performance of students and teaching learning processes within the schools. Hence, these must also be supported by the organization of education Bureau to coordinate and follow up to enhance the quality of education using SIP.

5. Additionally, the findings showed that the allocation of budget for implementation of SIP was low. Therefore the government should allocate additional budget to the school grant for successful SIP implementation and moreover, in order to solve their problems of finance and material resource, the school should design income –generating mechanisms by taking in to account the available school facilities and technical experts to make involvement of all the school stakeholders. On top of this, woreda educational office and schools should allocate budget to motivate school principals, teachers and other stakeholders who perform well.
6. Monitoring and evaluation on the SIP were not under taken properly .Therefore, Zonal Educational Office (ZEO), Woreda Educational office (WEO) and Schools should give attention for monitoring and evaluation scheme for the success of SIP.

Generally, to improve the quality of education using SIP implementation, there should be a significant and integrated participation of all stake holders in the school. Therefore, the paper recommends all these stake holders to participate actively to bring changes in the quality of education.

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## APPENDIX-I

### ADDIS ABABA UNIVERSITY

#### QUESTIONNAIRES WILL BE FILLED BY PRINCIPALS AND TEACHERS

This questionnaire is designed to collect information about the implementation of school improvement program (SIP) in primary and secondary schools found in East Wollega zone, the Oromia region. The study is being conducted only for academic purpose, and the findings can serve to forward recommendation for possible improvements and adjustment in the program. Thus, your genuine, frank and timely responses are vital to determine the success of this study and you are kindly requested to contribute in filling the questionnaire honestly and responsibly.

**Note:**-There is no need of writing your name.

Thank you for your cooperation

**DERECTION:** Please make tick ("✓") in the boxes

#### Part I General Information

- 1.1. District ( Woreda ): \_\_\_\_\_
- 1.2. Sex: Female  Male
- 1.3. Age: below\_25 years  26-35  36-45  above 45 years
- 1.4. Your current educational qualification: College diploma  BA/BSC/BEI  MA/MSC   
Other if any \_\_\_\_\_
- 1.5. Your current position: Principal/vice principal  Department head/Unit leader  Teacher
- 1.6. Your service of years in the school: \_\_\_\_\_
- 1.7. You serve as a school principal: \_\_\_\_\_
- 1.8. Did you take training(S) related to school improvement: Yes  No

## Part 2: SIP Performance

### Indicator

#### 2.1. Learning and Teaching Domain

The following items are related to the schools quality of teaching. So that you are kindly requested to rate the items putting tick ("✓") mark below the number against each item, where: 5 = Strongly Agree; 4 = Agree, 3 = Undecided; 2 = Disagree; 1 = Strongly Disagree.

S.N	ITEMS	5	4	3	2	1
1	The school has asset of collaboratively developed values and beliefs about the principals that underpin a strong foundation for quality learning and teaching					
2	Teachers accept that students learn at different rates and vary teaching methods accordingly					
3	Teachers share the purpose/objective of lesson with students					
4	Explanations and instruction given by teachers in class lessons are clear and explicit/to the point					
5	Teachers are positive role models for their students and show respect for them so that students feel , safe and confident leading to mutual respect					
6	There are up to date action research based procedures established for the support of teachers' practice, through critical reflection and understanding of effective methods					
7	Peer teaching and experience sharing practice of teachers have been planned and implemented in the school.					
8	Teachers have good subject knowledge and apply this effectively in the class room					
9	The school ensures that teachers teach on the basis of their annual plan and daily lesson plans					
10	Data collected on students' achievement clearly show progress measured against the starting of SIP implementation					
11	Student participate and attend actively during class					
12	The school has identified possible areas of weakness on student that require intervention and has to put strategies in place to develop resilience in students.					
13	Teacher use different mechanisms appropriate to the grade level of the students and content of the lessons and subject being taught					
14	The curriculum materials are evaluated by teachers to ensure that they are relevant to the reality (context) of the area.					

### School environment domain

The following items are related to school environment. You are kindly requested to rate the items putting tick("✓")mark below the number *against each* item, where 5 = Strongly Agree; 4 = Agree, 3 = Undecided; 2 = Disagree; 1 = Strongly Disagree.

S.N	ITEMS	5	4	3	2	1
15	There is a high level of student satisfaction with the school					
16	Transparent, positive and constructive relationship between staff					
17	Suspension rate has decreased compared to years prior to SIP Implementation					
18	students feel confident, self-stem and independent learning in the school					
19	The class room are convenient and safe learning where students are motivated to learn					
20	The school is safe for learning					
21	The school collect and analyses data on the performance of girls and has initiated strategies to enhance their confidence ,achievement and opportunities					
22	Allocated school budget includes expenditures on students on students health and safety					
23	Trained teachers, good support and appropriate materials and facilities are available in the school to manage SIP programs					
24	Students specific needs are recorded and attempts are made to adjust programs, teaching method and materials so that the students can achieve to the needs and potentials					

### 2.3. Leadership and management domain.

The following items are related with the presences of effective and efficient school leadership and management to the implementation of SIP. Please respond to the items of this part by putting a tick ("✓") mark below the number against each items where: 5 = Strongly Agree; 4 = Agree, 3 = Undecided; 2 = Disagree; 1 = Strongly Disagree.

S.N	ITEMS	5	4	3	2	1
25	There is an alignment of professional appraisal and professional learning with school goals and vision					
26	The value, ethics, guiding principles and purpose of the school are defined and known by the whole school community.					
27	The effectiveness of teaching and learning in all curricular activities is reviewed regularly					
28	Coaching and mentoring processes by better experienced teachers for staffs are established					
29	Staff and parent's survey source confirm that positive relationship exist within the school community.					
30	The decision making process are clearly described practical, substantiated, and recorded					
31	Human .material and financial resource are managed, aligned and used to support the achievement of the high levels of student achievement					
32	Regular and effective communication with all stakeholders is ensured in nlace					
33	Staff are able to demonstrate significant involvement in school decision making					
34	School priorities/directions are based on student performance information and assessment data.					
35	The extent which strategic plan of the school was prepared on self-evaluation					
36	The extent to which capacity building training given in light on SIP planning to school community					

#### 2.4. Community involvement domain

Developing quality partnership and network with parents and society enable school to provide quality education. Please rate the existing situation of community participation by putting a tick (“✓”) mark below the number against each item where: 5 = Strongly Agree; 4 = Agree, 3 = Undecided; 2 = Disagree; 1 = Strongly Disagree.

S.N	ITEM	5	4	3	2	1
2.4.1	Parents comment on their children's homework					
<b>2.4.2</b>	The number of parents/guardians who attend school events is Improved					
2.4.3	A regular schedule of reporting student programs and achievement Exit					
2.4.4	Parent indicated high satisfaction rate of reporting process					
2.4.5	There is an active participation of the parent teacher association and sub- city education management and training Board.					
2.4.6	Class teacher's records identify the frequency and analysis of contact with parent and guardians					
2.4.7	School record document the number of parents and guardian who support in the school					
2.4.8	There is a school policy which embraces community involvements					
2.4.9	The school has records of the number of students engaged in community based programs					
2.4.10	The school produce public relations materials and distribute them widely inside and outside the school community					

### 3. Major Achievements Observed in Implementing SIP

According to your opinion, what is the major achievement in implementing SIP?  
Please rate the level of agreement for the achievements that observed in your school by putting a tick (“✓”) mark where 5=strongly agree, 4=agree, 3 = undecided, 2=disagree, 1=strongly disagree

S N	INDICATOR OF ACHIEVEMENT	RATING SCALE				
		5	4	3	2	1
3.1	The effectiveness of teaching and learning process has been enhanced (improved)					
3.2	Learning and assessment as well as students achievement has been improved					
3.3	Educational environment has become safe, supportive, and welcoming for all student					
3.4	Self- evaluation has been practiced and developed in schools					
3.5	Democratic culture has been introduced and developed in the schools					

If there are other indicators of achievement list her

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#### 4. Major Challenges Encountered In Implementing SIP

According to your opinion, what are the major achievements in implementing SIP? Please, rate the degree of challenges by putting a tick (“✓”) given below where applicable to indicate the seriousness of the challenge where : 5=strongly agree, 4=agree, undecided, 2=disagree, 1= strongly disagree. If you feel that there are other achievement not listed here, pleas state them in space provided and rate their seriousness.

SN	INDICATORS					
		5	4	3	2	1
4.1	Shortage of man power					
4.2	Resistance of the program from teachers					
4.3	Resistance of the program from the community					
4.4	Lack of necessary awareness, attitude and practical involvement in SIP implementation among teachers					
4.5	Lack of necessary awareness, attitude and practical involvement in SIP implementation among students					
4.6	Lack of necessary awareness, attitude and practical involvement in SIP implementation among the community					
4.7	Insufficient budget					
4.8	Lack of reward for those who deserve it					
4.9	Lack of effective leadership					

If there are any other challenges, please, list them.

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5. What do you suggest to improve implementation of school improvement program in the school?

## APPENDIX – II

### Gaafannoo barattootaan guutamu

#### Yunivarsiitii Finfinnee

Manneen barnootaa sadarkaa 1<sup>ffaa</sup> fi 2<sup>ffaa</sup> Godina wallaggaa bahaa tti xiinxala sagantaa fooyya'insa manneen barnootaa kan ilaallatu qo'annoo geggeessuf kan gargaaru raga seera qabeessa funaanuuf gaafannoo qophaa'e dha.

#### Seensa

Gaafannoon kun manneen barnootaa keessatti hojirra olmaa fi jijjirama sagantaa fooyya'insa manneen barnootaa kan ilaallatu qorannoo geggeessuun ciminaa fi dadhabina argame akkasumas saganticha irraa kan argame bu'aa fayida qabeessa adda baasuun fooyya'iinsa sagantichaa irratti yaada kennuuf kan gargaaru ragaa seera qabeessa funaanuuf kan qophaa'e dha. Bu'aan qorannicha irraa argamu fooyya'insa sagantichaf kan fayyaduu fi ga'e guddaa kan taphachuu danda'u jedhamee amanama. Kanaafuu galmaga'iinsa qorannichaatiif ragaa murteessoo ta'an , ifaa fi dhugaa irratti hunda'aan akka nuulaattan kabajaan isin gaafanna.

HUB: maqaa keessan barreessuu hinbarbaachisu. Deggersakeessaniif galatoomaa!

kutaa 1<sup>ffaa</sup> Ragaawaliigalaa

1. Aanaa manni barumsichaa itti argamu \_\_\_\_\_
2. Kutaa \_\_\_\_\_ Daree \_\_\_\_\_
3. Saala \_\_\_\_\_
4. Umurii \_\_\_\_\_

HUB: Himoota armaan gaditti tarreeffaman dubbisuu dhaan waa'ee mana barumsaa keessanii yaadaa ;ittiaansuun sadarkaa itti waliigaltanii/waliigaluudhiistan ibsuuf mallattoo("V") fayyadamuun deebiikeessan kennaa.

sadarkaa armaan gadii fayyadamaa:

5. Baayyeesaa waliin gala
4. waliin gala
3. kana hinbeeku /yaada kennuu hindanda'u
2. irratti waliin galu
1. Baayyeesaa waliin galu

kutaa 2<sup>ffaa</sup>

T.L						
		5	4	3	2	1
1	Baayyeen barsiisota keenyaa barnootichi akkanuu galuuf mala baruu barsiisuu addaa addaa fayyadamuun akka nuti barannu godhu					
2	Barsiisonni daree keessatti haasaan isaan godhan baayyinaan barnootaa wajjiin kan walqabate dha.					
3	Barsiisonni keenya baayyeen dandeettii saffisaan barachuu adda addaa qabaachuu keenya hubachuun akka dandeettii keenyaatti adda nubaasanii deggersa ni kennu.					
4	Barsiisonni keenya kaayyoo barnootaa guyya guyyaa yeroo baayyee nuu ibsu.					
5	Barsiisoti koo baayyeen ibsi isaan kennaan ifaa waan ta'eef rakkoo maleen huba dha.					
6	Barsiisoti koo baayyeen isaanii barattootaaf fakkeenyummaa gaarii qabu					
7	Barsiisonni mana barumsaa keenyaa baayyeen isaanii barattoota fedhii barachuu addaa qabaniif deggersa addaa nikennu.					
8	Barsiisonni mana barumsaa keenyaa saala, amantii fi gosa irratti hundaa'uun garaagarummaa utuu hin uumiin mirga barattoota hundaa walqixxumaan kabaju.					
9	Barnootni daree keessatti kennamu yeroo baayyee kannama qo'achiisuuf hirmaachisu dha					
10	Barsiisoti koo baayyeen isaanii gosa barnootaa barsiisan irratti dandeettii gaarii qabu.					
11	Barsiisonni dandeettii isaanii akka gaariitti nuuf qoodu.					
12	Barsiisonni baayyeen tokko tokkoo fedhii barattoota guutuu dhaaf haala nimijeessu					
13	Barattoonni mana barumsaa keenyaa bayyeen isaanii sagantaa					

	hawaasa waliin walqunnamsiisuu fi gumiiwwan mana barumsaa keessatti ni hirmaatu.					
14	Barsiisonni mana barumsaa keenyaa baayyeen isaanii addunyaa mana barumsaa alatti jiruun akka wal quunnamnu bakka omishaa,Dhaabbilee ,waajiroolee fi kkf naannoo keenya jiranitti nugeessuun akka barannu nugodhu.					
15	Wayitii barnootaa hunda dammaqinaan nan-hirmaa dha.					
16	Manni barumsaa keenya gosabarnootaa barattooni dadhabina itti agarsiisan adda baasuun akka isaan fooyyeffatan gochuuf kan dandeessisu sagantaa adda qaba.					
17	Barsiisonni waa'ee qabxii barnootaa olaanaa argachuu qabnuu fi waa'ee amala qabaachuu qabnuu walitti fufiinsaan nuu ibsu.					
18	Qulqullina Hojii hojjennuuf duub-deebiin ifaa ta'e nuu kennama.					
19	Barsiisonni baayyeen qabxii barnootaa galmeessine irratti hundaa'uun barnoota baranne caalatti akka hubannu gochuu dhaan qabxii fooyyaa'a akka finnu nu godhu.					
20	Manni barnootichaa madaallii haala barnoota keenyaa irratti nuu hirmaachiseera.					
21	Manni barnootaa keenya akkaataa gabaasa qabxii barnootaa keenya maatii keenyaaf itti dhiyeessu irratti barattooni akka itti hirmaatan hingodha.					
22	Manni barumsichaa waan hundumaarra dursaa godhatee kan socho'u fedhii barachuu barattootaa guutuu fi qabxii keenya ol guddisuu irratti waan ta'eef mana barumsichaa irratti itti quufinsa guddaan qaba.					
23	Mana barumsichaa keessatti milka'aa ta'uuf/qabxii gaarii fiduuf/carraasaa qaba.					
24	Mana barumsichaa tti barsiisotaa fi barattoota gidduu walitt dhufeenya gaaritu jira.					
25	barsiisotaa fi barattoota gidduu iftoominaan kan guutee fi walqixxummaa irratti kan hundaa'ee walitti dhufeenyi jira.					

26	Adeemsa barachuu keessatti bilisummaan kan natti dhaga'amu ,fudhatama kanan qabu fi of itti amanamummaa qaba jedheen amana.					
27	Manni barumsichaa murtoo mana barumsaa keenyaa irratti barattoota hin hirmaachisa.					
28	Manni barumsichaa barattoonni geggeessummaa irratti /fkn geggeessummaa gumiiwwan iirratti/akka hirmaatan godheera.					
29	Dareewwan barnootaa barnootaaf kan nama kakaasaan naannoo barnootaa mijataa dha .					
30	Manni barumsichaa ifaan kan taa'e ,fudhatama kan argate fi hojiirra kan oole qajeelcha bulciinsa barattootaa dhaabbataa qaba.					
31	Duudhaalee gurguddaa mana barumsichaa ibsuu danda'eera.					
32	Mana barumsaa fooyyessuuf dhimmi dursi kennameef kan kaa'ame hawaasa mana barumsichaa mariisuuni dha.					
33	Bulchiinsi manabarumsichaa qajeelcha barnoota fedhii addaa ogganuun, to'achuun, madaaluun ittigaafatamuummaa oggummaa isaa ba'eera.					
34	Gabaasi waggaa koree fooyya'insa mana barnootaa xumuramee barattoota dabalatee abbaa dhimmaa hundaaf qoodameera.					
35	Gamtaan maatii fi barsiisotaa koreen fooyya'insa mana barumsaa fi bakka bu'oonni barattootaa adeemsa kenniinsa murtii kennuu manabarumsichaa irratti akka hirmaatan ta'eera.					
36	Bara kana Mana barumsichaa keessatti dhimmoonni dursi kennameef maal akka ta'e ibsuu danda'eera.					
37	Maatiin koo hojiimanaa koo ilaaluun yaada itti kennu.					
38	Gaazeexaa fi barreeffamootni addaa addaa mana barumsichaa dhimmoota yeroo kan of keessatti qabateef kannama harkisan fi nama rarraasani dha.					
39	Ayyaana/walga'ii/ Manni barumsichaa qopheesse irratti lakkoofsi maatii /guddistuu/ argamanii guddaa dha.					

## **APPENDIX – III**

### **Qindeessitootaaf**

#### **Gaaffiiwwan Af-gaaffii (interview) raga funaannachuuf qophaa’e**

I. Qophii raawwii Sagantaa fooyya’iinsa manneen barnootaa ilaalchisee

1. Sagantaan fooyya’iinsa manneen barnootaa utuu hojiirra hin ooliin dura saganticha ilaalchisee mariin qorannoo geggeeffamee turee? Abbootiin dhimmaa irratti hirmaatanii turanii?
2. Sagantaa Fooyya’iinsa manneen barnootaa hojiirra oolchuu dhaaf Caasseffamni jechuunis , koree fooyya’iinsa mana barnootaa ,koree gamtaa maatii fi barsiisotaa hundeeffameeraa ?
3. Manni barumsichaa sagantaa fooyya’iinsa mana barnootaa kan hojiirra oolchuu karoora waggaa sadii qabaa? karoorri qophaa’e hunda hirmaachiseeraa?

II. Sagantaa Fooyya’iinsa Mana barnootaa hojiirra oolchuun jijjiirama argame ilaalchisee

4. Manni barumsichaa waggaa waggaan madaallii dhuunfaa ni geggeessaa? Jijjiiramaa fi Raawwii sagantaa fooyya’iinsa mana barnootaan argame madaaleeraa? Sadarkaa maaliirra jiraa?
5. Sagantaan fooyya’iinsa Manneen barnootaa hojiirra oluu isaatiin adeemsa baruu barsiisuu irratti fooyya’iinsa argame?
6. Sagantichi hojiirra ooluu isaatiin naannoo mijataa barnootaa uumameeraa?
7. Saganticha irratti hirmaannaan uummataa ammamii?
8. Raawwii sagantichaa fooyyessuuf maaltu ta’uu qaba?

## APPENDIX – IV

### Observation check list

The researcher will observe specifically the school compound, physical facilities, instructional materials, furniture and equipment's.

NO	Observation points	Available	Functionality
1	Conducive learning /school environment		
	- toilet room		
	- clean water		
	-The greenness of the school environment		
	- playing filed according to the standard.		
	-cafeteria services for the school community.		
2	adequate school facility, furniture ,and equipment for the Teaching –learning process		
	- student text book and teachers guide		
	- laboratory rooms ,equipment and chemicals		
	- library serves		
	- pedagogical center		

## APPENDIX – V

### DOCUMENT REVIEW CHECK LIST

The research will conduct document review on the following documents such as the school strategic plan, reports, mark lists, portfolios, discipline polices, disciplinary case records, community involvement records and school standard.

NO	SCHOOL DOMAIN RELATED TO TEACHING-LEARNING
1.	Teachers evaluate students learning towards instructional objectives on a varied and continuous basis.
2.	The school has strategies and intervention in place to develop elasticity in students (for instance, make up classes tutorial classes)
3.	Class teachers records identify the frequency and analysis of contact with parent or careers
	<b>Safe and Enabling School Environment Domain</b>
1.	The school has a discipline policy
2.	The school has a detailed record of disciplinary problems occurred in the school to prevent their reputation.
3	The school has professional code of practice and a conflict resolution process
4	Students are provided with opportunity to participate sexual, health and relationship programs to prevent all them from HIV/AIDS and unwanted pregnancy for girls
	SCHOOL DOMAINS RELATED TO LEADER SHIP AND MANAGEMENT
1	School strategic plan include intended out comes strategies ,and resources ,measure of achievement ,time lines and personal responsible

2	Goals are framed in a way that can be bench marked through the school year and measured at year's end.
3	The school strategic plan incorporates value, ethics guiding principles of the school.
4	Professional learning programs are establish proper CPD and mentoring
5	Structure exist that promote students participation in school decision making (for instance student parliament, and class meeting to reflect on their learning)
6	External validation affirms school self-assessment, planning process and procedures
	<i>SCHOOL DOMAIN RELATED TO COMMUNITY INVOLVEMENT</i>
1	There is a plan for welcoming parents and make them feel part of the school(school opening day, parents event)
2	The school has a written policy that specifies the area for parent involvements
3	Community involvement records and minutes of meetings indicate the number of parents/community involvement in the school