

**ASSESSMENT OF IN-SCHOOL FACTORS AFFECTING THE QUALITY
OF EDUCATION IN GOVERNMENT SECONDARY SCHOOLS OF
ARADA SUB CITY IN ADDIS ABABA**

**A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
PLANNING AND MANAGEMENT**

**PRESENTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN
SCHOOL LEADERSHIP**

BY

MULUKEN TIRUNEH

ADDIS ABABA UNIVERSITY

ADDIS ABABA, ETHIOPIA

June, 2017

Addis Ababa University

School of Graduate Studies

This is to certify that the thesis is prepared by Muluken Tiruneh entitled: An Assessment Of In School Factors Affecting The Quality of Education In Government Secondary Schools Of Arada Sub-City In Addis Ababa Administration and submitted in partial fulfillment of the requirements for the Degree of Master of Art (Educational leadership and Management) complies with the regulation of the university and meets the accepted standards with respect to originality and quality.

Signed by the examining committee

Examiner _____ Signature _____ Date _____

Examiner _____ Signature _____ Date _____

Advisor _____ Signature _____ Date _____

Chair of Department or Graduate Program Coordinator

DECLARATION

I, the undersigned, declare that this thesis entitled” assessment of in-school factors affecting the quality of education in government secondary schools of Arada Subcity in Addis Ababa “ is my original work and has not been presented for a degree requirements by any other individual and all sources materials used for the thesis has been duly acknowledged.

Name and Signature: _____

Date: August 12/2017

Confirmed By:

Name Ayalew Shibeshi (Asst. Professor) Thesis Advisor

Signature:_____

Date:_____

ACKNOWLEDGMENTS

First and for most, my profound gratitude goes to my advisor, Ato Ayalew Shibeshi (Associate Professor at AAU) who devoted his time and energy with no reservation in guiding me. He is so helpful, respectful and kind too.

Also, I would like to give due thanks to my friends, in particular Gezu Belete the principal of the school, Woinshet Tufa The secretary of schools and Yewonedweson Shenkute(experienced teacher) for advising and helping me. Moreover, my heartfelt thanks go to to Abebe Leyew who were encouraging and supporting me from the beginning to the end of this paper.

The research wouldn't have been completed without the collaboration of the 4 sampled schools' community. I would like to thank them too.

TABLE OF CONTENTS

ACKNOWLEDGMENTS	i
TABLE OF CONTENTS.....	ii
LIST OF TABLE	v
ABBREVIATION AND ACRONYMS	vi
<i>ABSTRACT</i>	viii
CHAPTER ONE.....	1
1. Introduction.....	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem	3
1.3 Research Questions	5
1.4 Objectives of the Study	5
1.4.1 General Objective	5
1.4.2 Specific Objectives	5
1.5 Significance of the Study	6
1.6 Delimitation of the Study	6
1.7 Limitation of the Study	7
1.8 Operational Definition of Key Terms	7
1.9 Organization of the Study	7
CHAPTER TWO	9
2. Literature Review.....	9
2.1 The Concept of Quality Education.....	9
2.2 Quality of Education in Africa (State of Education in Aferica Repoert (2015)).....	11
2.3 Quality of Education in Ethiopia.....	13
2.4 Measurement of Quality Education.....	15

2.5	Quality, Efficiency and Effectiveness	16
2.6	The Factors Affecting Quality Education.....	17
2.6.1	Students’ Capacity and Motivation to Learn	17
2.6.2	Teachers’ Knowledge, Skill, Experience and Motivation	17
2.6.3	Relevance and Development of the Curriculum.....	19
2.6.4	Quality of Infrastructure	20
2.6.5	Text Books	22
2.6.6	The Class- size	23
2.6.7	School Management.....	24
2.6.8	Instructional Time	25
2.6.9	Language of Instruction	26
2.7	Mechanisms to Minimize the Effects of In-School Factors on Quality Education in General Secondary Schools.....	27
2.7.1	Reducing the Number of Students in the Classroom.....	27
2.7.2	Provide Enough Teaching Materials.....	28
2.7.3	Improve Teachers Qualification	29
2.7.4	Improve the Content of the Curriculum.....	29
CHAPTER THREE		33
3.	Research Design and Methodology	33
3.1	Research Design.....	33
3.2	Sources of Data	33
3.3	Instruments of Data Collection	34
3.4	Participants of the Study (Target Population).....	37
3.5	Sampling Size and Sampling Techniques	37
3.6	Data Analysis Techniques	38

3.7	Ethical Considerations.....	39
CHAPTER FOUR.....		40
4.	Presentation, Analysis and Interpretation of Data	40
4.1	Characteristics of Respondents	40
4.1.1	Factors Related To Students Capacity & Motivation	44
4.1.2	Factors related to Teachers competency and Training	50
4.1.3	Factors Related to Instructional Language Used in Teaching and Learning	59
4.2	Strategies to be Taken in Order to Improve the Quality of Education.....	62
CHAPTER FIVE		64
5.	Summary, Conclusions and Recommendations.....	64
5.1	Summary	64
5.2	Conclusion of the Study	68
5.3	Recommendations	70
Reference		73

LIST OF TABLE

Table 1: General information about the teachers (about sex and age).....	42
Table 2. General information of Students	43
Table 3: Items related to students capacity & Motivation	44
Table 4: Factors related to teachers knowledge, skills, experience & motivation Items related to teachers knowledge, skills, experience & motivation.....	46
Table 5: Items related to teachers competency and Training.....	50
Table 6: related to Relevance and development of the curriculum.....	53
Table 7: Factors related to school facilities	54
Table 8: Factors related to Class size Items Related to Class size.....	57
Table 9: Items related to Instructional language used in teaching and learning	59
Table 10. Terms Related To Mechanisms (strategy to be taken).....	62

ABBREVIATION AND ACRONYMS

ARK	Absolute Return for Kids
EFA	Education for all
ERGA	Early Grade Reading Assessment
ESDP	Education Sector Development Program
DFID	Department for International Development
ETP	Education and Training Policy
FDG	Focus Group Discussion
FHI	Family health initiative
GEQIP	General Education Quality Improvement Package
ILO	International Learning Objectives
IT	Information Technology
MA/MSc	Master of Art/ Master of Science
MDG	Millennium Development Goals
MoE	Minister of Education
NLA	National Learning Assessment
OECD	Organization for Economic Co-operation
PEAS	Promoting Equality in Africa Schools
READ	Reading for Ethiopia's Achievement Developed
RTI	Research Training Institute

SPSS	Statistical Package for Social Science
UN	United Nations
UK	United Kingdom
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USA	United States of America
USAID	<i>United states Agency For International Development</i>

ABSTRACT

The main purpose of this study was to identify in-school factors affecting the quality of education in government secondary schools in Addis Ababa: in case of Arada sub city to address this study, the four basic research questions were what are the major in-school factors that affect the quality of education in Secondary government schools of Arada Sub city? To what extent does the level of competence and experience of school Principals affect quality of secondary education? How do teachers and school principals view the relevance and appropriateness of the curriculum for secondary schools? What Strategies are helpful to manage the in-school factors affecting the quality of education in secondary schools of Arada sub -city? For this purpose, four government secondary schools were randomly selected from all six secondary schools in the sub-city. The respondents were 320students,74 teachers,16 department heads, 12 vice principals, 4 principals 3 supervisors, . All were randomly sampled except principals and supervisors who were taken as whole. To gather information, questionnaire on five point liker scale, interview, and observation, analysis were used. from the field were coded and entered in to the computer for analysis using SPSS version-20 for windows. Descriptive and inferential statistics were applied for data analysis. Reliability of the instrument was computed by using reliability statistics. The results of the data analysis were presented using frequency, percentage. The study revealed that even if there is much emphasis on improving quality of education, still no considerable progress has been observed in the study area. According to the key finding of this study, mainly focused on factors related to students capacity & motivation, related to teachers knowledge, skills, experience & motivation, related to teachers competency and training, related to. Relevance and development of the curriculum, related to school facilities, related to class size, related to instructional language used in teaching and learning, and strategies to be taken in order to improve the quality of education. To alleviate the prevailing problems, there is a need to upgrade and check the professional quality of teachers since good school facilities, small size class-room and other adequate resources alone cannot yield good results. Finally, the researcher based on the finding recommended that strong collaboration among stakeholders is one of important tools to insure quality of education in Arada sub city .

CHAPTER ONE

1. Introduction

This chapter consist of the background of the study, statement of the problem, objectives of the Study, significance of the study, delimitation of the study, limitation of the study, definition of the key terms and organization of the study

1.1 Background of the Study

Education is considered as one of the key factors that affect development. Each country's policy defines quality of education according to its own economic, political, social and cultural vision. Many educators, researchers and politicians have tried to define this term and a number of different definitions can be found in the literature. Quality of education is customarily defined and judged by student learning achievements in terms of traditional curriculum and standards. Quality also related to the relevance of what is taught and learned and how well it fits the present and future needs of the particular learners in question given their particular circumstances and prospects (Adams,1993).

The precise meaning of education quality and the path to improvement of quality are often left unexplained. Examined within context, education quality apparently may refer to inputs(numbers of teachers, amount of teacher training, number of textbooks), processes (amount of direct instructional time, extent of active learning), outputs (test scores, graduation rates), and outcomes (performance in subsequent employment). Additionally, quality education may imply simply the attaining of specified targets and objectives.

Attention to the concept of quality education has come to the most noticeable issue as learners, Parents and communities, educators, leaders and nations acknowledge that what is learned and how learning occurs is as important as access to education. But, one difficulty is that while most people understand intuitively what they mean by "quality of education", "there may not be a common understanding of the term. According to UNESCO (2003), the conventional definition of quality education is linked directly to such critical components as teachers, content,

methodologies, curriculum, examination systems, policy, planning and management and administration.

The quality educational processes require well trained teachers who are able to use learner centered teaching and learning methods. Moreover, Chapman *et, al.* (1996) tells something about administrative system that supports effective learning. This presupposes a system that is well managed with transparent processes guided by the implementation of good policies and appropriate legislative framework. It also requires sufficient resources, recognizing the full range that can be brought to bear in support of education.

As a result of the expansion of the educational system, many challenging factors have emerged throughout the work. The situation is worse especially in developing countries. The issue of quality of education had been and is still a major concern in the Ethiopian education system. Among other things, provision of quality education has been given more emphasis at all levels by Ministry of Education. Ministry of Education indicates that throughout the education system the increase enrolment would be complemented by improvements in quality-from better trained and motivated teacher, more relevant curricula, more books, improved school environment, and improved internal efficiency and examinations which will provide feedback to schools to help improve classroom teaching (MoE,1999). In recent years, the MoE has introduced a program called General Education Quality Improvement Package (GEQIP) which is designed to improve the quality of education (MoE,2004

The objective of the program was to increase the achievements of students with respect to measurable learning outcomes, primary completion rates and secondary entrance rates. The school effectiveness approach is particularly suitable for GEQIP given the politically and fiscally decentralized structure of the Ethiopian education system and in which quality improvement will depend on the capacity of school leadership to work with teachers, parents and students to diagnose constraints and implement changes to improve results. Many changes are currently taking places in the educational institutions (UNESCO, 2006).

Although, the New Education and Training Policy is intended to improve the quality of education (MoE, 2002), due to the above and other factors, the Ethiopian Education system is

facing a great problem. The level of quality of education is being the talk of parents, teachers, employer agencies and the community in general.

1.2 Statement of the Problem

The aim of expanding a basic level of quality education to all children, young people, and adults globally was a major goal agreed upon at the 1990 World Conference on Education for All (EFA), in Jomtien, Thailand. Economists, politicians, and educationalists alike have meanwhile argued that the expansion of educational opportunity is foundational to a nation's accelerated socioeconomic growth and development. The result has been investment in initiatives to improve accessibility to basic education as measured by various indicators of success, namely increased enrollment rates. Yet despite significant gains in access achieved in the past decade, attention has shifted to the quality of this educational expansion. The obvious question policy makers are asking is: what good is access to education if students are in school and they are not learning?

But the concept of educational quality is itself multifaceted, complex, and difficult to define and measure. Most studies that attempt to operate quality do so by reducing it to the measurement of student achievement on assessments of basic cognitive skills. Most of these are essentially school effectiveness studies that rely on a linear input-outcome model of education and even within this framework, those factors which are most convenient and easily measured are chosen piecemeal. Some, more thoughtful, studies include caveats that all the dimensions of quality cannot be measured. The latest trend to improve educational quality is the development of basic cognitive skills. UNESCO (2004) and the United States Agency for International Development (USAID) (2011) have concluded that benefits accrue to the individual, community, society, and formal education system itself when traditional schooling is supported by early learning and literacy skills development programs. The refocus on improving basic skills is in part a result of the proliferation of national and international assessments. Poor results on these assessments have signaled to national governments and the international donor community that educational quality is poor and to improve it, basic skills must be ^{mastered}. Luis Crouch, head of the Global Good Practice Team of the Global Partnership (formerly the Fast Track Initiative), in a 2009 presentation to USAID, argued that quality of education is directly related to the early acquisition and utilization of literacy skills. Since the overthrow of the autocratic Derg regime in

1991 and Ethiopia's subsequent commitment to EFA goals, the primary gross enrollment rate increased from less than 30% to over 90%. The Government of Ethiopia (GOE) sees education as a key piece to achieving its long-term goal of becoming a middle-income country by 2025. Quality is also a central goal of new educational reforms in the country. The Ethiopian Ministry of education (MOE), in coordination with its development partners, has begun massive efforts toward improving the quality of education: the GEQIP and the READ. But according to student achievement on standardized tests, the quality of the educational system is deteriorating with its increased accessibility. The MOE (2007) has clearly noted the challenges facing the country with regard to education quality, stating, "The achievements in enrollment have not been accompanied by sufficient progress in the quality of education – in fact, in some areas, quality has deteriorated, at least partly as a result of rapid expansion" (p. 72). Specifically, Ethiopia's latest National Learning Assessment (NLA) in 2007 shows a significant decline in achievement when compared with scores from the 2000 baseline.

In 2010, with the help of the international NGOs Research Triangle International (RTI) and FHI 360, the Ethiopian Ministry of Education (MOE) conducted an Early Grade Reading Assessment (EGRA). The results were dismal, indicating that at least 80% of children are not reading at the MOE's expected oral reading fluency rates. Piper (2010) notes that while children are attending school in Ethiopia for two or three years, a significant percentage remains illiterate. As a result, the Ethiopian government and bilateral and multilateral foreign aid donors are investing heavily in multiple large scale efforts to improve the quality of basic education through the improvement of early grade literacy skills. To this end factors affecting the quality of education should clearly be identified. What factors constitute and are associated with low quality of education in Ethiopians is a critical, yet largely unexamined topic. Therefore, exploring factors responsible for the deterioration of quality education in the country is a timely effort

To Address the problem of government secondary schools requires additional resources which could be expressed in human, material and financial terms. Furthermore they need other important measures. In similar manner Arada sub city in Addis Ababa shares the problem of quality education.

1.3 Research Questions

The purpose of this study is to identify the major in-school factors that influence the educational qualities and to examine how they affect the quality of education in secondary government schools of Arada sub-city in Addis Ababa City Administration. To investigate these factors, the study attempted to answer the following basic questions.

1. What are the major in-school factors that affect the quality of education in Secondary government schools of Arada Sub city?
2. To what extent does the level of competence and experience of school principals affect quality of secondary education?
3. How do teachers and school principals view the relevance and appropriateness of the curriculum for secondary schools?
4. What Strategies are helpful to manage the in-school factors affecting the quality of education in secondary schools of Arada subcity?

1.4 Objectives of the Study

1.4.1 General Objective

The major objective of this study is to identify and improve the major school factors affecting the quality of education in secondary schools of Arada sub city, City government of Addis Ababa.

1.4.2 Specific Objectives

This study aimed specifically on the following:

To identify the major in-school factors that affects the quality of education.

- To examine the extent to which the level of competence and experience of school principals affect quality of secondary education.
- To assess the perception of teachers and school principals about the relevance and appropriateness of the curriculum for secondary schools.

- To suggest strategies which are helpful to manage the in-school factors affecting the quality of education in secondary schools of Arada sub city

1.5 Significance of the Study

This study provide an insight to in school factors that affect quality of education in government secondary schools. Besides, it may help teachers, parents, students, principals, educators and policy makers to identify important variables that directly or indirectly affect quality of education in government secondary schools. They also examine in school factors that affect quality of education in secondary schools and to maximum and improve quality of education . doing so, this study help the Arada sub city education office and secondary schools by providing clues on measures to be taken and strategies to be devised in an attempt to overcome challenges on in school factors that affect quality of education in secondary schools. The study also helps as an initial reference for further study on in school factors that affect quality of education in secondary schools and achieve maximum quality of education.

1.6 Delimitation of the Study

This study was delimited to Arada sub city and all the findings and conclusions reflect the actual situation in government secondary schools in the sub city. To make the population manageable, the study was delimited in government secondary schools of grade9 th and 10th. The respondents of the study were the government secondary school students of grade9 th and 10th, teachers of grade (9-10th), school principals, vice- principals, department heads and supervisors. The factors for such differences were many and all the factors could not be treated by this study. Thus, this study was delimited to in school quality of education in government secondary schools , such as students capacity & motivation, teachers knowledge, skills, experience & motivation, teachers competency and training, Relevance and development of the curriculum, school facilities, class size, instructional language used in teaching and learning, and strategies to be taken in order to improve the quality of education in government secondary schools.

1.7 Limitation of the Study

There were several problems in the course of the study that the researcher faced. Time and financial constraints are the major problems that forced the writer to limit the number of respondents. A relevant and up to date written material is other problem that affected the scope and the depth of the study.

1.8 Operational Definition of Key Terms

Curriculum: refers to the lessons and academic contents taught in a school or in a specific course or program.

Input: related to the resources that go into the school system.

In-School Factor: It is a cause that influences students' performance within the school system like students, teachers, curriculum, facilities, school management, and educational processes, instructional time, and language of instruction and methodology of teaching evaluation.

Out of School Factor: It is a general determiner of students' performance within and outside the education system such as political, cultural, economic, demographic and global conditions.

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

Quality indicators- are the bench marks with which we can systematically assess the quality of education.

Quality: is the level of excellence in performance which can be measured by establishing acceptable criteria and standards of good performance.

1.9 Organization of the Study

This research report has five chapters. Chapter one deals with the problem and its approach that comprises background of the study, statement of the problem, objectives of the study,

significance of the study, delimitation of the study, limitation of the study and operational definition of key terms as well as organization of the study. Chapter two presents review of related literature. Chapter three concentrates on the research design and methodology. Chapter four focuses on the presentation, analyses and interpretation of the data. Finally, chapter five consists of summary of the main findings, conclusions and

CHAPTER TWO

2. Literature Review

This chapter treats review of related literature regarding with the general Concept of quality education, quality of Education in Africa ,quality of education in Ethiopia ,measurement of quality of education, quality, efficiency and effectiveness, the factors affecting quality of education and ,mechanisms to minimize the effects of in-school factors on quality of education in general secondary schools

2.1The Concept of Quality Education

Different writers have tried to explain quality. For example, Quality can be defined by means of identifying longer-term aim, which helps to define medium term goals and lead to the immediate short-term objectives. By closely specifying objective and striving to achieve them, we find ourselves led towards the achievement of related goods and pursuit of the ultimate aims (Hoy, Bayne-Jardine& Wood; 1999)

Quality is at the heart of education. It influences what students learn, how well they learn and what benefits they draw from their education. The question to ensure that students achieve decent learning outcomes and acquire values and skills that help them play a positive role in their societies is an issue on the policy agenda of nearly every country (Barrette, 2006).

According to Cheng (1997), quality can be defined as exceptional, perfection, fitness for purpose, value for money or transformation. On the other hand, the term quality in management literature has different meanings. It has been variously defined as conformance to specifications, conformance to requirement, defect avoidance and meeting customer expectations. Quality, like beauty, is subjective; it is a matter of personal judgment. All these different definitions seem to have no consensus at all; however, they are correlated. In general, quality education is a rather controversial and vague term. Furthermore, Cheng contends that quality implies a scale and often denotes standards. An object can be of good or poor quality, or it can meet, or fail to meet, a standard. As a matter of fact, the controversy that arises in defining the quality of education is not really quality itself as such but the perspective and interest that has been put in education. In

other words, education has many aspects which can be taken as the focus of attention since education has many purposes and components. In the end, quality becomes a subjective and personal judgment. As such quality remains elusive and subjective (Cheng, 1997).

According to UNESCO (1990), quality of education includes liberty, numeracy and life skills which are inculcated through teachers, content, methodologies, curriculum, examination systems, policies, management and administration. With these definitions, education is expected to make a contribution to a sustainable human development, quality of life at individual, family, societal and global levels. UNESCO (2004) stresses that, education is a human right. Thus, participation in a high quality of education is an important end in itself. The practice of human rights in education and education as a right facilitates the fulfillment of other rights.

Therefore, education quality is a multi-dimensional concept and cannot be easily assessed by only one indicator. In other words, different country and people may use different indicators to assess education quality and different strategies to achieve education quality. For assessing school education quality, different indicators or parameters may be developed to measure performance of an education institution in different aspects of input, process and outcome (Tenner& Detoro, 1992).

Expanding access to and quality of basic education were major goals agreed upon at the 1990 World Conference on Education for All (EFA) in Jomtien, Thailand. The conference built on a growing realization by the international community that despite being on the international agenda since 1948 with the ratification of the Universal Declaration of Human Rights, free and compulsory primary education was still not available for all children around the world. The EFA goals focused on meeting basic needs of education by agreeing to: expand universal access to learning, focus on equity, emphasize learning outcomes, broaden the scope of basic education, enhance the learning environment, and strengthen international partnerships to achieve the above (UNESCO, 1990).

A decade later, when it became clear that the original EFA goals would not be met in time for the year 2000 deadline, the international community reconvened in Dakar to participate in the World Education Forum in 2000. They reconfirmed the importance of the original EFA goals through the establishment of six new EFA goals, which are being pursued today: one of which is

improving all aspects of the quality of education and ensuring excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy, and essential life skills (UNESCO, 2000a). But there is little clarity about how educational systems could and should be meeting such objectives. The data regarding access are more simply quantifiable than the data on quality; access indicators include overall net enrolment, ratios, and retention rates (United Nations, 2000). But what about quality?

As the lead coordinating organization of other agencies and organizations in reaching the EFA goals, UNESCO provides a definition of a quality education as “one that satisfies basic learning needs and enriches the lives of learners and their overall experience of living” and notes that efforts to expand access to education must be coupled with efforts to improve quality if children are to be attracted to school, remain in school, and achieve meaningful outcomes (2000). With such a definition it is already clear that many different factors are associated with educational quality. How a quality education is defined varies across stakeholder groups. The various questions that different stakeholders might ask about quality highlight the complexity of the issue. As noted, quality of education is universally accepted as an important concept in education, yet it is difficult to conceptualize and even more difficult to form a consensus on how it should be achieved and evaluated.

2.2 Quality of Education in Africa (State of Education in Africa Report (2015))

A secondary education is essential in preparing students for higher education and important life skills. Additionally, a secondary education provides the skills and tools to help meet a country’s growing demands for highly skilled and educated workers in a globalized world. There is a growing recognition among African governments on the need to invest in and expand access to secondary education.(UNESCO 2015)

The good news is that sub-Saharan Africa achieved the greatest gains in secondary education participation compared to all other regions of the world between 1999 and 2012. Worldwide, there were 552 million youth enrolled in secondary schools in 2012. Some 49 million secondary students resided in Africa. After graduating from primary school, many students are finding it

difficult to attend secondary schools close to home. Across Africa, secondary schools can accommodate only 36 percent of qualifying secondary students (UNESCO 2015) . Ensuring a quality education at the secondary level will prepare students for institutions of higher learning and training, and produce graduates with the needed skills for the local labor market. Today, secondary education is still largely reserved for a privileged few. Governments are recognizing the importance of investing in a secondary education. So, the challenge for African governments is not just to expand secondary education, but to enhance the quality of education at the same time.(World Bank 2015)

Some African governments are exploring a wide variety of financing options to boost the quality and capacity of secondary schools. In Uganda—where 72 percent of secondary school-aged children are not in school—a public-private partnership is enabling more adolescents to gain an affordable, quality secondary education. For this partnership, nonprofit social enterprise organizations Promoting Equality in African Schools (PEAS) and Absolute Return for Kids (ARK) operate a network of secondary schools, which are financially supported by the Ugandan government.

A good quality secondary education is critical for developing the required knowledge, skills and attitudes to support health and well being as well as sustainable livelihoods and inclusive economic growth. The development of higher order cognitive and affective skills is also key as many low income countries aspire to become knowledge economies. A key target of the recently adopted Sustainable Development Goal for education (Goal Four) is to ensure by 2030 that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes. Whilst there has been progress in expanding access to primary education in the context of the Millennium Development Goals, this has put additional pressure on the urgent need to expand access to secondary education. At present, millions of learners are denied access to a good quality secondary education including girls, learners in urban slum and rural areas, learners with disabilities and members of ethnic minorities(United Nations 2015)

In 2012, the average gross enrolment ratio for lower secondary for sub-Saharan Africa was 50% (53% for boys, 46% for girls) (EFA Global Monitoring Report team, 2015). For those who do gain access, many enter secondary education with low levels of learning including basic literacy and numeracy. Teachers also often have weak subject and pedagogical knowledge on entering the profession contributing to poor learner outcomes. Improving the professional capabilities of educators to deliver quality teaching in challenging delivery contexts is key for raising the quality of education for all including the most marginalized.

2.3 Quality of Education in Ethiopia

As a signatory of the regional and global EFA proclamations in the past decade, Ethiopia has made remarkable progress toward achieving a part of the EFA goals. Since the overthrow of the Derg in 1991, the primary gross enrollment rate has increased from less than 30% to over 90%. But like many other developing countries, standard indicators of educational quality suggest that the quality of the education system is not keeping pace with its increased accessibility. Specifically, Ethiopia's latest NLA in 2007 shows a significant decline in achievement when compared with scores from the 2000 baseline. Only 13.9 percent of students scored more than 51 percent—the standard to pass the national examination—24 percent of students scored 51 percent, and the majority, 62.1 percent, scored below 51 percent. Further, data collected through the EGRA in 2010, show that at least 80% of children are not reading at the expected oral reading fluency rates. While children attend school in Ethiopia for two or three years, a significant percentage of them remain illiterate (Piper, 2010).

These issues, and specifically their relationship to the concept of quality of education, have been widely acknowledged by the Ethiopian government and its international development partners. It is already clear that the quality policy agenda in Ethiopia is framed and measured by the tendency to reduce quality down to student achievement on selected assessments. This fact will frame the following discussion of the development and structure of Ethiopia's education system and highlight policies that are being implemented to improve quality.

The 2007 NLA report noted that the key factors attributed to low student achievement low quality of education included: poor school organization and management, inadequate teacher

training on subject mastery and pedagogic skills, inadequate school facilities, and insufficient curricular and instructional materials. Teacher preparation is one of the challenges facing the education system and its quality in Ethiopia. The expansion of the educational system has also created a serious shortage of teachers. According to the Ministry of Education (2005), 97.1 percent of the first-cycle (Grades 1-4) and 28.7 percent of the second-cycle (Grades 5-8) primary-school teachers were certified in 2002-2003. The percentage of certified secondary-school teachers was 39 in 2002-2003. The table below describes the progression of certified teachers between 2000-2001 and 2002-2003. One can see through these data that the slow pace at which teachers are being certified has not been keeping pace with the increasing pupil/teacher and pupil/section ratios.

The Ethiopian education system is heavily influenced by resource and system constraints. Class sizes are quite large; 2008 estimates indicate that the primary and secondary pupil/teacher ratios are 59 to 1 and 48 to 1, respectively (MOE, 2008). The number of schools has rapidly expanded, but they are under resourced and lack materials, teaching aids, and books. Resource constraints also cause Ethiopia to use examinations as a barrier to entry into higher levels of education, as is common in many other sub-Saharan African countries (Piper, 2009). There has been considerable expansion of both private and public higher education institutions recently in the past decade, resulting in increased overall enrollment and intake capacities. But, as of 2008 (the latest data provided by the MOE), the gross enrollment rate in higher education was approximately 3.8%. While primary gross enrollment has increased to 91.7%, junior secondary gross enrollment is only 39.7%, and is more unevenly distributed geographically than elsewhere on the continent (MOE, 2011).

The MOE (2007) also considers the low motivation of teachers and students, the lack of and/or non-use of teaching-learning aids, insufficient provision of reference materials, weak capacity to correctly interpret, plan, implement and monitor policies and programmes; and inadequate resources for operations to continue to be problematic. Hoot et al (2004) found that the reality that few would ever make it to higher education attributed to lower educational aspirations, and in rural areas, the opportunity cost of education likewise contributed to lower educational aspirations.

2.4 Measurement of Quality Education

As stated earlier in education is difficult to define and measure (World Bank, 1995). Regarding this, Tegegn Nuresu (1998) expressed that a discussion on the quality of education usually focuses on level of pupils' achievement in examinations, parents' satisfaction of the outcome of education, relevant skills, attitude and knowledge acquired for life after schooling and the condition of learning environments. However, some of these are subjective and hence, are difficult to measure. There are a number of indicators that contribute the quality of educational provisions. These are: class- size, availability of facilities and qualification of teachers. One indicators of the quality of school work is the rate and frequency with which students complete an assignment; the performance, moreover, must conform to the requirements of the task (Schlechty, 1990). On the other hand, the quality of educational system or part of the system is often described in- terms of inputs into the teaching process rather than in terms of student achievement, basically inputs are easier and less costly to measure. Furthermore, these measurements focus on formal rather than actual quality characteristics for example, a school can have highly qualified but not necessarily motivated staff, where as another can be poorly equipped and yet able to make good use of the few facilities it has. There are also some indicators which are frequently used by the planners in developing countries as approximately means of measuring quality, e.g. repetition, dropout, promotion and transition rates (Grisay and Mahlck, 1991).

Learning outcomes are typically being measured through standardized measurements of student learning implemented at the end of the schooling grades. Most countries now have some form of national standardized assessment given at the end of schooling cycle. In cases where those do not exist, results of simple school leaving examinations can be used as proxies, but the probable lack of comparability of the results. Finally, the participation in regional assessments or even international assessments would also provide a country with some measure of learning outcomes, and allow comparisons with other countries, providing some objective benchmarking of the country's performance (Gropello, 2003)

It is ultimately, advisable to measure learning outcomes through both national and national exams (Gropello, 2003). Where such data like results in standardized achievement tests and furthermore, the attainment of more complex-but not less vital educational objectives-are rarely evaluated: individuals capable of working in cooperation with others to demonstrate ability of inquiry and problem solving etc. can be used to measure quality of education (Ross and Mahlck 1990). In general, according to Ross and Mahlck (1990), every society has certain explicit or implicit measures or status indicators of educational quality such as educational inputs, educational outputs and educational processes

2.5 Quality, Efficiency and Effectiveness

The concept of good education varies with the stage of development of the school system and of the teachers who serve it. The term 'quality' and achievement (i.e. Students' examination results or test performance) are sometimes used interchangeably by planners and administrators when describing the evaluation of the educational system or when comparing the situation of a school or group of schools (Grisay and Mahlck, 1991). In response to public concern in the 1990s, those in positions of political responsibility for the quality of schools implemented local, state and even national school reform initiatives. As a result of this demand for evidence of school effectiveness, over the past few decades billions of dollars were invested in USA in the production, administration, and the use of standardized tests (Stiggins, 2002).

Most recently, state wide standard based assessments have become the latest approach to outcome accountability. Standard based approaches are similar in some respects to minimum competency testing, but different in others. For example, performance based assessments were rarely used in minimum competency testing, many standards-based approaches, however, include performance-based assessments that require pupils to produce or apply knowledge, not just remember it (Airasian and Abrams, 2002).

2.6 The Factors Affecting Quality Education

2.6.1 Students' Capacity and Motivation to Learn

Students' capacity and motivation to learn are determined by the quality of the home and school environments, the students' health and nutrition status and their prior learning experiences, including the degree of parental stimulation. Family income influences school outputs indirectly through the status and process variable. The principal source of children's capacity and motivation to learn is the family, through genetic endowment and the direct provision of nutrients, healthcare, and stimulus (World Bank, 1995). School systems work with the children who come into them. The quality of students' lives before beginning formal education greatly influences the kind of learners they can be. Many elements, therefore, go into making a quality learner, including health, early childhood experiences and home support (UNICEF, 2000).

The capacity of secondary school students to learn depends on the quality of schooling at primary level. Hence, the quality learning that schools procedure need to be considered. This requires educational institutions to meet outcome criteria through standard setting. Bishop (1996) expressed that in standard driven education system, schools would teach to standards, students would study and work with standards in mind, achievement of the students of the standards would be assessed in a fair and transparent manner, and there would be positive consequences for students and their teachers who do well on the assessment. These performance standards would be set by the ministry of education and expressed in mandated curricula and examinations in most countries.

2.6.2 Teachers' Knowledge, Skill, Experience and Motivation

The more people know the more they can do. The better-educated staff the better able they will be to undertake quality improvements (Sallis, 1993). It is the quality of the teacher influences the quality of teaching in the class rooms (Deer, 1996). Effective teaching is determined by the individual teacher's knowledge of the subject matter and master of pedagogical skills, which create a strong positive effect on student achievement. For this happen adequate preparation is required. This means that a teacher needs professional training to be

able to understand the needs of the students and to assist them expertly in a more effective way. Teachers in secondary schools are responsible to bring a large number of knowledge of their pupils. For this reason, they are required to take greater amount of advanced work in one or more subject areas than do elementary school teachers. Regarding this, Meyer and Gayle (1996) expressed that secondary school teachers must be well educated and competent in their professional skills. This emphasizes the need for an adequate preparation in the subject(s) to be taught by a secondary school teacher.

Teachers are fundamental to educational delivery and the quality of education will depend largely on the quality of teaching and teacher effort (Carnoy, 1999). Similarly, OECD (1992) argued that improved educational quality has become a wide spread priority and in this the role of teachers is pivotal and successful reform is realized by and through them.

For teachers to accomplish this responsibility, Carnoy (1999) has argued that if teachers are crucial educational policy makers will need to get a much clearer picture of who their teachers are, how they view their role in the system and the type of incentives, regulations, and training that will increase their effort and improve their capacity to transmit knowledge to students.

Teachers' subject knowledge, an intended outcome of pre-serve training, is strongly and consistently related with student performance. The most effective strategy for ensuring that teachers have adequate subject knowledge is to recruit suitably educated teachers whose knowledge has been assessed; Well-designed, continuous in-service training is a second strategy for improving teachers' subject knowledge and related to pedagogical practices (World Bank, 1995). The highest quality teachers, those most capable of helping their students learn, have deep mastery of both their subject and pedagogy. Once the teachers' qualification is fit to the standard i.e. knowledge and well skilled with sufficient experience, their working conditions which include remuneration, professional development, availability of learning materials, effective and democratic leadership(quality of administrative support and leadership), free from stress, etc. affect their ability to provide quality education and therefore be considered.

Regarding this ILO and UNESCO (1994) argues that major emphasis on teachers' working conditions, salary, and their decision-making role in educational change at the national and local level is central to improving educational quality. This indicates that teachers need incentives, which is one form of motivation. Motivation is a critical determinant of performance (Lunenburg and Ornstein, 1991). Similarly Noah and Morrison (1997) state that, de motivation was found to be the cause for poor quality teaching. This implies that better motivated teachers provide better methodology of teaching and guidance service. Hence, to help teachers' expert effort in a manner appropriate to their specific jobs, motivation is necessary. If motivated, a teacher might show greater effort by developing various types of media and other supplementary materials to accompany the text used for a course. Therefore, emphasis is necessary to enhance motivation of teachers for school improvement whereby teachers play an active role in the operation of the school. Accordingly, the motivation of teachers lies at the heart of change for the better and sustaining motivation deserves greater attention. In general, good performance requires having adequate and well qualified teachers who are motivated to work hard.

2.6.3 Relevance and Development of the Curriculum

The curriculum defines the subjects to be taught and finishes general guidance regarding the frequency and duration of instruction. Curricula and syllabi should be closely linked to performance standards and measure of outcome (World Bank, 1995). National goals for education, and outcome statements that translate those goals into measurable objectives should provide the starting point for the development and implementation of curriculum (UNICEF,2000). Curriculum should emphasize problem solving that stress skill development as well as knowledge acquisition. Curriculum should also provide for individual differences, and focus on results or standards and targets for student learning. In addition, curriculum structure should be gender-sensitive and inclusive of students with diverse abilities and backgrounds, and responsive to emerging issues such as conflict resolution (UNICEF 2000). The problem is that curriculum changes are made without assurance that teaching materials to implement the changes are available

Preparation and development of a curriculum should be considered in light of what has been done to include the interests, needs and educational background of the students and their level of achievement. The content of the curriculum should be appropriate and proportionate to the knowledge level of the learners, if the desired quality of education is to be attained effectively. In relation to relevance, appropriateness and level of content the Ethiopian secondary school curriculum has some problems. Regarding this, Marew (1998) has pointed out that, one of the major problems of the Ethiopian education system is related with appropriateness and relevance of the curriculum. That is, subject difficulty and unnecessary burdensome number of subjects is the major problem. Additionally, irrelevance of the curriculum is the most critical problem in the education system of this country. Therefore, the problems related with what is stated above affect the quality of secondary school education.

2.6.4 Quality of Infrastructure

Physical learning environments or the places, in which formal learning occur range from relatively modern and well-equipped building to open air-gathering places (UNICEF, 2000). Therefore, infrastructure included classrooms, study rooms, offices, toilet rooms, water and electricity service, etc. According to ministry of Education (MoE, 2002), school facilities include water, latrines, clinic, library, pedagogical center and laboratories. These materials are required to be proportional to the number of teachers and students in the school. In developed countries where choice is the norm, parents visit schools to look at availability and condition of facilities before making decision on where they enroll their children. Even in developing countries like Ethiopia, the Ministry of Education believes that school facilities have impact on the access, quality and equity.

The school facilities are tools to attract students in general and girls in particular. The facilities play an important role in attraction students to a given school facilities also ensure that students learn in state environment. The minimum standard facilities each school should have separate latrine facilities for boys and girls, adequate water supply for washing and drinking, counseling services for personal education related problems, adequate library and laboratory facilities appropriate to the level of education and sufficient Playground (MoE, 1994). In addition to this, Joshua (2012) explain that, the quality of the school buildings and furniture will

determine how long such will last while comfortable classrooms and adequate provision of instructional resources facilitate teachers' instructional task performance and students' learning outcomes.

Library is one of the school facilities, which is useful for education to be carried out properly. A school library serves a school's needs in that it is the working tool of education. In it are stored information, ideas and opinions that will provide the basis for learning by pupils. Furthermore, it is described as the center of the school's intellectual life it is described as the center of the school's teaching program's lively and effective teaching program in a school depends on a well-organized library. According to Rossoff (1992), an academic library is the heart of the school anatomy and the library in high school teaching reaffirms the fundamental role of the classroom instruction. Since the role of school is essentially curriculum enrichment, it follows that it is intensely concerned with course of study content. Hence the essential purpose of the school library is to help students find the media of information, which they need to carry out classroom assignments and to satisfy their own personal interests. To achieve this purpose, a secondary school library will need first of all an adequate, up-to-date and comprehensive stock; need to have enough space to accommodate students and finally need to have trained personnel to promote effective library service.

Laboratory is also one of the schools facilities, which is useful especially for science teaching. To acquire scientific knowledge systematically in depth, the most important means is the teaching of science that should give an increased emphasis in enhancing student involvement in scientific investigation through laboratory work and field study. The emphasis arises from the view that science cannot effectively learnt from books and lectures alone and neither can it be taught by simply telling students about science. In order to learn science one must do it. That is, a student has to be involved in a real scientific investigation. Real scientific investigation does purposes. On one hand, it gives the student knowledge of the subjects and on the other; it provides the learner some understanding of scientific process (Mekuanent,1992). Therefore, if science students are to progress, secondary schools should be supported by laboratory which contain adequate facilities and materials. Although the in availability of any one of the school facilities affect quality of education, it is hardly possible to image teaching-learning process to be carried out in the absence of classroom.

Therefore, one of the variables to which a great deal of attention has been devoted, is class- size. A class-size is a group of pupils who follow one class of a teacher at the same time, normally one section makes a class. Class-size is useful in organizing teaching-learning process, assessing utilization and in assessing quality indirectly (Tegegn Nuresu, 1998). Many countries significantly expanded access to primary education during the 1990s, but the building of new school has often not kept pace with the increase in the student population (UNICEF, 2000). In this case, schools have often had to expand class sizes to accommodate large number of students. Now, these poorly taught students go to secondary education, which would result in poor achievement. Citron and Gayle (1991) suggest that for students to get the education, low student-teacher ratio is required that could require hiring more staff. Then they argued that academic performance rise quickly, and dropout rates fall. Pupil-teacher ratio is believed that the less the number of pupils per teacher, the higher the degree of contact between pupil and teacher. Lower number of pupils per teacher, is considered a positive indicator of quality education (Tagegn Nuresu, 1998).

2.6.5 Text Books

After black boards and chalk, text books are the most common and most significant instructional materials in most countries. Almost all studies of textbooks in low-and middle- income countries show that the books have a positive impact on student achievement Fuller and Clarke 1994 cited in World Bank (1995). Research findings suggest that a shortage of textbooks constraints the level of achievement. This is especially true for children of low socio-economic strata since their family cannot afford books to buy. Therefore ensuring that each student has the right textbooks and workbooks for the approved curriculum could be an important factor in reducing learning problems. Textbooks facilitate not only the teacher's actual teaching work by reducing the amount of time that has to be spent dictating or waiting while the students copy from the blackboard, but it is also enables the children to work at their own pace, at home as well as in class (Schiefelbein, 1990). It is already stated that textbooks are one of the most important instructional materials to enhance effective learning. In light of this, Lockheed et. al. (1991), have asserted that, textbooks are the single most important instructional materials, because they deliver the curriculum. As a result, textbooks are central to schools at all levels.

2.6.6 The Class- size

The class size refers to a number of pupils regularly scheduled to meet in the administrative and instructional unit, known as class or section, usually under the direct guidance of a single teacher (Monre, 2000). Class size concerns educators for various reasons because learning can only occur positively when lessons are under appropriate conditions both for the students and teachers.

The classroom size has its own impact in facilitating or influencing activities of teaching and learning. The idea of class size is becoming a concern and an essential point of discussion among scholars because it is assumed as the class size increases; students face any or all of the following problems: lack of clarity of purpose, lack of knowledge about process, lack of advice on improvement, inability to support independent study, lack of opportunity for discussion, inability to motivate students.

Many educators asserted that the number of students in a class (class size) is one of the determinant variables in the implementation of students' academic achievement. Accordingly, Lue (2000) explained that teachers who have many students in over-crowded classrooms often say that it is certainly not suitable to provide activities and group works for such classes. Krueger and Whitmore concluded that students who attend smaller classes in the early grades tend to have higher test scores while they are enrolled in those grades than their counterparts who attend larger classes (Krueger and Whitmore, 2006).

Duncan (2005) pointed out that "the lack of large spaces that students can self-select to work in forces the teacher to schedule all events in a one-size fits all modality, focus on the delivery of general instruction to all students, and deal with one activity at a time". Crowded classrooms provide students with few opportunities to engage the teacher one on one in meaningful conversation. Conversely, where there are broad areas for student movement and work, students "direct their own learning activities and become independent-minded investigators while working on several inquiry activities at once".

2.6.7 School Management

The school leadership and management have a key role for improving the quality of education. Without the meaningful practices and activities of the leadership and management of the school the quality of education is unthinkable (MoE, 2006). According to MoE (2005), the school principals have the following responsibilities in implementing quality education. These are; decide the appropriate duration and timing of the course, decide on the formation of groups and which teachers will be participants, select appropriate facilitator for the group and gives orientation about the course, contacts a nearby school to act as partner school (to share experience), and give orientation on the course to the participants, who are then able to begin the course

According to Adesine (1990), management in general can be defined as the organization and mobilization of all human and material resources in any system for effective achievement of the limited objectives of the system. In any organization including the school system, effective management is considered to be a prerequisite for successful accomplishment of the organizational objectives. In the school system, the management (principal or head teacher) is a key person to organize and mobilize the schools 'human and material resources for the successful realization of the educational objectives, so as to bring about quality of education. This means that leadership is a crucial factor in school effectiveness and the key to organizational success and improvement. To carry out this responsibility, principals should be well qualified and experienced in related area. A good principal has multiplies effects on his/her teaching staff (Schiefelbein, 1990).

Those school characteristics important for achievement center on school's leadership. It is clear that excellence is the most appropriate goal for a progressive democratic society and its schools. It is to the general benefit of society that schools continually strive for excellence. When schools become places of excellence they bring about development of excellent students. Excellent students must have excellent teachers and administrators and therefore reforms are needed in teacher administrator education (Nelson, Galson and Palonsky, 1993). If teachers and school administrators are to behave as leaders rather than managers and technicians then school systems must invent leadership development systems

(Schlechty,1990). This is to mean that make of the principal must continue beyond completion of a preparation program through placement as a school leader and support during novice years (Browne-Ferrigno, 2003).

As more emphasis is placed on effective schools, the role of school administrators will become even more critical (Smith, 1990). Principals are responsible for all activities that occur within their building, principals are expected to perform many varied role in today's schools, including manager, instructional leader, disciplinarian, human relations facilitators, evaluator, and conflict manager (Gorton,1983 cited in Smith 1990). Similarly, in the United States, effective principals are well informed and perform well many technical roles related to supervision, instruction, learning, and evaluation (Lunenburg and Ornstein, 1991). With all these different areas to manage, principals need to be well skilled in management. To carry out these task individuals engaged in leadership need training opportunities to develop administrative skills through active learning activities (Browne-Ferrigno, 2003).

2.6.8 Instructional Time

Time for collaboration is needed for the teachers to assess their work as well as to develop habits of reflection about practice (Little, 1993). Here it can be suggest that time allowances and schedule alignment should be made for the teachers so as to provide them with the opportunity to engage themselves for improving quality education. Teachers need adequate time in order to improve activities in the school. In other words, the school working condition and the amount of teachers' workload have significance influence on teachers in school activities. In their research study involving analysis of the relationship between different features of quality education to teachers outcomes (content focus, active learning, and coherence), Garet et al. (2001) found that time span and contact hours had a substantial influence on opportunities for active learning and coherence. Example of the former includes classroom observation, review of students work, and giving presentations and demonstrations. Examples of the latter include connections to teachers' goals and experiences, alignment with standards and professional communication with other teachers. They postulated that education is likely to be of higher quality if it is both sustained overtime and involves a substantial number of hours. School organizational structures must, therefore, provide for sustained period of time and contact hours

for teachers to learn in order to make quality education efforts effective.

The opportunity to learn and the time on task have been shown in many international studies to be critical for educational quality (UNICEF, 2000). The amount of actual time for learning is consistently related to achievement. More time spent on wider coverage of the curriculum results in increased learning (World Bank, 1995).

This means that longer school time is directly related to student achievement. The first strategy for increasing the amount of instructional time is to increase the length of the official school year, if it falls significantly below the norm. The second strategy for increasing learning time is to assign homework, an approach that has been effective in OECD countries (World Bank, 1995).

2.6.9 Language of Instruction

Most of the time, the language of instruction is the concern of all teachers. Not simply because it is through the language of instruction that the content of the subject is delivered to students, but also, because it is through linguistic interaction that the students acquire the desired intellectual abilities which makes the constructive activity possible (Marew, 1998). Regarding the usefulness of effective communication in teaching-learning process, Kuper, (1998) cited in Dereje (1998) has asserted that: “In general, one of the areas ensuring curriculum relevance is the immediacy of events, ideas and phenomena that are communicated to the learner through the language she/he can understand instructional process are by and large the acquisition when classroom instruction is facilitated. There must be the relative end of curriculum under taking, since many educators argue that, low achievement is due not to lack of student intelligence, to communication problems.”

The above idea reveals that, the language of instruction is a key factor either to facilitate or hinder the quality of education. That is, there should be effective communication between the students and the teacher in order to enhance the teaching-learning activity and effective communication between the two is determined by the language ability of the learners as well as the teachers. In line with this, Wakitavi and Vender (1997) have indicated that, in Kenya, as in other developing countries, teachers have limited proficiency in English and they find it difficult

to help students with their academic problems. This is because of the fact that, most of the Kenyan students, English is usually their third language. Therefore, they face the challenge of maintaining facility among the three languages. The problem of proficiency in the language of instruction (English) at secondary school level is not only the concern of students, but it seems the problem of teachers too. According to Wakitavi and Vender (1997), some teachers are not proficient enough in the English language and one wonders how they can help Students who struggle to learn

2.7 Mechanisms to Minimize the Effects of In-School Factors on Quality Education in General Secondary Schools

It has become crucial to seek alternatives so as to move the effectiveness of general secondary schools to the maximum standard so that students could be helped to achieve their goals. In every school students wish to reach at a higher level of academic achievements and schools also have strong desires for all students to succeed. Now a day, the country has reached considerable level of development in terms of access. Hence, it is time to focus on quality attributes. In this regard, (MoE, 2008) is evident that for Ethiopian education the only most important focus has to be quality of education. On the other hand, in most of general secondary schools, the issue of quality education is considered as the responsibility of the government only. However, in reality it is the whole the school community concern, which requires the involvement of all the available human resources.

2.7.1 Reducing the Number of Students in the Classroom

Class size is a subject of considerable debate among educators, psychologists and philosophers. The issue at stake is whether or not class size is not quality determination. Theoretically, an optimal class size is a size that allow for sufficient interaction between teacher and students through question/answer session, group activities and student assignment. According to Nardos (cited in Naser Ousman, 2009), class size should allow the teacher to observe pedagogical principles such as knowing one students by name and attending to the particular needs of each student. In the same way Befekadu *et al.* (cited in Naser Ousman, 2009) broadly speaking the traditionalists argue that if the class-size is too large, the teacher could

not perform any of these activities effectively or could not perform them at all. Therefore, the quality of education will be low. Innovative techniques could be introduced to help students take a charge of the learning process. Examples of innovative techniques are peer evaluation, group work and computer assisted instruction. According to this view, the negative effects of large class size can be partially compensated using these new techniques. In the absence of this technique, however, quality will suffer from large class size. Befekadu (cited in Adams, 1993) pointed out that, in developed countries like UK 25-30 students per class is considered a reasonable size for an effective teaching learning process. But, such small sizes have considerable implications, more teachers and more class rooms.

Developing countries such as Ethiopia cannot afford such class sizes. The author explains that, some Ethiopia high schools particularly; in grade nine the number of students in each class has passed the 100 in some Ethiopia urban schools. In the upper grades 65 students per section is regarded as a good number because it is the lowest number we can find in some schools.

Even with this number, for instance, it is not possible to take students to the laboratory to do experiments practical learning in which students actively participate cannot be conducted. However, in Ethiopia the standard set student-section in secondary school is 40 students per section (MoE, 2010).

2.7.2 Provide Enough Teaching Materials

The quality of learning materials available within an educational institution has a positive relationship with the quality of teaching and learning activities which in turn leads to the attainment of goals set (Ayini, 2012). In Latin America, a study that included 50,000 students in grades three and four found that children whose schools lacked classroom materials and had an inadequate library were significantly more likely to show lower test scores and higher grade repetition than those whose schools were well equipped (Willms, 2000). School material inputs such as class size, instructional materials (text books and reading materials), school buildings (library & laboratory) are considered as influencing elements in determining students' achievement. Instructional materials such as text-books and reference books are thought to be essential inputs in influencing students' academic achievement. According to Fentaw (2009), supply schools with adequate resource materials and facilities such as

laboratory, library, text books, references, comfortable toilet rooms separate for male and female, teaching aids, stationary materials and also an acceptable level of financial allocation from the government in order to enable implementer

2.7.3 Improve Teachers Qualification

The most important factor affecting the quality of education is the quality of the individual teacher in the classroom. Hervey (cited in Girma Motti, 2010) stated that, there is clear evidence that a teacher's ability and effectiveness are the most influential determinants of student's achievement. How teachers are prepared for teaching is a critical indicator of education quality. Teacher quality depends not only on observable and stable indicators but also on the quality of training they receive. It also depends on the behavior and the nature of the relationship teachers maintain with their pupils or students. The potential of teachers indicators deal with such aspects as: academic qualification, pedagogical training, years of service/experience, ability or aptitude and content knowledge effective teaching practices, an understanding of technology and the ability to work collaboratively with other teachers, members of the community and parents (Lue, 2005).

2.7.4 Improve the Content of the Curriculum

Content of education quality refers to the intended and taught curriculum of schools and national goals for education and outcome statements that translate those goals into measurable objectives should provide the starting point for the development and implementation of curriculum. The specific content of school curriculum, however, depends on local and national values. In the main subject areas of Ethiopia secondary schools, which are include language, math, science and social studies. As Benavot and Karmens (cited in UNICEF, 2000) explain, local level interests may also have an impact on and contribute to the quality of educational content. In all countries, however, quality content should include several pivotal areas. These include literacy, numeracy, life skills and peace education as well as science and social studies.

In all content areas curriculum should be based on clearly defined learning outcomes and these outcomes should be grade-level appropriate and properly sequenced. Curriculum should also provide for individual differences, closely coordinate and selectively integrate subject

matter and focus on results or standards and targets for student learning. In addition, curriculum structure should be inclusive of students with diverse abilities and backgrounds, and responsive to emerging issues such as conflict resolution (UNICEF, 2000). The problem is that curriculum changes are made without assurance that teaching materials to implement the changes are available. Preparation and development of a curriculum should be considered in light of what has been done to include the interests, needs and educational background of the students and their level of achievement. The content of the curriculum should be appropriate and proportionate to the knowledge level of the learners (UNICEF, 2000)

From the definitions of quality of education reviewed earlier in this study it is clear that not just one indicator is a guarantee for quality. This view is supported by Deming(1986:168) when he argues that measuring quality is not easy, as what satisfies the customer constantly changes, and that the quality of any product or service has many scales.

Therefore, investing more on secondary education especially in developing countries seem to have a great importance in filling the gap of the countries in every aspect, such as supplying skilled labor force to the market, scaling up the individuals' income, increasing health condition of society, eliminating gender gap, increasing social and political security, etc. But in the expansion process, the focus should not be put only on access, also must put quality in to consideration. In general, on secondary education help meet all goals of MDGs and ensure long term sustainable growth.

Summary

Different writers have tried to explain quality. Quality is at the heart of education. It influences what students learn, how well they learn and what benefits they draw from their education. The question to ensure that students achieve decent learning outcomes and acquire values and skills that help them play a positive role in their societies is an issue on the policy agenda of nearly every country (Barrette, 2006).According to Cheng (1997), quality can be defined as exceptional, perfection, fitness for purpose, value for money or transformation. On the other hand, the term quality in management literature has different meanings

Quality is at the heart of education. It influences what students learn, how well they learn and

what benefits they draw from their education. The question to ensure that students achieve decent learning outcomes and acquire values and skills that help them play a positive role in their societies is an issue on the policy agenda of nearly every country (Barrette, 2006).

According to UNESCO (1990), quality of education includes liberty, numeracy and life skills which are inculcated through teachers, content, methodologies, curriculum, examination systems, policies, management and administration. With these definitions, education is expected to make a contribution to a sustainable human development, quality of life at individual, family, societal and global levels

There is a growing recognition among African governments on the need to invest in and expand access to secondary education. The good news is that sub-Saharan Africa achieved the greatest gains in secondary education participation compared to all other regions of the world between 1999 and 2012. Worldwide, there were 552 million youth enrolled in secondary schools in 2012. Some 49 million secondary students resided in Africa. After graduating from primary school, many students are finding it difficult to attend secondary schools close to home. Across Africa, secondary schools can accommodate only 36 percent of qualifying secondary students.

Ethiopia has made remarkable progress toward achieving a part of the EFA goals. Since the overthrow of the Derg in 1991, the primary gross enrollment rate has increased from less than 30% to over 90%. But like many other developing countries, standard indicators of educational quality suggest that the quality of the education system is not keeping pace with its increased accessibility. Specifically, Ethiopia's latest NLA in 2007 shows a significant decline in achievement when compared with scores from the 2000 baseline. The 2007 NLA report noted that the key factors attributed to low student achievement low quality of education included: poor school organization and management, inadequate teacher training on subject mastery and pedagogic skills, inadequate school facilities, and insufficient curricular and instructional materials.

The MOE (2007) also considers the low motivation of teachers and students, the lack of and/or non-use of teaching-learning aids, insufficient provision of reference materials, weak capacity to correctly interpret, plan, implement and monitor policies and programmed; and inadequate resources for operations to continue to be problematic. Hoot et al (2004) found that the reality

that few would ever make it to higher education attributed to lower educational aspirations, and in rural areas, the opportunity cost of education likewise contributed to lower educational aspirations. There are so many factors that affects quality of education but the majors are Students' Capacity and Motivation to Learn, teachers' Knowledge, Skill, Experience and Motivation Language of Instruction, relevance and development of the curriculum, quality of infrastructure ,school management ,instructional time, language of instruction. In order to minimize the effects of in-school factors on quality of education in general secondary schools the following measures should be take in .Reducing the Number of Students in the Classroom, Provide Enough Teaching Materials ,Improve Teachers Qualification Improve the Content of the Curriculum.

CHAPTER THREE

3. Research Design and Methodology

This chapter Contains the research design, participant of the study (target population), sample size and, instruments of data collection and methods of data analysis.

3.1 Research Design

Because the objective of the study is to investigate the in- school factors that affect quality education in secondary government schools, descriptive survey design was used. The method is selected for making proper identification of education problems like quality currently prevailing in education. In supporting this (Ayalew, 1991)has stated that, descriptive survey method allows gathering of necessary information using data collecting instrument and document analysis. The method also helps to collect information from many people with in the short time. Furthermore, this method considers a representative sample of a whole population to discover facts and problem and to apply the result to the total population of the study .It also helps to have a clear picture on the existing problems and to accomplish the objectives stated earlier. The nature of the study which needs collection of existing information or data, description and investigation of facts and opinions of respondents towards the in school factors that affect quality education in secondary government schools. And the researcher use Quantitative and qualitative research approaches in order to answer basic research questions

3.2 Sources of Data

The use of multiple sources of data and research methods is quite important to explore the research problems from different angles (Cohen and Manion 1994). On top of enabling to generate rich data, such an approach is believed to enhance the validity of the study For the purpose of conducting this study on examining factors affecting quality education of some selected high schools; data were collected from two sources-primary source and secondary source.

Primary sources: It tried to collect data through questionnaire, interview, observation and focus group discussion .Persons who are involved in supplying information/data to the study are teachers, Principals, department heads, supervisors, students.

Secondary sources: published and unpublished articles available from government departments, research organizations, the presses and various other agents' .The secondary sources also comprise government policies and relevant documents, project file, various types of plans, organizational charts, statistics, procedure manuals, training manual and reports. In addition, relevant and recent information from different websites was included in this study

3.3 Instruments of Data Collection

Once the sample is determined, data gathering instruments are selected and prepared by the researcher. The questionnaire, interview and document analysis are the instruments used to gather the data.

Questionnaire

The questionnaire were administered as a major device to gather primary data using series of question that seek: personal information about the respondents themselves and their opinions, ideas and perceptions about the problems at hand. 42 Close-ended and 3 open-ended question items were constructed to collect information from four secondary schools for teachers and students . The question items were prepared in using Likert-type five point rating scales. The five points were weighed according to the degree of agreements: Strongly Agree (5), Agree (4),Un decided (3), Dis agree(2), Strangely dis agree (1). In close-ended questions the respondents have only one choice but in open-ended questions they have more than one option. The questionnaire had three parts each consists of independent items. The first part of the questions dealt with the background of the respondents such as school name, gender, position, academic qualification, and service year in teaching, marital status, field of study and age. The second and third parts of the objective(42) and subjective (3) questions items respectively were based on Items related to students capacity and motivation, Items related to Teachers knowledge, skills experience and motivation, Items related to teachers competency and training, Items related to Relevance and

Development of the Curriculum, Items related to school facilities, Items related to class size, Instructional language used in teaching learning process Items , related to strategy .

A pilot test have been conducted before the questionnaire administered by involving non-sample respondents 20 teachers, 1 principals, 2 vice-principals and 1 secondary school(Tuker Anbesa). The main aim of this pilot test is to assure the validity and to evaluate the clarity and reliability of the questions based on the response of the pilot sample by avoiding ambiguities and making relevant amendments. The reliability of the items was tested and analyzed by present and frequency. The reliability tested for each theme accordingly: in school factors that affects quality of education factors that affect in secondary schools. For the reliability test was tested for each theme accordingly: on Items related to students capacity and motivation, Items related to Teachers knowledge, skills experience and motivation, Items related to teachers competency and training, Items related to Relevance and Development of the Curriculum, Items related to school facilities, Items related to class size, Instructional language used in teaching learning process Items , related to strategy.

The English version of the questionnaire and interview prepared by modifying from the internet by the researcher and interpreted in to Amharic . Despite the clear guidelines already that were given in the questionnaire, important clarifications were provided during administering the inquiries to the respondents by the researcher and assistant data collectors. The questioners are prepared in English for all respondents.

Interview

In this study, Semi-structured interview questions was prepared as a second instrument for data collection to complement and obtain additional data that was not handle by the questionnaire and for triangulation the results based on the prepared questionnaire Based on this the source of data in interview were 4 principals,16 department heads and 8 vice-principals that were taken availably from Arada secondary schools. Because, interview provides opportunity to gather more data fromthe ones who were thought to have detail information. So, these people were expected to have the whole picture of policy, and current activities in the schools.

The principal responded to teachers' related questions such as teachers' qualification, experience, motivation, appraisal, professional development, and the role they have in the school's leadership system. Furthermore, questions related to class-size, technology, library, laboratory, and other school related cases. The interviews were prepared in English Language, because the interviewees can understand the Language. Correspondingly, 6 semi-structured interview questions were administered for 3 supervisors and 16 department heads and beyond to this 13 semi-structured interview questions were also administered for 4 principals 8 v/principals . The interview questions are mainly helpful for the analysis of qualitative data and the interview in general took from fifty to sixty.

Observation

Observation method used in this study to get a comparative study of all sample schools and to observe current status of quality education in each school. It is a method where by the knowledge and understanding is drawn through the use of sense organs. A basic of this research to identify some sort of factors that are seen in schools. Class room observation format, check list, camera and short not book was prepared. The observation format has 4 items and covers methodology, instructional time and students' conduct. Through random sampling 14 classes was observed 7 classes from grade 9 and 7 from grade 10 observed in each sampled schools 4 Betelehem, 4 Belaye zeleke 2, Mesekerem , 2 from Yekatit 66 secondary schools .Each class observed for 40 minutes, and also the sampled schools observed its school compound, laboratory, library and the class size for a hour in each school and the total observation time took 14h and 33 minutes'

Focus Group Discussion (FGD)

According to Kothari (2004) the use of FGD tends to the production of opinions expressed and exchanged in very day life and tool for reconstructing individuals' opinions more appropriately.

FGD is also held with teachers from the same schools using unstructured questions to enable them express all feeling. The participants for the discussion are taken from different departments at the same school. After introducing the purpose of the research, discussions are held. In the meantime, data are taken on notebook. Female and male teachers are made to involve

purposively because they are supposed to have familiarity in dealing with education quality. The respondent teachers are forwarded possible solution to the challenges they encountered. To collect data and compare those data on evaluating factors affecting quality education from students of different schools at a time, FGD organized. For this purpose 10 Questions were prepared for discussions and each questions took 8 minutes . The school principals facilitated the discussion

3.4 Participants of the Study (Target Population)

Government Secondary school students, teachers, principals, vice principals and supervisors in Arada sub city are the target populations. Based on the quick data of Addis Ababa Education Bureau, in Arada sub city, there are 6 Government secondary schools, 6 principals, 18 vice principals, 3 supervisors , 488 teachers (380 males and 108 females) and 6818 students (male 3010 and female, 3808) which are taken as target population.

3.5 Sampling Size and Sampling Techniques

In Arada sub city, there are 6 government secondary schools among the above target population 4 schools were selected purposively as area of the study. The researcher decided using large sampling size because as sample size increases sample error decrease (Coban, 2007). Regarding the sample respondents were 4 principals, 12 vice principals, 186 teachers, 16 department heads and 3 supervisors are included, in the sample by using availability sampling technique, because their number were easily manageable. The other group of respondents constitutes student size, the total population of the study Belaye Zeleke No1 , Betelehem, Mesekerem and Yekatite 66 secondary schools of grade 9th and 10th students are totally 3038. Since the population is homogeneous and large population, among 3038 of students' population, 320 (10%) of sample of respondents were taken. They were taken by stratified random sampling technique from the four selected schools was presented in the following table .

Respondents in Sampled Schools and population in Arada sub city

No	Schools	Total population						Sampled population					
		Students	Teachers	Dep. Heads	Principals	v-principal	supervisors	Students	Teachers	Department Heads	Principal	v-principal	supervisors
1	Mesekerem	800	53	11	1	3		80	20	6	1	2	
2	Dj/Belay Zeleke	748	40	11	1	3		80	15	6	1	2	
3	Betelehem	1140	63	11	1	3		120	25	6	1	2	
4	Yekatite66	350	30	11	1	3		40	10	6	1	2	
Total		3038	186	44	4	12	3	320	74	16	4	8	3

3.6 Data Analysis Techniques

This study attempted to catch required information by using different techniques such as questionnaire, interview and document analysis techniques of data collection from different sources. Both quantitative and qualitative methods of data analysis were applied to analyze data gathered through the questionnaire and interview respectively. The data collected through closed questionnaire were analyzed by using percentage. To perform the above data analysis activities SPSS version 20 software was used. More over the open questionnaire and the interview questions were analyzed qualitatively by narrating.

3.7 Ethical Considerations

According to Blackburn (2001), ethics in research is usually put in place to control the relationship between the researchers and participants, and between the researchers and fields they wish to study. Ethical issues in research refer to right or wrong decisions that may affect the participants of the study and so should be taken care of so as avoid harming or hurting the participants. The researcher also ensured that the principle of voluntary participation which requires that people are not coerced into participating in research was strictly adhering to. Closely related to the notion of voluntary participation is the requirement of informed consent. Essentially, this means that prospective research participants must be fully informed about the procedures and risks involved in research and must give their consent to participate (Michael, 1999) informed my participants regarding the aim of the study. I also informed the participants that participation in the research is voluntary and they can with draw from the research at any time. I look at most care to secure anonymity and confidentiality of the views and perspectives of my research participants.

CHAPTER FOUR

4. Presentation, Analysis and Interpretation of Data

The data analysis is presented into two sections. The first part reports on the characteristics of the study population that include personal(background) information of the sample population involved, presented in terms of sex, qualification, and years of services and professional characteristics. The second part presents analysis of the data obtained from the subject of the study through questionnaire, interview, observation and document analysis from government secondary schools in Arada sub city Addis Ababa, in line with educational input, process and output

4.1 Characteristics of Respondents

In order to provide a clear image about the subjects involved in the study, some of their major characteristics are represented Students, teachers, school managements (department heads, and principals) and supervisors were asked to indicate their background information through questionnaire, and interview. In order to provide a clear image about the subjects involved in the study, some of their major characteristics are represented

According to the data in below table, 1 the majority of the teachers of the respective schools are male 54(69.5%) Whereas, 20(30.5%) are female teachers. This indicates that the number of female teachers is by far less than that of male teachers there was a wide gap between number of male teachers and the females. So, much need to be done to bring them up.

Coming to age, 16(21.6%)of teachers are in age group 20-30 years of age, 44(59.5%) of the teachers are in the age group 31-40 years and 14 (18.9%)of teachers are in were aged41- 50 and above. This shows more young teachers were found. According to below data about the academic qualification of teachers,68(91.9 %) of the teachers were first degree holders, while,6 (8.1%) of teachers had second degrees. This shows that 100% the teachers are qualified. The quality that the teachers possess is one of the major factors that affect quality of education.

Regarding this, UNESCO (2009 a) mentioned that teachers will teach their own best in area which they are knowledgeable, have effective materials and techniques. Concerning the working experience of teachers have between 1-8 years' are 13(17.6%) while from 9-16 years 32 (43.2%) and also 17-24 have 28(37.8%) work experience and above 24 work experiences were 1(1.4%). Thus, teachers may be relatively better in maturity and life experience. Teacher experience has a significant effect on pupil performance in primary schools and at upper secondary level. Experienced teachers have a richer background of experience to draw from and can contribute insight and ideas to the course of teaching and learning, achievement was that students taught by more experienced teachers achieve at a higher level, because their teachers have mastered the content and acquired classroom management skills to deal with different types of classroom problems. Furthermore, more experienced teachers are considered to be more able to concentrate on the most appropriate way to teach particular topics to students who differ in their abilities, prior knowledge and backgrounds (Stringfield & Teddlie, 1991). According to Yana and Wanjohi (2011) and Adeyemi (2010), found that teachers' experience and educational qualifications were the prime predictors of factors that affect students' academic achievement. So, Concerning teachers' qualification, the highest qualification was Masters Degree (MA/MSC) which was very few . They were only 6 teachers(8.1%). The rest all were 68 teachers (91.9%) BA/BSC degree holders . This indicates that no teachers with qualification below 1st degree. It means, all of them were 1st degree holders and above, which is to the standard of MOE. The interview result of supervisors tended to show as less masters degree holders were found in government secondary schools . Apart from this, they agreed with high number of BA degree graduate teachers.

Table 1: General information about the teachers (about sex and age)

Characteristics		Frequency(N)	Percent	Cumulative Percent
Name of School	Belay Zelke	15	20.3	20.3
	Betelihem	25	33.8	54.1
	Meskerem	20	27.0	81.1
	Yekatit 66	14	18.9	100.0
	Total	74	100.0	
Sex	Male	54	69.5	59.5
	Female	20	30.5	100.0
	Total	74	100.0	
Age	20-30years	16	21.6	21.6
	31-40 years	44	59.5	81.1
	41-50 years	14	18.9	100.0
	Total	74	100.0	

Educational Level and experience of teacher(Education level and Experience)

Education level	BSC/BED	68	91.9	94.6
	MSC/MED and above	6	8.1	100.0
	Total	74	100.0	
	1-8 years	13	17.6	17.6
	9-16 years	32	43.2	60.8
Experience	17-24 years	28	37.8	98.6
	above 24 years	1	1.4	100.0
	Total	74	100.0	

Table 2. General information of Students

A . Back ground Information of Students			
Characteristics		Frequency	Percent
.Name of school	Belay Zeleke	80	25.0
	Betelehem	120	37.5
	mekerem	80	25.0
	yekatit	40	12.5
	Total	320	100.0
Grade level	grade 9	154	48.1
	grade 10	166	51.9
	Total	320	100.0

SEX AND AGE OF STUDENTS

Sex of secondary students	Male	148	46.3
	Female	172	53.8
	Total	320	100.0
Age of Secondary Students	13-14 years	22	6.9
	15-16 years	162	50.6
	17-18 years	114	35.6
	19 and above 19 years	22	6.9
	Total	320	100.0

As it can be noted from the above table 2. Concerning sex, from the total students, 46.3% of them were male and the rest 53.7% were female .This implies that gender parity in schools Arada subcity is becoming so narrow that to be highly appreciated as the education policy supports gender balance. As the above table indicates, most of the students seem to be young,6.9% respondents are found to be 13 -14years of age; (50.6%) of respondents found to be 15-16 years of age, whereas, (35.6 %) were 17-18 years of age and 6.9% are 19 and above.

This shows that almost 50.6% of the students were in the range of appropriate age level that has been put by MOE, for secondary school. Of the total sampled students, 320 (44.6) % were beyond the appropriate age range which is 15-16.

4.1.1 Factors Related To Students Capacity & Motivation

Table 3: Items related to students capacity & Motivation

List of Items		Rating scales	Teachers		Students	
			Frequency	Percent	Frequency	Percent
1	secondary students have general knowledge about primary school level	Strongly disagree	22	29.7	182	56.9
		Disagree	39	52.7	125	39.1
		Un decided	7	9.5	5	1.6
		Agree	3	4.1	4	1.3
		Strongly agree	3	4.1	4	1.3
		Total	74	100.0	320	100.0
2	Secondary School students are capable on their Grade level	Strongly disagree	22	29.7	100	31.3
		Disagree	32	43.2	173	54.1
		UN Un decided	15	20.3	36	11.3
		Agree	3	4.1	7	2.2
		Strongly agree	2	2.7	4	1.3
		Total	74	100.0	320	100.0
3	secondary students are interested to attend the class regularly	Strongly disagree	18	24.3	69	21.6
		Disagree	30	40.5	139	43.4
		Un decided	18	24.3	89	27.8
		Agree	4	5.4	16	5.0
		Strongly agree	4	5.4	7	2.2
		Total	74	100.0	320	100.0
4	Secondary students are motivated with their teachers to achieve their objectives	Strongly disagree	19	25.7	59	18.4
		Disagree	30	40.5	171	53.4
		Un decided	12	16.2	46	14.4
		Agree	9	12.2	29	9.1
		Strongly agree	4	5.4	15	4.7
		Total	74	100.0	320	100.0

Concerned to. Secondary school students, have general knowledge about primary school level , a great number of students 310(96%)and teacher 61 { 82.4%)responses were students have not general knowledge about primary school level . On the same table in item2 54(72.9)Secondary School students capable on their Grade level 54(72.9%)of teachers and 273(85.%)student respondents answers they are not capable of secondary school. According to table 3 in the above, on item 3. Secondary students are interested to attend the class regularly 48(64%)of teachers and 228(75%) of student respondents agreed on students are not interested to attend the class regularly the same is true in item 4 on, secondary students are motivated with their teachers achieve their objectives 49(66.2%)of teachers and 230(71.8)student respondents answers they are not motivated with their teacher.

As I *observed* in the fourteen (14) actual teaching and learning class room about the students secondary knowledge, motivation, interest to attend class by check list (excellent, very good, good and poor) also showed, 96.5% of the observed classes were rated replay it is “poor”. I also observed in 14 different class ,in each class averagely 6 students sleep in the class and almost with average 4 students do not fallow and listen what the teacher teaches even 4 or more students in each class do not have writing materials and exercise book

During the interview sessions, all of the school principals and vice - principals said that “*Some students lack of the ability to understand or are embarrassed about their lack of schooling. We should realize that not all students are able to read homework or assignments. We must not depend on the written word as the only form of communication with the home. Home visit, phone calls, one-on-one meeting, and other personalized contacts with student*

Table 4: Factors related to teachers knowledge, skills, experience & motivation Items related to teachers knowledge, skills, experience & motivation

5	List of Items	Rating Scale	Teachers response		Students response	
			Frequency	Percent	Frequency	Percent
5	Teachers know the subject matter they teach	Strongly disagree	2	2.7	81	25.3
		Disagree	18	24.3	176	55.0
		Un decided	3	4.1	41	12.8
		Agree	44	59.5	14	4.4
		Strongly agree	7	9.5	8	2.5
		Total	74	100.0	320	100.0
6	Teachers performance in subject matter & pedagogy is very high	Strongly disagree	8	10.8	60	18.8
		Disagree	21	28.4	138	43.1
		Un decided	9	12.2	99	30.9
		Agree	28	37.8	12	3.8
		Strongly agree	8	10.8	11	3.4
		Total	74	100.0	320	100.0
7	Teachers involve students in decision making related to teaching learning activity	Strongly disagree	11	14.9	38	11.9
		Disagree	37	50.0	150	46.9
		Un decided	11	14.9	107	33.4
		Agree	9	12.2	14	4.4
		Strongly agree	6	8.1	11	3.4
		Total	74	100.0	320	100.0
8	Teachers communicate instructional goals to teaching and non-teaching staffs	Strongly disagree	14	18.9	23	7.2
		Disagree	39	52.7	223	69.7
		Un decided	14	18.9	57	17.8
		Agree	5	6.8	8	2.5
		Strongly agree	2	2.7	9	2.8
		Total	74	100.0	320	100.0
9	Teachers mobilize the school community for safe and orderly school environment	Strongly disagree	18	24.3	61	19.1
		Disagree	44	59.5	154	48.1
		Un decided	6	8.1	86	26.9
		Agree	4	5.4	14	4.4
		Strongly agree	2	2.7	5	1.6

		agree				
		Total	74	100.0	320	100.0
10	.There are teachers motivating mechanisms in the school	Strongly disagree	10	13.5	78	24.4
		Disagree	40	54.1	92	28.8
		Un decided	7	9.5	136	42.5
		Agree	15	20.3	7	2.2
		Strongly agree	2	2.7	7	2.2
		Total	74	100.0	320	100.0
11		working condition of teachers are interesting	Strongly disagree	17	23.0	37
	Disagree		38	51.4	176	55.0
	Un decided		11	14.9	70	21.9
	Agree		6	8.1	31	9.7
	Strongly agree		2	2.7	6	1.9
	Total		74	100.0	320	100.0

Concerning teachers' subject matter knowledge, responses of students and teachers were taken as they were equally important in evaluating teachers' performance, and also they were asked the same questions on the area. According to table 4 in the above on item 5 teachers know the subject matter they teach seem to be a great difference between teachers and student respondents. This means a large number teachers respondents 51 (69%) agree on teachers knowledge about the subject matter they teach while 251(81.3%) students dis agree.

According to of Sallis (2002), existence of outstanding teachers in the school is one of the indicators quality educations. On teachers' pedagogy knowledge, teachers and students were made respond on the same question as they were thought to have equal information. Therefore, according to table 4, on item6 Teachers performance in subject matter & pedagogy in possessing knowledge of how to teach their subjects, a large number teachers respondents 36(46.6%) agree on teachers knowledge a great number of students 198(61.9 %) dis agree . High interaction of pedagogy is one of the important indicators of quality education Lederman and Niess (2002). So, application of better methodology in the class contributes its positive part in realization of provision of quality education.

In the same table item 7 indicates the majority of students 217 (67.9%) and teachers 45 (60.8%) responded that Teachers do not involve students in decision making related to teaching learning activity .on the same table in item 8 53(71.6%) of teachers and 298(93.1 %)of student respondents, teachers do not communicate instructional goals to teaching and non-teaching staffs .In the same table item 9 indicates the majority of students 162 (42.9%) and teachers 28 (29.8%) responded that teachers do not mobilize the school community for safe and orderly school environment . .In Item 10 of table 4 indicates the majority of students 301 (94.3%) and teachers 53 (71.7%) mentioned, often the school climate were not appropriate to attended the teaching-learning activity. According to table 4 in item 11 53(71.6%) of teachers and 298(93.1 %)of student respondents on .working condition of teachers are not interesting.

During the interview sessions, all of the school principals and vice - principals said that “Teachers’ attitude towards their jobs the majority of teachers are dissatisfied in many ways this lead to: poor planning of teaching, poor methodology and technique of teaching, inappropriate use of guidance services, inadequate use of classroom management, poor classroom evaluation/test construction and poor model for learners”. “Therefore, up-grading teachers’ qualification through in training, improving school leadership, effective reward system, providing professional assistance have appositve effect on their attitude towards their jobs, which in turn affects students academic achie. vement”. The FGD also highly agreed the performance and students disciplinary problem the major factor that influence in quality of education.

In the following table 5 item12 indicates the majority of students 212 (66.2%) often teachers do not given a number of exercises and tests while 50 (67.6%) Of teachers respondents agreed on giving a number of exercises and tests .here there is dis agreement between both respondents

In the same table item 13 indicates the majority of students 194 (60.6%) and teachers 30 (40.5%) responded that often teachers do not encouraged being active participants in the teaching-learning process. Item 14 of the same table indicates the majority of students 210 (65.6%) and teachers 33 (44.6%) mentioned, teachers do not thought by using of different teaching-learning methods.

In the same table item 15 indicates the majority of students 192 (60%) and teachers 42 (60.3%) responded that often in each period, teachers are not managed the instruction time properly.

In the same table item 16 indicates the majority of students 254 (79.4%) are responded teachers are not experienced and competent enough and on the other hand 40 (54%) teachers responded that often teachers were experience and competent enough to teach. Her there is difference responded between teachers and student respondents In the same table item 17 indicates the majority of students 217 (67.9%) and teachers 45 (60.8%) responded that teachers do not continued follow up and evaluate students' progress.

During the interview sessions, the school principal said that *“Experienced teachers have a richer background of experience to draw from and can contribute insight and ideas to the course of teaching and learning, are open to correction and are less dictatorial in classroom. Teachers' experience and student achievement was that students taught by more experienced teachers achieve at a higher level, because their teachers have mastered the content and acquired classroom management skills to deal with different types of classroom problems.”* *“Furthermore, more experienced teachers are considered to be more able to concentrate on the most appropriate way to teach particular topics to students who differ in their abilities, prior knowledge and backgrounds”.*

4.1.2 Factors related to Teachers competency and Training

Table 5: Items related to teachers competency and Training

	List of Items	Rating scales	Teachers		Students	
			Frequency	Percent	Frequency	Percent
12	Teachers give the students a number of exercises and tests	Strongly disagree	9	12.2	82	25.6
		Disagree	7	9.5	130	40.6
		Un-decided	8	10.8	56	17.5
		Agree	47	63.5	41	12.9
		Strongly agree	3	4.1	11	3.4
		Total	74	100.0	320	100.0
13	Teachers encourage the students to be active participants in the teaching - learning process	Strongly disagree	23	31.1	73	22.8
		Disagree	30	40.5	194	60.6
		Un decided	11	14.9	40	12.5
		Agree	7	9.5	9	2.8
		Strongly agree	3	4.1	4	1.3
		Total	74	100.0	320	100.0
14	teachers teach the students by using of different teaching - learning process	Strongly disagree	9	12.2	68	21.3
		Disagree	33	44.6	210	65.6
		Un decided	17	23.0	22	6.9
		Agree	10	13.5	7	2.2
		Strongly agree	5	6.8	13	4.1
		Total	74	100.0	320	100.0
15	In each period teachers manage the instruction time properly	Strongly disagree	15	20.3	46	14.4
		Disagree	27	40.0	146	45.6
		Un decided	12	16.2	116	36.3

		Agree	8	10.8	6	1.9
		Strongly agree	12	16.7	6	1.9
		Total	74	100.0	320	100.0
16	Teachers are experience & competent enough to teach	Strongly disagree	13	17.5	23	7.2
		Disagree	9	12.7	231	72.2
		Un decided	12	16.2	41	12.8
		Agree	17	23	13	4.1
		Strongly agree	23	31	12	3.8
		Total	74	100.0	320	100.0
17	Teachers continuously follow up & evaluate the progress of the students	Strongly disagree	12	16.2	68	21.3
		Disagree	33	44.6	149	46.6
		Undecided	14	18.9	81	25.3
		Agree	8	10.8	11	3.4
		Strongly agree	7	9.5	11	3.4
		Total	74	100.0	320	100.0

On the above table 5 item 12 indicates the majority of students 212 (66.2%) often teachers do not given a number of exercises and tests while 50 (67.6%) Of teachers respondents agreed on giving a number of exercises and tests .here there is dis agreement between both respondents

In the same table item 13 indicates the majority of students 194 (60.6%) and teachers 30 (40.5%) responded that often teachers do not encouraged being active participants in the teaching-learning process. Item 14 of the same table indicates the majority of students 210 (65.6%) and teachers 33 (44.6%) mentioned, teachers do not thought by using of different teaching-learning methods.

In the same table item 15 indicates the majority of students 192 (60%) and teachers 42 (60.3%) responded that often in each period, teachers are not managed the instruction time properly.

In the same table item 16 indicates the majority of students 254 (79.4%) are responded teachers are not experienced and competent enough and on the other hand 40 (54%) teachers responded that often teachers were experience and competent enough to teach. Her there is difference responded between teachers and student respondents. In the same table item 17 indicates the majority of students 217 (67.9%) and teachers 45 (60.8%) responded that teachers do not continued follow up and evaluate students' progress.

During the interview sessions, the school principals and vice – principals agreed on the concept “Experienced teachers have a richer background of experience to draw from and can contribute insight and ideas to the course of teaching and learning, are open to correction and are less dictatorial in classroom. Teachers' experience and student achievement was that students taught by more experienced teachers achieve at a higher level, because their teachers have mastered the content and acquired classroom management skills to deal with different types of classroom problems.

According to Ankomah, Koomson, Busn and Oduro (2005), teacher factors that have an effect on academic achievement include the number of teachers on post, teacher pupil ratio; teacher qualifications and the personal characteristics of the individual teacher. The personal characteristics include academic qualifications, pedagogical training, content training, aptitude, and years of service/experience. A teacher brings these characteristics to class to facilitate the teaching- learning process.

Table 6: related to Relevance and development of the curriculum

	List of Items	Rating scales	Teachers		Students	
			Frequency	Percent	Frequency	Percent
18	The curriculum in secondary students is relevant to the age of the students	Strongly disagree	11	14.9	56	17.5
		Disagree	5	6.8	18	8.6
		Undecided	13	17.6	51	15.9
		Agree	42	56.8	187	58.4
		Strongly agree	3	4.1	8	2.5
		Total	74	100.0	320	100.0
		Strongly disagree	2	20.3	1	3
19	19. Contents of the text books in each grade level is broad	Disagree	8	10.8	58	18.1
		Undecided	25	33.8	89	27.8
		Agree	24	32.4	115	35.9
		Strongly agree	15	2.7	57	.17.8
		Total	74	100.0	320	100.0

According to table 6 in item 18 the curriculum in secondary students is relevant to the age of the students 45(60.9%) of teachers and 205(74.3%)of student respond agreed and also on Contents of the text books in each grade level students 39(35.1%) of teachers and 172(52.7%)of student respond answered the text book is broad

As Benavot and Karmens (cited in UNICEF, 2000) explain, local level interests may also have an impact on and contribute to the quality of educational content. In all countries, however, quality content should include several pivotal areas. These include literacy, numeracy, life skills and peace education as well as science and social studies.

Table 7: Factors related to school facilities

	List of Items	Rating scales	Teachers		Students	
			Frequency	Percent	Frequency	Percent
20	Text books and reading materials are available	Strongly disagree	12	16.2	19	5.9
		Disagree	44	59.5	237	74.1
		Undecided	8	10.8	28	8.8
		Agree	3	4.1	20	6.3
		Strongly agree	7	9.5	16	5.0
		Total	74	100.0	320	100.0
21	T21.School buildings are conducive for teaching and learning activity	Strongly disagree	22	29.7	113	35.3
		Disagree	20	27.0	180	56.3
		Un decided	13	17.6	7	2.2
		Agree	15	20.3	12	3.8
		Strongly agree	4	5.4	8	2.5
		Total	74	100.0	320	100.0
22	T22.The school climate is appropriate to attend the teaching & learning activity	Strongly disagree	15	20.3	190	59.4
		Disagree	38	51.4	111	34.7
		Und decided	11	14.9	10	3.1
		Agree	6	8.1	7	2.2
		Strongly agree	4	5.4	2	.6
		Total	74	100.0	320	100.0
23	23.The library is open at school time when ever when ever students want to read	Strongly disagree	20	27.0	82	25.6
		Disagree	27	36.5	180	56.3
		Undecided	10	13.5	35	10.9
		Agree	10	13.5	11	3.4

		Strongly agree	7	9.5	12	3.8
		Total	74	100.0	320	100.0
24	T24.The library is full of the necessary reference materials	Strongly disagree	18	24.3	111	34.7
		Disagree	31	41.9	177	55.3
		Undecided	17	23.0	24	7.5
		Agree	6	8.1	6	1.9
		Strongly agree	2	2.7	2	.6
		Total	74	100.0	320	100.0
25	T25.The school laboratories are at the service of science students and Science teachers use laboratories effectively to the science students	Strongly disagree	29	39.2	126	39.4
		Disagree	20	27.0	150	46.9
		Undecided	17	23.0	20	6.3
		Agree	4	5.4	15	4.7
		Strongly agree	4	5.4	9	2.8
		Total	74	100.0	320	100.0
26	Ensuring the school compound is clean & orderly	Strongly disagree	16	21.6	109	34.1
		Disagree	24	32.4	159	49.7
		Undecided	16	21.6	22	6.9
		Agree	8	10.8	17	5.3
		Strongly agree	10	13.5	13	4.1

According to table 7 in item 20 text books and reading materials 40(54%) of teachers and 236(73.5 %) of student respondents agreed on the availability of text books and reference materials .In the same table item 21 indicates the majority of students 293 (91.6%) and teachers 44 (56.7%) responded that often school building were not conducive for teaching- learning activity and the school compound are not conducive for teaching and learning activity.

.In Item 22 of table 7 indicates the majority of students 301 (94.3%) and teachers 53 (71.7%) mentioned, often the school climate were not appropriate to attended the teaching-learning activity. In the same table item 23 indicates the majority of students 215 (67.2%) and teachers 37 (50%) responded that often the library was not open at school time whenever students want to read and sometimes providing guidance and counseling to students. Item 24 of table 7 indicates the majority of students 288 (90%) and teachers 49 (66.2%) mentioned, often the library was not full of the necessary reference materials . .

In the same table item 25 indicates the majority of students 276 (76.3%) and teachers 39 (41.5%) responded that often the school laboratories were not at the services of science students. In the same table item 26 indicates the majority of students 162 (42.9%) and teachers 28 (29.8%) responded that often science teachers are not used laboratories effectively. In Item 26 of table 7 indicates the majority of students 181 (56.6%) and teachers 40 (54%) mentioned. Ensuring the school compound is not clean & orderly.

FGD clearly show the problem during the interview. The response of this group's respondents enumerated a number of problems such as large class size, very limited laboratory facilities, lack of latest books and journals. They said that these are the major chronic problem of their schools. Moreover, in the case of this study. From the responses of teachers, and students say that shortage of appropriate educational facility is affecting the quality of education offered in Arada sub-city government secondary schools. In support of this all supervisor during an interview, they stated as follow ".....there is insufficient facilities for conducting teaching learning process in our sub-city' secondary schools."

According to FGD respondents, teachers from the selected school have no commitment and interest to use educational facilities such as teaching aids ,there is shortage of those facilities. Therefore, in Arada sub-city secondary schools, lack of relevant and adequate educational facilities adversely affect the quality of education.

During the interview sessions, the school principals, vice – principals the supervisors .and department heads agreed that the physical facilities of the schools as much not attractive due to shortage of budget, lack of learning materials (text books) and inadequate facilities such as libraries, latrine, chairs, classroom and others

Table 8: Factors related to Class size Items Related to Class size

		Rating scales	Teachers response		Students response	
			Frequency	Percent	Frequency	Percent
27	Crowded class room do not affect student academic progress	Strongly disagree	18	24.3	14	4.4
		Disagree	34	45.9	286	89.4
		Un decided	9	12.2	6	1.9
		Agree	7	9.5	6	1.9
		Strongly agree	6	8.1	8	2.5
		Total	74	100.0	320	100.0
28	The space within the class room has effect on the teaching & learning activity	Strongly disagree	5	6.8	40	12.5
		Disagree	4	5.4	56	17.5
		Un decided	4	5.4	0	0.0
		Agree	26	35.1	25	7.8
		Strongly agree	35	47.3	199	62.2
		Total	74	100.0	320	100.0
29	Teachers can make one to one conversation with each other	Strongly disagree	9	12.2	2	.6
		Disagree	36	48.6	187	58.4
		Un decided	17	23.0	57	17.8
		Agree	8	10.8	27	8.4
		Strongly agree	4	5.4	47	14.7
		Total	74	100.0	320	100.0
29	The class room condition(light, neatness, and quality of seats) is to the standard	Strongly disagree	12	16.2	2	.6
		Disagree	43	58.1	230	71.9
		Un decided	10	13.5	19	5.9
		Agree	4	5.4	64	20.0
		Strongly agree	5	6.8	5	1.6
		Total	74	100.0	320	100.0

Item 27 of table 8 indicates the majority of students 300 (93.8%) and teachers 52(70.2%) mentioned, often crowded classrooms affect student academic achievement. .

Item 28 of the same table indicates the majority of students 224 (70%) and teachers 39 (41.5%) responded that often the space within classroom has effect on the teaching- learning process. .

In the same table item 29 indicates the majority of students 244 (75.2%) and teachers 53 (71.6%) responded that often teachers could not make a one to one conversation with each other and sometimes teachers could make a one to one conversation with each other. Item 30 of table 8 indicates the majority of students 249(77.8 %) and teachers 53 (74.3%) mentioned, often the Classroom condition (light, neatness and quality of seats) was not to the standard.

During the interview sessions, the school principal(Gezu Belete) said that *“Crowded classrooms provide students with few opportunities to engage the teacher one on one in meaningful conversation. Conversely, where there are broad areas for student movement and work, students “direct their own learning activities and become independent-minded investigators while working on several inquiry activities at once “and “the lack of large spaces that students can self-select to work in forces the teacher to schedule all events in a one-size fits all modality, focus on the delivery of general instruction to all students, and deal with one activity at a time.”*

According to (Heinesen, 2010), class size is one of the factors that impact upon academic achievement; as such a vicious cycle seems to have been created. According to Wang (2000), on class size suggests that teachers of smaller classes confront fewer discipline problems, cover subject matter in more depth, and have more one-to-one contact with students and keep better track of student progress.

4.1.3 Factors Related to Instructional Language Used in Teaching and Learning

Table 9: Items related to Instructional language used in teaching and learning

List of items	Rating Scales	Teachers response		Students Response	
		Frequency	Percent	Frequency	Percent
33. language used by majority of the teachers English	Strongly Disagree	2	2.7	1	.3
	Disagree	46	62.2	230	71.9
	Un decided	10	13.5	17	5.3
	Agree	9	12.2	6	1.9
	Strongly agree	7	9.5	66	20.6
	Total	74	100.0	320	100.0
34. language used by majority of the teachers is Amharic	Strongly disagree	3	4.1	33	10.3
	Disagree	39	52.7	206	64.4
	Un decided	13	17.6	73	22.8
	Agree	12	16.2	6	1.9
	Strongly agree	7	9.5	2	.6
	Total	74	100.0	320	100.0
35. language used by majority of the teachers is Amharic & English	Strongly disagree	6	8.1	22	6.9
	Disagree	9	12.2	107	33.4
	Un decided	10	13.5	48	15.0
	Agree	35	47.3	73	22.8
	Strongly agree	14	18.9	70	21.9
	Total	74	100.0	320	100.0
36 .Secondary students want	Strongly	3	4.1	39	12.2

Amharic language to be an instruction media	disagree				
	Disagree	36	48.6	238	74.4
	Un decided	15	20.3	23	7.2
	Agree	13	17.6	12	3.8
	Strongly agree	7	9.5	8	2.5
	Total	74	100.0	320	100.0
37 Secondary students want English language to be an instruction media	Strongly disagree	2	2.7	116	36.3
	Disagree	39	52.7	114	35.6
	Un decided	13	17.6	83	25.9
	Agree	13	17.6	4	1.3
	Strongly agree	7	9.5	3	.9
	Total	74	100.0	320	100.0
38.Secondary students want a mixture Amharic & English language to be an instruction media	Strongly disagree	7	9.5	13	4.1
	Disagree	11	14.9	54	16.9
	Un decided	9	12.2	27	8.4
	Agree	30	40.5	147	45.9
	Strongly agree	17	23.0	79	24.7
	Total	74	100.0	320	100.0

According to table 9 in item 33 , 40(54%) of teachers and 236(73.5 %)of student respondents answered .language used by majority of the teachers is Amharic and also on the same table In Item 34 ,301 (94.3%) students and teachers 53 (71.7%) teachers respondents mentioned English language is not used by majority of the teachers .while 244 (75.2%) and teachers 53 (71.6%) responded agreed Amharic &English language used by majority of the teachers. tem 36 the

majority of students 224 (70%) and teachers 39 (41.5%) do not want Amharic language to be an instruction media and the same is true 40(54%) of teachers and 236(73.5 %)of student respondents disagree English language to be an instruction media. But 244 (75.2%) students and teachers 53 (71.6%) teachers responded Secondary students want a mixture Amharic & English language to be an instruction media. According to Instructional language used in teaching and learning. The majority of both respondents (teachers & students) majority of the teachers is not teach only in English or Amharic language but both in Amharic &English.

Concerning students' related factors, in relation to students' instructional language. Data were gained from government secondary schools' principals' interview too proved *as there was a serious problem in instructional language competence of students in government students. Language of instruction determines quality of education as it is an indispensable medium for caring, or transmitting education from teacher to learners and among learners(Qorro, 2006:3)*

4.2 Strategies to be Taken in Order to Improve the Quality of Education

Table 10. Terms Related To Mechanisms (strategy to be taken)

List of Items	Rating Scales	Teachers response		Students Response	
		Frequency	Percent	Frequency	Percent
39.Reducing the number students in the class room	Strongly disagree	6	8.1	16	5.0
	Disagree	5	6.8	16	5.0
	Undecided	12	16.2	31	9.7
	Agree	15	20.3	61	19.1
	Strongly agree	36	48.6	196	61.3
	Total	74	100.0	320	100.0
40. provide enough teaching materials	Strongly disagree	6	8.1	15	4.7
	Disagree	7	9.5	20	6.3
	Undecided	11	14.9	34	10.6
	Agree	13	17.6	125	39.1
	Strongly agree	37	50.0	126	39.4
	Total	74	100.0	320	100.0
41. Improve teachers qualification	Strongly disagree	4	5.4	21	6.6
	Disagree	4	5.4	28	8.8
	Undecided	6	8.1	48	15.0
	Agree	19	25.7	115	35.9
	Strongly agree	41	55.4	108	33.8
	Total	74	100.0	320	100.0
42. Improve the contents of curriculum	Strongly disagree	9	12.2	15	4.7
	Disagree	10	13.5	21	6.6
	Undecided	12	16.2	41	12.8
	Agree	12	16.2	166	51.9
	Strongly agree	31	41.9	77	24.1
	Total	74	100.0	320	100.0

According to table 10 in item 39 text books and reading materials 40(54%) of teachers and 236(73.5 %)of student respondents in Item 39 of table 10 indicates the majority of students 301 (94.3%) and teachers 53 (71.7%) mentioned In the same table item 41 indicates the majority of students 244 (75.2%) and teachers 53 (71.6%) responded Item 42 of the same table 10 indicates the majority of students 224 (70%) and teachers 39 (41.5%) responded .

During the interview sessions The supervisor (Ato tesfaye Kefetew) said that *“Several strategies were identified for improving academic performance. These were: early coverage of syllabus, frequent testing , monitoring delegated work by the head teacher, motivational programs for teachers, students and support staff, keeping the students in school most of the time, use of supervised academic consultations, acquisition of more teachers. guidance and counseling for the students, inviting motivational speakers to talk to the students and the teachers, group discussions, allocating a given number of students to a teacher for enhanced supervision(also known as tutor-tutee), and frequent meetings with the support staff to enhance their efficiency.”*

According to the interview the principals, vice-principals, a department heads, FGD and supervisors generally agreed on some of in school factors influencing quality of education were teachers’ low motivation, teachers’ expectation, lack of school materials and facilities, behavior of students, shortage of budget, lack of motivation of students to learn, shortage of qualified and competent man power, lack of adequate education facilities and the quality of students joining secondary school .

In open ended question (list some of the major problems faced by the school in which you teach?), demonstrate that it is lack of adequate educational facilities, lack of supportive management, miss -behavior of the students. lack of competent and experienced teachers and lack of motivation and training are the major significant factors affecting quality of education. In conforming to this, majority of teacher respondents as we have seen above the role of the school management is significant but the finding shows the support or the role of the management is not great as it expected in the selected areas.

CHAPTER FIVE

5. Summary, Conclusions and Recommendations

5.1 Summary

The main purpose of the study was to examine in school factors that affect quality of education in government secondary schools of Arada- sub city. To address this study, the following four basic research questions were administered.

1. What are the Major in-school factors that affect the quality of education in Secondary government schools of Arada Subcity?
2. To what extent does the level of competence and experience of school teachers affect quality of secondary education?
3. How do teachers and school principals view the relevance and appropriateness of the curriculum for secondary schools?
4. What Strategies are helpful to manage the in-school factors affecting the quality of education in secondary schools of Arada sub-city

The population of the study was four secondary schools from the Arada sub-city . Four of the schools were Belayzelek, Betelehim, Mesekelem and Yekatite secondary schools that were taken by simple random sampling and available sampling technique. The study sample consisted of 320 students, 74 teachers teaching grade (9- 10th), 4 principals, 8 vice- principals and 24 department heads, 3 supervisors and FGD .

The instrument used in this study was Questionnaire, interview and obseravation were used to collect data Secondary schools of teachers, students, directors and supervisors, FGD and Department- heads . The collected data were analyzed through percentages and frequencies mainly focused on factors related to students capacity & motivation, related to teachers knowledge, skills, experience & motivation, related to teachers competency and training, related to. relevance and development of the curriculum, related to school facilities, related to class size, related to instructional language used in teaching and learning, and strategies to be taken in order to improve the quality of education Questionnaires, on which through Likert-type five

point rating were prepared in English and distributed to the students, teachers. In addition to that, semi structured interview was used for principals and supervisors, department heads and also classroom observation was made on 13 actual classes. Finally, document was analyzed to gather quantitative data. After wards, quantitative data were tabulated and analyzed in percent

Characteristics of the respondents

According to students sex in the secondary school of the sub city the number of female is slightly greater than that of males . They were 56.3% and 43.7% respectively. This indicates the presences of almost gender balance. Concerning age, most of the students seem to be young,6.9% respondents are found to be 13 -14years of age; (50.6%) of respondents found to be 15-16 years of age, whereas, (35.6 %) were 17-18 years of age and 6.9% are 19 and above. This shows that almost 50.6% of the students were in the range of appropriate age level that has been put by MOE, for secondary school. Of the total sampled students, 320 (44.6) % were beyond the appropriate age range which is 15-16. which is to the standard of MOE that was put to secondary school students.

Unlike the students, gender gap was found being very wide among teachers, and school leaders in secondary schools. male 54(69.5%) Whereas, 20(30.5%) are female teachers. This indicates that the number of female teachers is by far less than that of male teachers there was a wide gap between number of male teachers and the females. So, much need to be done to bring them up. Coming to age, 16(21.6%)of teachers are in age group 20-30 years of age, 44(59.5%) of the teachers are in the age group 31-40 years and 14 (18.9%)of teachers are in were aged41- 50 and above. This shows more young teachers were found.

According to the data about the academic qualification of teachers,68(91.9 %) of the teachers were first degree holders, while,6 (8.1%) of teachers had second degrees. This shows that 100% the teachers are qualified. The quality that the teachers possess is one of the major factors that affect quality of education. Regarding this, UNESCO (2009 a) mentioned that teachers will teach their own best in area which they are knowledgeable, have effective materials and techniques.

Concerning the working experience of teachers have between 1-8 years' are 13(17.6%) while from 9-16 years 32 (43.2%) and also 17-24 have 28(37.8%) work experience and above 24 work experiences were 1(1.4%). Thus, teachers may be relatively better in maturity and life experience. Teacher experience has a significant effect on pupil performance in primary schools and at upper secondary level. Experienced teachers have a richer background of experience to draw from and can contribute insight and ideas to the course of teaching and learning, achievement was that students taught by more experienced teachers achieve at a higher level, because their teachers have mastered the content and acquired classroom management skills to deal with different types of classroom problem

The findings obtained from the analyzed data shown the following

According to factors related to students capacity & Motivation of Secondary school students, a great number of teacher and student respondents were agreed on students have not general knowledge about primary school level, they are not capable of secondary school students, they are not interested to attend the class regularly, and also they are not motivated with their teacher.

As I also observed in 14 different class, in each class averagely 6 students sleep in the class and almost with average 4 students do not follow and listen what the teacher teaches even 4 or more students in each class do not have writing materials and exercise book.

Concerning teachers' subject matter knowledge, skills, experience & motivation responses of students and teachers were taken as they were equally important in evaluating teachers' performance, and also they were asked the same questions on the area. Teachers know the subject matter they teach seem to be a great difference between teachers and student respondents. This means a large number teachers respondents 51 (69%) agree on while 251(81.3%) students disagree. Concerning the working experience of teachers have between 1-8 years' are 13(17.6%) while from 9-16 years 32 (43.2%) and also 17-24 have 28(37.8%) work experience and above 24 work experiences were 1(1.4%). Thus, teachers may be relatively better in maturity and life experience. But in related to teachers involvement in students in decision making, in communicating instructional goals to teaching and non-teaching staffs, Teachers mobilize the school community for safe and orderly school environment, on teachers motivating

mechanisms, in the school working condition of teachers majority of both respondents and from interviews agreed on its limitation.

Related to teachers competency and Training the majority of students 212 (66.2%) often teachers do not given a number of exercises and tests while 50 (67.6%) Of teachers respondents agreed on giving a number of exercises and test, here there is disagreement between both respondents, On the other hand majority of students 254 (79.4%) are responded teachers are not experienced and competent enough, but 40 (54%) teachers responded that often teachers were experience and competent enough to teach. Here also there is difference responded between teachers and student .On the other hand, teachers encouragement on the students to be active participants in the teaching - learning process, Teachers continuously follow up & evaluate the progress of the students teaching the students by using of different teaching -learning process, managing the instruction time properly majority of teacher and student respondents agreed having limitation. Concerning to development of the curriculum in secondary students is relevant to the age of the students 45(60.9%) of teachers and 205(74.3%)of student respond agreed and also on Contents of the text books in each grade level students 39(35.1%) of teachers and 172(52.7%)of student respondents answered it is broad.

According to school facilities like text books and reading materials, 40(54%) of teachers and 236(73.5 %)of student respondents agreed on its availability. But the majority of students and teachers responded that often on school building ,the school climate , the necessary reference materials in the library and its openness, the school laboratories , on Prudence guidance and counseling , on conducive for teaching- learning activity and the school compounds were not suitable and available for teaching learning process.

According to FGD respondents, teachers from the selected school have commitment and interest to use educational facilities such as teaching aids there is shortage of those facilities. Therefore, one can deduce that in Arada sub-city secondary schools, lack of relevant and adequate educational facilities adversely affect the quality of education.

During the interview sessions, the school principals said that *“the physical facilities of the schools as much not attractive due to shortage of budget, lack of learning materials (text books) and inadequate facilities such as libraries, latrine, chairs, classroom and other*

Concerning Related to Class size the majority of students and teachers responded that Crowded class room , The space within the class room, were affected teaching learning activities while teachers one to one conversation with each other were very low, and also The class room condition(light, neatness, and quality of seats) is not on the standard

According to Instructional language used in teaching and learning. The majority of both respondents (teachers & students) majority of the teachers is not teach only in English or Amharic language but majority of the teachers teaches in Amharic &English

In related to Strategies to be taken in order to improve the quality of Education the majority of both respondents agreed on reducing the number students in the class room, providing enough teaching materials, improving teachers qualification and the contents of curriculum.

5.2 Conclusion of the Study

The main concern of this study was in school factors that affect quality of education in Arada sub city Adiss Ababa . The study attempted to look for mainly focused on factors related to students capacity & motivation, related to teachers knowledge, skills, experience & motivation, related to teachers competency and training, related to, relevance and development of the curriculum, related to school facilities, related to class size, related to instructional language used in teaching and learning, and strategies to be taken in order to improve the quality of education. Based on the analysis made in the preceding section of the findings of study the following conclusions have been deduced.

The problems of school management like incompetence of principles providing conducive teaching environment and incompetence of teachers to utilize the existing materials can be regarded as moderately affecting the quality of education.

The teaching facility gap concerning the nature of education and the poor quality of teaching learning process and lack of commitment of joining the schools and miss behavior of students found to be among the most significant root cause of quality declination as understood form the respondents of each schools

Shortage of budget , lack of incentives have limited the effort of teachers .In addition to these, educational material and facility ,lack of teaching aid, teachers' guide, number of laboratory centers , water supply, inviting and comfortable staffroom, and technology to be used in the class , availability of adequate reference books, functioning computers, comfortable classrooms, and technology, internets for teachers, in access to library, laboratory, and IT center for the student.

Coming to educational process, pedagogy, such as teachers' preparation, getting lesson practical, getting students actively participate in learning, in language of instruction, completion of task on time and students' discipline, proper use of instructional time. Moreover, participating teachers in leadership process, open discussion between teachers and administrators on how to improve students' achievement, respecting teachers' autonomy and in teaching load of a week. On the other hand, in immediate response to teachers' request and motivational mechanism was weaker

What are the contributions of the schools to make the students successful in their academic achievement in the study area? Several strategies were identified for improving academic performance. These were: early coverage of syllabus, frequent testing policy, benchmarking and networking, internal quality assurance through the school, monitoring delegated work by the head teacher, motivational programmes for teachers, students and support staff, keeping the students in school most of the time, use of supervised academic consultations, acquisition of more teachers, utilization of field trips and academic tours, guidance and counseling for the students, inviting motivational speakers to talk to the students and the teachers, group discussions, allocating a given number of students to a teacher for enhanced supervision(also known as tutor-tutee), and frequent meetings with the support staff to enhance their efficiency

In a situation where such educational research is scarce, research of this kind can contribute to an understanding of why differences occur in academic achievement. It is hoped that results of this study will provide the necessary basis for policy makers, planners, teachers, principals and vice-principals to realize the magnitude of the problem and design viable and effective community-based intervention measures for mitigating the problem under the problem under consideration. Finally, the findings of this study may generate interest or assist as a stepping-stone for those who have an intention for further study in the field.

5.3 Recommendations

1. In the process of making education, educational input, which is human and material resources, is one of indispensable components that plays an important role in deciding the quality education. So every stake holders do together and fulfill the basic facilities.
2. The performance of teachers in government secondary schools were not satisfactory in subject matter of what they teach and pedagogy knowledge. So, the school leaders, concerned officials at wereda and sub-city level need to upgrade the performance of teachers' in various mechanisms. One way is providing priority for in-service training for those who are performing under the level. The other one is giving opportunity of post graduate program and develop their knowledge and skills. After having teachers' need assessment, providing short term training at school level is another means. Furthermore, creating collaborative spirit among teachers, and getting them share experience from one another could work in alleviating the problem.
3. Educational material and facility is also one of the most prominent factors that potentially influence quality education. However, the study revealed that secondary school had a shortage of educational material and facility. Thus, during budget allocation, leaders of schools should give priority for furnishing library with necessary reference material, IT center with functioning computers. Plus, the heads are advised to plan for creating access of technology an internet for teachers that could empower, and get them resourceful too. In addition to these shortage of educational material and facility, like laboratory centers, light in the classroom, tap for water service, lack of toilet and lack of technology to be used in the class room should be fulfill. Students of secondary schools had a shortage of instructional language that surely leaves negative impact on the students' achievements. Therefore, to minimize the problem, government schools' English language teachers are recommended to use communicative method of language teaching so that it helps students learn all language skills practically, and develop their instructional language. So, concerned officials from sub-city, wereda and leaders at school level need to train and develop the teachers through in-service and short term training, and create opportunity teachers to share experience from teachers to teachers ,school to school sub city to sub city

4. Students' discipline problem was also another problem of government secondary schools, which potentially affect the process of teaching and learning that lower the students' achievement and teachers' motivation in return. So, the schools' leaders and teachers need to participate students in the construction of school's rules and regulations that could control the students' behavior, and then all the school community need to constantly stick on it, and put in to use.
5. The work of quality is best achieved when it is practiced collaboratively. Thus, all stakeholders have to share what they have learn one from the other, and work hand in hand to achieve better in the future than in the present.
6. To school principals and supervisors should give strong support to the students and the teachers
7. Several strategies and policies should identify for improving academic performance. These were: early coverage of syllabus, frequent testing policy, benchmarking and networking, internal quality assurance through the school, monitoring delegated work by the head teacher, motivational programs for teachers, students and support staff, keeping the students in school most of the time, use of supervised academic consultations, acquisition of more teachers, utilization of field trips and academic tours, guidance and counseling for the students, inviting motivational speakers to talk to the students and the teachers, group discussions, allocating a given number of students to a teacher for enhanced supervision(also known as tutor-tutee), and frequent meetings with the support staff to enhance their efficiency

To sum up, the study has identified the following is the major challenges in the realization of in school factor that affects quality of education in Arada sub-city government secondary schools are lack of school facility, lack of experienced man power, lack of good relationship between teachers and principals and high, high class size . In open ended question (list some of the major problems faced by the school in which you teach), demonstrate that it is lack of adequate educational facilities, lack of supportive management, miss -behavior of the students. lack of competent and experienced teachers and lack of motivation and training are the major significant factors affecting quality of education. In conforming to this, majority of teacher respondents as we have seen above the role of the school management is significant but the finding shows the

support or the role of the management is not great as it expected in the selected areas. in open ended question (What are the challenges that you face in your school?), demonstrate that it is lack of adequate educational facilities, lack of supportive management, miss -behavior of the students. lack of competent and experienced teachers and lack of motivation and training are the major significant factors affecting quality of education. In conforming to this, majority of teacher respondents as we have seen above the role of the school management is significant but the finding shows the support or the role of the management is not great as it expected in the selected areas.

Reference

- AAEB (2013). Annual Abstract Education statics , Addis Ababa.
- Abdulla Y., AL- Hawa, (2007).Higher Education In the Twenty first century Issues_and Challenges. CRC press, Bahrain. Addis Ababa, Ethiopia: MOE.
- Adams, D. 1998. Defining Educational Quality: Educational Planning. Educational Planning 11(2):3 18.
- Adesina,S. (1990). Educational management. Lagos: Fourth dimension publishing co. Ltd.
- Alastair I., (2008). Enhancing learning through formative assessment and feedback. Routledge, New York.
- Alberta, (2006). Standards for special education: essential components of Educational program for students with behavioral disabilities. Edmonton.
- Alma Harris and Daniel Muijs, (2005). Improving schools through teacher_leadership. Open University Press. UK.
- Amare et.al, (2006). Ethiopian Pilot Study of Teachers professional development. Quality in Education, teaching and learning: Perception and practice, American institute for research with academic for educational development. Addis Ababa University.
- Amdissa, (2006). Agriculture, Growth and Poverty Reduction in Ethiopia: A Paper for The Future Agricultures Consortium Workshop. Institute of Development Studies. Addis Ababa.
- Anderson, S. (ed) (2002). School improving through teacher development: Case study of the Aga Khan Foundation Projects, International Review of Education, vol. 42No.6.
- Ayalew S., (2005). Education for rural people in Ethiopia: working paper document. Department of Educationa Administration (Unpublished), Addis Ababa University.

Background paper for the evaluation of the World Bank support to primary education.
Operations Evaluation Department, The World Bank, Washington Dc.

Behavot and Limor (2004). Actual instructional time in Africa primary school: Factors that reduce school quality in developing countries. Volume 34, issue 3. Hebrean University, Israel.

Beijaard, et al, (eds.) (2005). Teachers' professional development in changing conditions. Springers. Netherland.

Bjorn E., et.al, (2008). Ethiopia Implementation report, Eduvision. www. Eduvision.ch.

Boissier, M., (2004). Determinants of Primary Education outcomes in Developing Countries:

Carvalho, Sonyia and Haward W., (1994). Indicators for monitoring poverty reduction, World Bank discussion papers No. 254, Washington D.C : The World Bank.

Cheng, Y. C., & Tom, W. M. (1997). Multi-models of quality in education. *Quality Assurance in Education*, 5 (1), 22-32.

Citron and Gayle (1991) low-level quality of teacher participating in educational planning, lack identify with how general secondary schools

Cohen and Manion 1994 the use of multiple data and research method

Crouch, L. (2009, September 9). Literacy, quality education, and socioeconomic development [PowerPoint slides]. Presentation at USAID World Literacy Day Event.

Daniel N. and Nobuhide S., (2010). Challenges of quality education in Sub-Saharan Africa- some key issues. NOVA Science publishers.

Daniel P., et.al, (2000). Monitoring school quality: An indicator report; National center for Educational Static. Us department of Education, office of educational research and improvement.

Denise C., (2008). Outcomes of higher education. Quality relevance and impact Paris, France.

- Desta B., (2005). Institutional Factors that Affect quality education in private higher education institution in Ethiopia. (Unpublished MA Thesis). Addis Ababa. A.A.U
- DFID, (2006). The Importance of Secondary, Vocational and Higher education to Development.
- Duncan son (2005) Examining the effect of class size on classroom engagement
- Dunn (1985). Light up their lives: a review of research on the effects of light on children's achievement and behavior. Reading teacher 38(9):863-69.
- EFA Global Monitoring Report team, 2015
- Ethiopian Federal Ministry of Education, (2003). Education statics annual abstract. MOE,
- Ethiopian Federal Ministry of Education, (2004 E.C). Education statics annual abstract. MOE,
Fuller and Clarke 1994 Background paper prepared for the Education for All Global Monitoring Report The Quality Imperative
- Hoot, J.L., Szente, J., & Mebratu, B. (2004). Early education in Ethiopia: progress and prospects. Early Childhood Education Journal, 32(1), 3-8.
- Hoot, J.L., Szente, J., & Mebratu, B. (2004). Early education in Ethiopia: progress and prospects. Early Childhood Education Journal, 32(1), 3-8.
- Hoy, Bayne-Jardane and Wood; 1999 Improving Quality in Education Psychology Press, 2000 - Education - 157 pages
- ILO and UNESCO (1994 The ILO/UNESCO Recommendation concerning the Status of Teachers (1966) and the UNESCO Recommendation concerning the Status of Higher Education Teaching Personnel (1997) with a revised Foreword and Users' Guide, 2016)
- Joshua (2012) International Journal of Research Studies in Education 2012 January, Volume 1 Number 1, 61-68
- Krueger and Whitemore, 2006 the Quality Education Act of 2006 provides funding for reducing class ...

- Lasonen, J., Kemppainen, R., & Raheem, K. (2005). Education and training in Ethiopia: an evaluation of approaching EFA goals. University of Jyväskylä: Institute for International Research
- Lasonen, J., Kemppainen, R., & Raheem, K. (2005). Education and training in Ethiopia: an evaluation of approaching EFA goals. University of Jyväskylä: Institute for International Research
- Lockheed (1991) the availability of textbooks and other instructional materials has a consistently positive effect on student achievement in developing countries
- Lue (2000) to minimize the impact of class size and maximize the implementation of SCLA
- Lunenburg and Ornstein, 1991 Motivation is a critical determinant of performance
- Marew (1998) The Attitude of Teacher Trainers Toward the Implementation of Multicultural Education in Two Teacher Training Institutes
- Mekuanent. 1992 Upper Primary School of Selected Woredas in Bench- Maji Zone Teachers' opinion on the school facilities, equipments, chemicals and others.
- Ministry of Education (2005). Education sector development plan III (ESDP-III) program action plan. Addis Ababa, Ethiopia: MOE.
- Ministry of Education (MoE). 2010. Educational sector development program (*ESDP IV*). (2010/11-
- MOE (2007). GEQIP project summary. Washington, DC.
- MOE (Ministry of Education, Ethiopia) (2005) Education Sector Development Program
- MOE (Ministry of Education, Ethiopia) (2006): School Improvement Program Implementation
- MoE, (2002) Preparation of the Education Sector Development Program in Ethiopia
- MOE. (2008). Teacher development program II concept paper. Addis Ababa: MOE.

- MOE. (2011). Education sector development plan IV (ESDP-IV). Addis Ababa: MOE..
- MOE.(2008). Teacher development program II concept paper. Addis Ababa: MOE.
- Noah and Morrison (1997) Affecting Quality Education in Afder Zone Secondary Schools, Somali Regional State'
- Piper, B. (2009). Student-centered pedagogy's causal mechanism: an explanatory mixed methods analysis of the impact of in-service teacher professional development in Ethiopia. (Unpublished doctoral dissertation, Harvard Graduate School of Education, Cambridge, MA).
- Piper, B. (2010). Ethiopia early grade reading assessment. Data analytic report: language and early learning. North Carolina: RTI International.
- Rossoff (1992)Amazon.com; Alternative Librery literature 1992/1993
- Sallis, (2002). Total Quality Management in Education. Third edition. Kogan Page Ltd. London, UK
- Schiefelbein, 1990. reducing class size is likely to improve student performance..
- Tegegn Nuresu,(1998). Education Management Information System Training Package
- Tenner& Detoro, 1992) . Multi-models of quality in education
- UNESCO (1994). World declaration on education for all. Retrieved from:
- UNESCO (2000a). The Dakar framework for action: education for all
- UNESCO. (2004). The quality imperative. EFA global monitoring report 2005. Paris: UNESCO.
- UNICEF(2000) National goals for education, and outcome state
- United Nations. (2000). United Nations millennium declaration. Retrieved from:

USAID/Ethiopia. (2011). Reading for Ethiopia's achievement developed (READ) technical assistance project. Pre-solicitation for request for proposals. Addis Ababa: USAID.

World Bank (1995) Priorities and strategies for education