ASSESSING CHALLENGES OF GOVERNANCE OF EDUCATIONAL INFRASTRUCTURE AND FACILITIES: THE CASE OF YEKA SUB-CITY IN FOCUS

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A THESIS SUBMITTED TO THE SCHOOL OF GRADUATES STUDUIES OF THE Addis Ababa UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF MASTER OF ARTS IN URBAN DEVELOPMENT AND MANAGEMENT

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This is to certify that the thesis prepared by Gebregiorgis Baraki entitled: *Assessing Challenges of Governance of Educational Infrastructure and Facilities: the Case of Yeka Sub-city in Focus* and submitted in partial fulfillment of the requirements for the Degree of Degree of Master of Arts (Urban Development & Management) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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ABSTRACT

Assessing Challenges of Governance of Educational Infrastructure and Facilities: the Case of Yeka Sub-city in Focus

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Education is a key to development. Without education development is unthinkable. But, not all education is key to development, it is 'quality education' only that makes a difference. The major educational resources include, but not limited to resource (teaching and support staff); buildings, classrooms and classroom furniture; instructional materials, and appropriate facilities such as libraries, science rooms, resource centers, water supply, latrines and many others. The purpose of this study was to assess the status and challenges of governance of educational infrastructure and facilities in government primary schools in Yeka sub-city. To achieve the objective of the study a descriptive survey method was employed. Both primary and secondary sources were used. The sub city, schools and respondents were selected by simple random sampling technique. Data was collected from headmasters, teachers, students, PTSAs, SEO and WEO professionals using different instruments: questionnaires, interview and observation checklists. The data collected through questionnaire were analyzed using percentages whereas the data gathered through interviews and observations were analyzed using descriptive statements. The major findings of the study revealed that the school problems include, but are not limited to poor managerial capacity, large student population, real limitation of some schools for further expansion, low teacher commitment and capacity, critical shortage classrooms, furniture, instructional materials. Based on the findings, it is recommended that the Yeka sub-city and other stakeholders should give due attention to provision, management and maintenance of educational infrastructure and facilities in government primary schools.

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ACRONYMS

EIF	Educational Infrastructure and Facilities
MoE	Ministry of Education
WEO	Woreda Education office
PTSA	Parent Teacher & Student Association
SPC	School pedagogical/resource center
ICDR	Institute for Curriculum Development & Research
AACG	Addis Ababa City Government
UNESCO	United Nations Education, Scientific and cultural organization
WB	World Bank
BPR	Business Process Reengineering
NGOs	Non Government Organizations
WHO	World Health Organization
AAU	Addis Ababa University
CSA	Central Statistics Authority
TGE	Transitional Government of Ethiopia
EFA	Education for All

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CHAPTER ONE: INTRODUCTION

1.1 BACKGROUND

Primary education is the foundation of education in general, because of its two purposes: produce a 'literate and numerate population' and prepare children for higher education or for the world of work (Lockheed and Bloch, 1990).

Though there is a general link between education and development, primary education in particular takes the largest contribution for the development of countries. With regard to this, Magnen, (1993) explained that primary education, when compared with other levels, contribute a lot in increasing workers' productivity and shows high social rate of return. Logan and Juoth (1997) pointed out the contribution of primary education in shaping the children for developments in that primary schooling is concerned with the total development of the children; intellectually, emotionally, physically , culturally, morally, economically and politically so that they can be reacting agents for all developments of their own countries. Similarly, the World Bank (1990) states:

> A country's development prospects today depended much more than even a generation ago on the capacity to acquire, adapt and advance knowledge. Higher education and training need to rest on a solid foundation, which is essentially the product of the primary education system. In newly industrialized economies also universal primary enrollment was achieved just before rapid economic growth.

But, for a nation to attain the desired developmental objectives, citizens must get quality education. However, quality education is a function of the resources available. For attaining quality education, governments are increasingly investing larger shares of their budget on education (Patrinos & Ariasingam, 1999), because it is quality education that enhances development.

According to the American National center for educational statistics (NCES), in the ten years between 1993 and 2003, for example, more than 11, 000 schools were added to the US educational system (NCES, 2004). At the same time 1100 schools were added to the

Israeli education system. The major reasons for the massive construction of schools were to meet demographic needs, or to satisfy public disappointment with the public system (World Bank, 1998).

Problems of education in developing countries are many and multifaceted including quality, access, equity and many others. The Indian case is a good example to illustrate problems related to access. There were thirty-two million primary school age children in that country in 1997 (World Bank, 1997). This is a problem that must be solved, because, if, this group is excluded, for sure India will have that amount illiterate people in the future. But, accommodating all school age children of this magnitude in primary school is both expensive and difficult to manage. To solve the problem India had to build 1.3 million classrooms and hiring 740,000 new teachers (World Bank, 1997). It is self evident how expensive it would be.

The educational problems in Sub Sahara Africa (SSA) are similar to that of India. According to the Association for Development of Education in Africa (ADEA), in most African countries, 'less than a third of young Africans acquire the knowledge & skills that are in their national curriculum' (ADEA. 2004: 5). In other words, only one in three goes to school in these countries. Besides, relevance, quality, access, and equity of education are some of the critical problems in Sub-Sahara Africa. To improve the situation, Eastern African countries including Tanzania, Kenya, Ethiopia, Uganda and many others started reforming their educational systems in the early 1990 (World Bank, 1995)

The situation of primary education in Ethiopia is full of problems; including lack of trained and motivated teachers, insufficient classrooms, inefficient utilization of time and ineffective leadership (ESDPIV, 2010). According to Patric, (2002) the two broad sets of challenges are: increasing access to education and improving the quality of that education. But increasing both at the same time is difficult, because, in most cases quality is compromised on the expense of access and the conflict between the two is difficult to resolve in a situation where resources are limited (Amare et al, 2002). In Ethiopia the primary school system has continued expanding rapidly since SEDP I in 2004. The number of schools moved up from 16,513 in 2004/05 to 25,217 in 2008/2009. This sustained rapid

expansion of schools and sections has been possible due to the successful application of the low-cost construction policy: use of local material and participation of local communities (MoE, 2010).

The status of education in Addis Ababa is not expected to be different from the situation of the country. The successful efforts made to increase access to education have often led to declining quality of education. Promoting better learning in schools to achieve quality education becomes a prior and important agenda by many stakeholders and the community at large (Gaines, 2002; Amare, 2002; Hailua and Tewabech, 2011).

Cognizant of the fact that access without quality will not lead development; the federal government started to overhaul the education system. Different measures were taken to improve the quality of education in the country. Improving quality of education system includes training of teachers, improving the management of schools, provision of adequate and relevant instructional materials, expanding the physical structure revising the curriculum in order to improve the quality of education. Thus, this study will assess the challenges of provision, management and maintenance of educational infrastructure and facilities in government primary schools in Yeka sub-city, Addis Ababa.

1.2 STATEMENT OF THE PROBLEM

The successful efforts made to increase access to education have often led to declining quality of education (MoE, 2010 ESDP IV). Recently, many countries are expanding enrollments rapidly to achieve education for all (EFA) by 2015. To fulfill this objective, the Government of Ethiopia has done a lot and access to education in many parts of the country has increased greatly. However, the successful increase in access to education has often led to declining quality of education.

Cognizant of the fact that access without quality will not lead development, the Federal government developed "Education Quality Assurance Package" in 2007 (AA Education Bureau, 2011). The implementation of the first phase of this program was completed by 2010. There was a need to study the performance of implementation. Hailua and Tewabech, (2011) who are members of the AA education bureau took the initiative of

studying the implementation and outcomes of this program. The findings of the study revealed that due to many factors the package is partially implemented. Furthermore, the study showed that some of the problems in primary schools are: high turnover of school directors, shortage and untimely distribution of textbooks and other inputs. Another finding of the study hinted that even though, some teaching materials are available in primary schools, often they are poor in quality. This is in good conformity to the findings of another study conducted by Dr Tilahun and colleagues in 2010 concerning science education in primary schools in Addis Ababa. High turnover of headmasters deny the school to plan and implement its activities consistently. Poor quality educational materials, inconsistent and rapidly changing school management will not produce quality outputs.

According to the ESDP IV, 2009/10 student achievement tests are on the decline. Even though, shortage of qualified teachers has greatly decreased; professional school headmasters are still a chronic problem. In the absence of appropriate leadership, schools will not properly function, because non-professional head masters do not have the skill of involving the community and other actors in the decision making process of key school activities. They work alone. Such directors will not be transparent to the school community. School resources will be misused. This is one aspect of poor governance and poor governance is both the cause and result of corruption (Smith, 2007; and Chapman, 2005). The most direct cost of corruption in the educations sector is waste of financial resources that get misdirected. If resources are misallocated, educational infrastructure and facilities will not be available in the school in the required quantity and quality and as a result teaching learning process will be negatively affected. Thus, quality of education will deteriorate.

The status science education in primary schools Addis Ababa was also studied by external consultants. The focus of the study was assessing the status of science education in primary schools. Tilahun et al, (2011) undertook a study on the status of science education in primary schools of Addis Ababa. The findings of the study and revealed that schools lack the appropriate science equipment and materials that are indispensable for conducting practical activities suggested by the syllabi of each grade level. Furthermore, the study

recommended the need for revising and standardization of textbooks because 'misrepresentation and misconception were observed in sample chemistry textbooks' and the study concluded by recommending the need an all-rounded, immediate, and holistic intervention concerning science education in primary schools in Addis Ababa. Two things are vivid from this study: shortage of equipment and materials and poor quality of chemistry textbooks.

This specific finding may not be unique to chemistry textbook only. Thus, careful and serious investigation is needed in all subjects. The researcher believes inputs that influence the quality of education are many including classrooms, furniture, laboratories, libraries, SPC, latrines, water supply, finance, and the commitment of the teaching and support staffs.

The two studies discussed above separately dealt with different issues; the findings are remarkable. But, as the studies focus to specific issues "school improvement program" or "primary science education" only is not complete enough to address all factors that influence the quality of education in primary schools.

This study thus, emanates from the gap indicated by the two studies. Firstly, the shortage of teaching materials may not be specific to science subjects only. Secondly, other inputs that have far reaching implications both in the teaching learning process and quality of education are not properly addressed. In addition the researcher has rich experiences on the preparation and use of instructional materials in general science education in particular. This study thus, emanates from this need of intervention to fill the gap assessing the situation of governance challenges in provision, managing an maintenance of educational infrastructure an facilities in government primary schools.

1.3 OBJECTIVES OF THE STUDY

1.3.1 General objectives

The general objective of this study is to assess the challenges of governance of educational infrastructure and facilities to promote the quality of education and come up with recommendation that could the challenges.

1.3.2 Specific Objectives

Based on the general objective, the following specific objectives have been set. The specific objectives of the study attempt to:

- assess the status of educational infrastructure and facility in the target schools;
- identify the influence of educational infrastructure and facility of the school on the teaching learning process;
- analyze the challenges of the schools' governance in the provision, management and maintenance of educational infrastructure and facility; and
- assess the degree of participation of the community in supporting the schools in fulfilling the infrastructure and facilities.

1.4 RESEARCH QUESTION

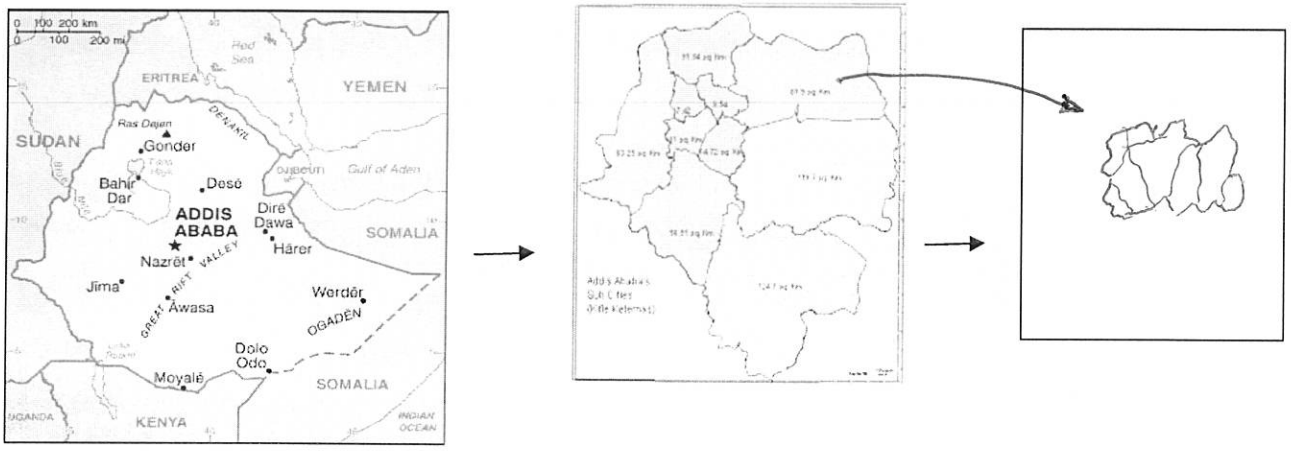
The following research questions have been set to look into the challenges and prospects of governance to primary education infrastructure and facilities

1. What is the current status of school infrastructure and facilities provision in the target schools?
2. What are the influences of the existing physical conditions on the teaching learning process in all primary schools?
3. What are the major challenges that government faces to provide school facilities?
4. What efforts are being exerted by the community to alleviate the constraints that hinder teaching learning process?

1.5 THE PROFILE OF THE STUDY AREA

Addis Ababa is the capital city of Ethiopia and the seat of the Africa Union. The City Government of Addis Ababa is currently divided into ten sub-cities namely: Bole, Nefas Silk, Akaki Kaliti, Kirkos, Addis Ketema, and Gulele, Arada, Lideta, Yeka and Kolfe Keranio. These sub cities are further subdivided into woredas which are the lowest tiers of government. Each sub city is organized to provide different services such as health care, education, land administration and others to the population in their jurisdiction. The sub-cities are self governing institutions having different sectors that are essential for running local governments including administration, education office, health, judiciary and security, finance and customs etc. This study is intended to be conducted in Yeka sub city. Yeka is one of the ten sub-cities in Addis Ababa city government. The sub-city is situated on the

north east of the city. There are 13 woredas, hosting a total population of 397236 people and covers area of 8252 hectares of land (Yeka sub-city, 2008). The sub-city is one of the expansion areas where a numbers of residents from inner city were resettled due to redevelopment activities. As a result of this, the population of the sub-city is rapidly growing. This increase of population results in an increase of students in the nearby schools.



Scale 1: 500,000

Source: Municipality of Addis Ababa, 2010

Education is one of the many public sectors in the area. The total number of schools in Yeka sub-city including government, public, private, church, mosque, mission and organization is 333. This number includes Kindergarten, primary, TEVT and secondary. However, the number of government primary schools (Grades 1- 8), in the study area are 15. There are more than 79,308 students in the government primary schools. (Yeka education office, 2010/11)

As it is shown in table 1.1, Yeka is the second most populous sub city in Addis Ababa i.e. 320,541; following Kolfe whose population is 389080. As is depicted in Table 1.1 the size of student population currently attending school in Kolife, Yeka and Nefas silk are 129,226, 108202, and 92574 respectively. This shows that Yeka hosts the second largest student population. Similarly, the number of students attending in primary schools (Grades 1-8) in Kolife, Yeka and Nefas silk are 78968, 59923, and 52,370 respectively.

Table 1.1 Student Population Attending Schools by Grade Level: 2007

No.	Sub-city	Population	All students Currently attending school	Students in government primary schools Grades 1- 8
	Addis Ababa	2541577	824178	472087
1	Akaki kaliti	166657	58288	36370
2	Nefas silk	290639	92574	52370
3	Kolife	389080	129226	78968
4	Gulele	249277	77360	42705
5	Lideta	190303	56858	31989
6	Kirkos	208827	70832	36731
7	Arada	200203	65385	34543
8	Addis Ketema	241363	73731	46345
9	Bole	284687	91723	52143
10	Yeka	320541	108201	59923
Source: AACA Education bureau: education statistics annual abstract 2003E.C				

Analyzing Table 1.2 carefully reveals that the sub city is one of the few sub cities that host the highest number of schools, sections, students and teachers. This is one justification for selecting the study area.

Table 1.2: Number of primary schools and sections by sub city

		Number of			
No.	Sub-city	Schools	Sections	Students	teachers
1	Akaki kaliti	60	728	34720	1426
2	Nefas silk	120	1578	69056	2412
3	Kolife	110	1697	88181	2654
4	Gulele	53	839	41373	1307
5	Lideta	31	553	24166	818
6	Kirkos	61	908	37220	1538
7	Arada	51	826	35242	1262
8	Addis Ketema	38	793	41148	1187
9	Bole	91	1361	52789	2015
10	Yeka	115	1476	60622	2243
Source: AACA Education bureau: education statistics annual abstract 2003E.C pp 11					

Finally, looking table 1.3 at a glance reveals that Yeka is one of the three top sub cities that received new students in 2003 E.C. Besides, the sub city shares a long boundary with the rural areas which are the sources of students. This sub city is one of the major sites where large real estate investment is undergoing extensively.

Table 1.3: Enrolment of primary schools by sub city and grade level

Sub city	Newly enrolled students in 2003 E.C by Grade								Total
	1	2	3	4	5	6	7	8	
Akaki	4985	4081	3947	3937	4429	4249	4527	4565	30783
Nefas silk	9831	8839	8083	8437	8239	8153	8422	9052	69056
Kolife	13665	12033	11354	12002	10040	9361	10607	8919	87981
Gulele	5027	4952	4574	5010	5179	5226	5404	5999	41371
Lideta	3001	2809	2821	2960	3197	3028	3205	3145	24166
Kirkos	4689	4270	4299	4562	4704	4718	4892	5086	37220
Arada	3269	3657	4020	4356	4606	4608	5124	5402	35042
Addis Ketema	4771	4792	4686	5283	5150	5358	5515	5593	41148
Bole	7097	7187	6483	6716	6793	5989	6290	6234	45996
Yeka	7863	7097	7211	7410	7688	7879	7692	7782	60622

Source: AACA Education bureau: education statistics annual abstract 2003E.C pp 11

1.6 RESEARCH METHODOLOGY

The methodology part of the study focuses on the research design, data collection tools, selection of the sampling technique, source of data and data analysis methods. This section discusses the research method, data source, and sample selection procedures, instruments of data collection and method of data collection.

1.6.1 SELECTION OF THE STUDY AREA

The study will be conducted in selected government primary schools in Yeka sub-city within the Addis Ababa city administration. Of the different levels of education (KG, primary, secondary, TEVT and tertiary), primary level is the foundation of education because it produces literate and numerate population and prepare children either for higher education or the world of work that is It provides society with trainable workforce. These objectives are realized only if, children fully participated in the teaching learning process; get adequate teaching learning materials and are free from internal and external interferences. Besides, the school compound

is conducive for learning and basic needs (water supply, latrines, fence, and school clinic) are met; and school management is stable, consistent, efficient & effective. In addition to these children learn best if stomach is not empty, mental not occupied by family problems and they are mentally & physically health. The curriculum is relevant and appropriate to the needs of learners, community and country at large.

The researcher's long and rich experience on different activities related to primary schools such as a teacher, trainer and curriculum developer has helped him to be aware of the major problems of education in general and primary schools in particular. Thus, assessing the situation of educational infrastructure and facilities and their management in primary schools is a pre-condition for the quality of education.

Yeka sub-city was purposely selected because the researcher is familiar to the area. However, the primary schools in the study area will be selected randomly as each school has an equal chance of being chosen for study. Again only government primary schools will be included in this study. There are convincing reasons for selecting the study area, the level and number of schools to be included in the study. First, government primary schools are dominant in number, student population, staff size and number of buildings and other facilities. Secondly, the budget allocated in government schools is huge compared to public or private. The challenges of infrastructure and facilities are more pronounced in government schools. First the number of students, teachers and the budget allocated in government primary schools is very significant. Government invests a lot of money in primary schools for salary and non-salary that is the human and economic resources invested in schools are huge. Unless this resource is properly administered, managed used and controlled schools will not function as planned and result in poor performance.

Currently, Addis Ababa is undergoing renewal of old areas. The dwellers are moved to other sites. One of these areas is Yeka sub-city. This has greatly increased the population of the study area. As result student population in schools is on the increase.

1.6.2 DATA SOURCE

The data source for this study included teachers, headmasters, PTSA members, students, school

support staff and woreda and sub-city education professionals. Information will be collected from both primary and secondary sources. Primary data were collected using different instruments, while secondary data was collected from educational abstracts, different books, documents, reports and internet.

1.6.3 SAMPLE AND SAMPLING TECHNIQUE

1.6.3.1 THE SAMPLING FRAME

The sampling frame for this study was the 2011 population in the study area and the recent number of teachers and students in the sample schools in the study area.

1.6.3.2 THE SAMPLE SIZE

There are ten sub-cities in the Addis Ababa city government and only one sub city – Yeka is considered for the study. The total number of government primary schools in the sub city is 15. Only 8 of them will be included in the study.

- Sub city to be studied 1 (Yeka)
- Number of schools 8
- Level and owner Government Primary School

1.6.3.3 SAMPLING

The focus of the study was to assess governance problems with respect to educational infrastructure and facilities in the availability, provision and maintenance. Each sub-city has equal chance of being selected as the study area. The activities in each sub-city are similar and the problems concerning educational infrastructure and facilities are also comparable with negligible deviations because resources are uniformly distributed. Thus, studying the situation in one sub city would give more or less very representative result. The sub-cities are: Akaki-Kaliti, Arada, Ledeta, Kirkos, Bole, Yeka, Gulele, Nifassilk-Lafto, Kolfie-Keranio, and Addis-Ketema.

In the study area there are 15 government primary schools and similarly, random selection procedure will be employed in order to identify the schools that will be included in the study. There are 15 government primary schools in Yeka sub-city. 8 schools were included in the study in order to have as many as possible experiences. Besides, it helped to minimize cost

(both time and money). The schools were randomly selected using a lottery method because each school has an equal opportunity of being selected. This method avoided the problem of subjectivity.

In this study, only government primary schools were included. There were convincing reasons for selecting government primary schools. First, government schools are dominant in number, student population, staff size and number of buildings and budget. Besides, these institutions are run by taxpayer's money. Secondly, the budget allocated to government schools is huge compared to public or private. Thirdly, the challenges of infrastructure and facilities are more pronounced in government schools, government invests a lot of money in primary schools for salary and non-salary that is the human and economic resources invested in schools is huge. Unless this resource is properly administered, managed and controlled schools will not function as planned and will result in poor performance. In a similar manner the actual schools were randomly selected. The 15 schools are listed alphabetically in an ascending order (see table 1.4)

Table 1.4: Government primary schools in Yeka sub-city

No	School	Student population			Teachers qualification								
					Certif.			Dip.			Degree		
		M	F	T	M	F	T	M	F	T	M	F	T
1	Addis Berhan	293	509	802	1	4	5	11	12	23	13	2	15
2	Berhanguzo	322	623	945	3	5	8	11	13	24	3	3	6
3	Hizbawi Serawit	386	589	975	1	7	8	8	16	24	7	2	9
4	Hibret Fire	463	741	1204	6	17	23	23	14	37	10	3	13
5	Kokeb Tsibah	655	946	1601	2	12	14	16	28	44	15	5	20
6	Mekanehiwot	295	499	794	2	9	11	9	8	17	2	5	7
7	Meri Hedasie	506	532	1038	1	4	5	17	12	29	5	2	7
8	Miazia 23	625	928	1557	5	5	10	23	12	35	12	5	17
9	Salayesh	1265	1402	2667	1	8	8	8	16	24	7	2	9
10	Tiglelenetanet	518	640	1158	3	6	9	11	13	24	4	3	7
11	Tesfa Berhan	576	926	1502	3	10	13	19	23	42	10	6	16
12	Wondrad	1647	2115	3762	5	21	26	45	60	105	8	5	13
13	Kara Alo	1643	2110	3753	5	22	27	32	28	60	10	6	16
14	Yeka Tafo	328	372	700	2	1	3	14	13	17	1	-	1
15	Yeka Terara	423	562	985	2	14	16	4	8	12	3	7	10
Total		**9945**	**13494**	**23439**	**42**	**145**	**116**	**252**	**276**	**517**	**110**	**56**	**176**

Source: Yeka sub-city education office, 2003 E.C

Two pieces of paper which are of equal size and color are prepared. On one piece "even" is written and "odd" on the other. Each paper is rolled separately; placed on a bowl, mixed and one picked. According to the lottery procedure "odd" was drawn and consequently all schools assigned odd numbers were randomly selected for the study. Thus, eight schools will be studied. The sample schools are shown below.

Table 1.5: Sample schools included in the study

No	School	Student population			Teachers qualification								
		sex			Certif.			Dip.			Degree		
		M	F	T	M	F	T	M	F	T	M	F	T
1	Addis Berhan	293	509	802	1	4	5	11	12	23	13	2	15
3	Hizbawi Sera.	386	589	975	1	7	8	8	16	24	7	2	9
5	Kokeb Tsibah	655	946	1601	2	12	14	16	28	44	15	5	20
7	Meri Hedasie	506	532	1038	1	4	5	17	12	29	5	2	7
9	Salayesh	1265	1402	2667	1	8	8	8	16	24	7	2	9
11	Tesfa Berhan	576	926	1502	3	10	13	19	23	42	10	6	16
13	Kara Alo	1643	2110	3753	5	22	27	32	28	60	10	6	16
15	Yeka Terara	423	562	985	2	14	16	4	8	12	3	7	10
Total		**5747**	**7576**	**13323**	**42**	**145**	**116**	**252**	**276**	**517**	**110**	**56**	**176**

1.6.4 DATA GATHERING INSTRUMENTS AND PROCEDURE

Primary data was collected through structured questionnaires, interviews, discussion and personal observation.

1.6.4.1 DATA GATHERING INSTRUMENTS

The researcher employed the following instruments for data collection in this study:

a. Structured Questionnaire: is used for getting short and standard responses from respondents that were easier to code and analyze (Creswell, 2008). Besides, it helped to address different issues. The respondents include deputy directors, students, teachers, sub-city education experts and others (table 2 above)

b. Semi-structured interviews: in order to ensure that the same type questions are presented to each interviewee. In addition it helps the interviewer to rephrase or raise additional questions in order to get in-depth information,

c. Observation: The purpose of observation was to record data that are available openly without the need of asking some one. It also helped to crosscheck the high-lighted problems that were raised during the interviews with all the research participants. The

main items that were observed in this study were: school fence, classrooms and furniture, condition of buildings, presence of library, resource center, science rooms, sport fields, school environment, school layout, and school clinic, the condition of latrine and hand wash facilities & office equipment.

1.6.4.2 SELECTION OF RESPONDENTS

The selection of the deputy headmasters is automatic because there are only two in each school. However, in the selection of teachers some criteria have to be employed. The major categories of subjects thought in primary schools are: languages (Amharic & English), mathematics, PHE and aesthetic, social studies (Geography, history & ethical education), natural science (chemistry, physics & Biology). One teacher from each category was requested to fill a questionnaire, making the sum total of teacher filled questionnaires in each school five. This helped to collect first hand information concerning the instructional materials; whether they use teaching aids when teaching the specific subject; where they get them; and what problems they face in the teaching-learning process, from teachers who were the core actors in education sector. Thus, long years of service, administrative experience, educational level, the subject they teach and number of trainings were used as criteria for selecting respondents. Besides, the researcher was hinted some names of teachers who would give rational and objective information.

First cycle students (that is grades 1, 2, 3 and 4 were excluded from the study because the are too young to understand the situation at hand). Thus, four student one from each grade level that is grades 5, 6, 7 and 8 filled questionnaires in order to get information on how they view the issue related to educational inputs. Thus, the number of subjects and their position is depicted below. They are:

Table 1.6: Respondents Vs data gathering instrument per school

a. Questionnaire:

Respondents	Respondent/school	schools	No. of questionnaire
Deputy Headmaster	2	8	16
Teachers	5	8	40
Students	4	8	32
Cluster supervisors	1	8	8
Sub-total			96

b. Interviews:

Respondents	Respondent/school	schools	No. of questionnaire
Headmaster	1	8	8
Sub-city education head	1	1	1
Woreda education head	1	7	7
PTSA chairperson	1	8	8
Sub-total			

1.6.5 DATA ANALYSIS TOOLS

1.6.5.1 Qualitative Data analysis

The qualitative data obtained from questionnaires, interviews and observations was edited and coded. Open, axial and selective codlings were applied manually. Coded, grouped and categorized data will be analyzed separately and compared with different responses obtained through different ways. Both the qualitative and quantitative data were analyzed separately for clarity and focus purposes. Then, findings were compared to assess their consistency or inconsistency.

1.6.5.2 QUANTITATIVE DATA ANALYSIS

Similarly, the data collected by different data gathering instruments such as questionnaire and semi-structured interviews were edited, organized and analyzed.

1.6.5.3 COMPARISON AND CONTRAST OF THE DATA GATHERED

Finally the organized and summarized qualitative responses were compared and contrasted with the quantitative one. From among the SPSS packages, percentages and frequencies were used in the analysis of data obtained. Both qualitative and quantitative were compared and contrasted to reach at more appropriate and more valid conclusions. Finally the findings were presented in text and frequencies.

1.7 SIGNIFICANCE OF THE STUDY

The quality of education depends on the availability of adequate and relevant (both human and economic) in puts. This study had among other things, the following contributions to:

- Schools, because they are prompted to key problem areas that needed attention.
- It identified major schools problems that need decision making of higher AACA officials; and
- Recommended important points that contribute for considerations of sub-city officials on the need of training teachers on improvisation.

In addition, it enlightened teachers, school headmasters, PTSA members and WEO professionals the direct link between preparation of teaching aids from locally available materials and using them in the actual learning process to the active teaching learning process. This encourages students and teachers to be involved in improvisation influence of alleviating the chronic teaching aids shortage in schools.

Finally, the study will also add to the already literature of the role of educational infrastructure and facilities in the realization of active learning in schools thereby improving the learners academic achievement. It will also motivate other interested researchers to conduct further, wide and deeper studies on the issue at hand.

1.8 SCOPE OF THE STUDY

There is one education bureau in the Addis Ababa city government (AACG) and ten sub-city education offices (SEO) under it. The study concentrates on the schools in one sub city which was selected randomly. The schools in the sub city are many in number, and differ in type ownership, level and purpose. Thus, as the issues to be addressed are many and varied, the study is further limited to eight Government primary schools only which were selected randomly.

1.9 LIMITATIONS OF THE STUDY

- The short-lived strike by teachers unnecessarily elongated the data collecting time in each school i.e. on the average 3 days per school (observation, questionnaire filling and collecting them, and interviews) or more than 24 working days.
- Failure of officials to meet them on appointment

However the problems were overcome through patience and persistence.

1.10 The Organization of the study

This study is organized into four chapters. The first chapter provides the background by way of introducing what the study is about. The second chapter presents the theoretical discussions along with review of related literature followed by the third chapter, the major findings based on the interpretation and analysis of the collected data are provided. The

last chapter dedicated to the summary, conclusions and recommendations of important points.

1.11 DEFINITION OF TERMS

1. Community: A group of people living in and area served by particular schools or by a network of schools (Lewy, 1997)

2. Education finance: The science and practice of raising and expending revenue for education (Good, 1973)

3. Furniture: Desks, tables, chairs, chalk boards, notice board of schools (Mbamba, 1992)

4. Educational infrastructure and facilities: A school plant and local environment of organized and used for carrying out teaching and learning activities - including classrooms, laboratories, libraries, workshops, recreational and sport fields, fences, halls, toilets, clinic, water supply, electricity (Nebiyu, 2005)

5. Primary education: Schools where general and basic education is offered for eight years education (TGE, 1994)

6. School budget: A detailed statement of the finances of a public school district projected for a designated school year (Howes, 1982)

7. School expenditure financial disbursement of school for the purchase of the various resources or inputs of the school in the process such as administrators, teachers, materials and equipment (Pasacharo Poulos, 1985)

8. Woreda: The smallest political administration unit

9. Primary school

is defined as the educational level starting from grade 1 and ending grade 8 and it is constituted of two cycles: 1-4 (first cycle) and 5-8 (second cycle). Currently there are about 730 primary schools in AACA. In all these schools there are 10,759 sections with total 484517 students and 16862 teachers at primary level. Source: AACA Education bureau: education statistics annual abstract 2003E.C

CHAPTER TWO

2. THEORETICAL FRAMEWORK & REVIEW OF LITERATURE

Having identified the problems and purpose of the study this chapter examines all information pertinent to educational infrastructure and facilities including theoretical framework which is a central concept for conducting this study.

2.1 THEORETICAL FRAMEWORK

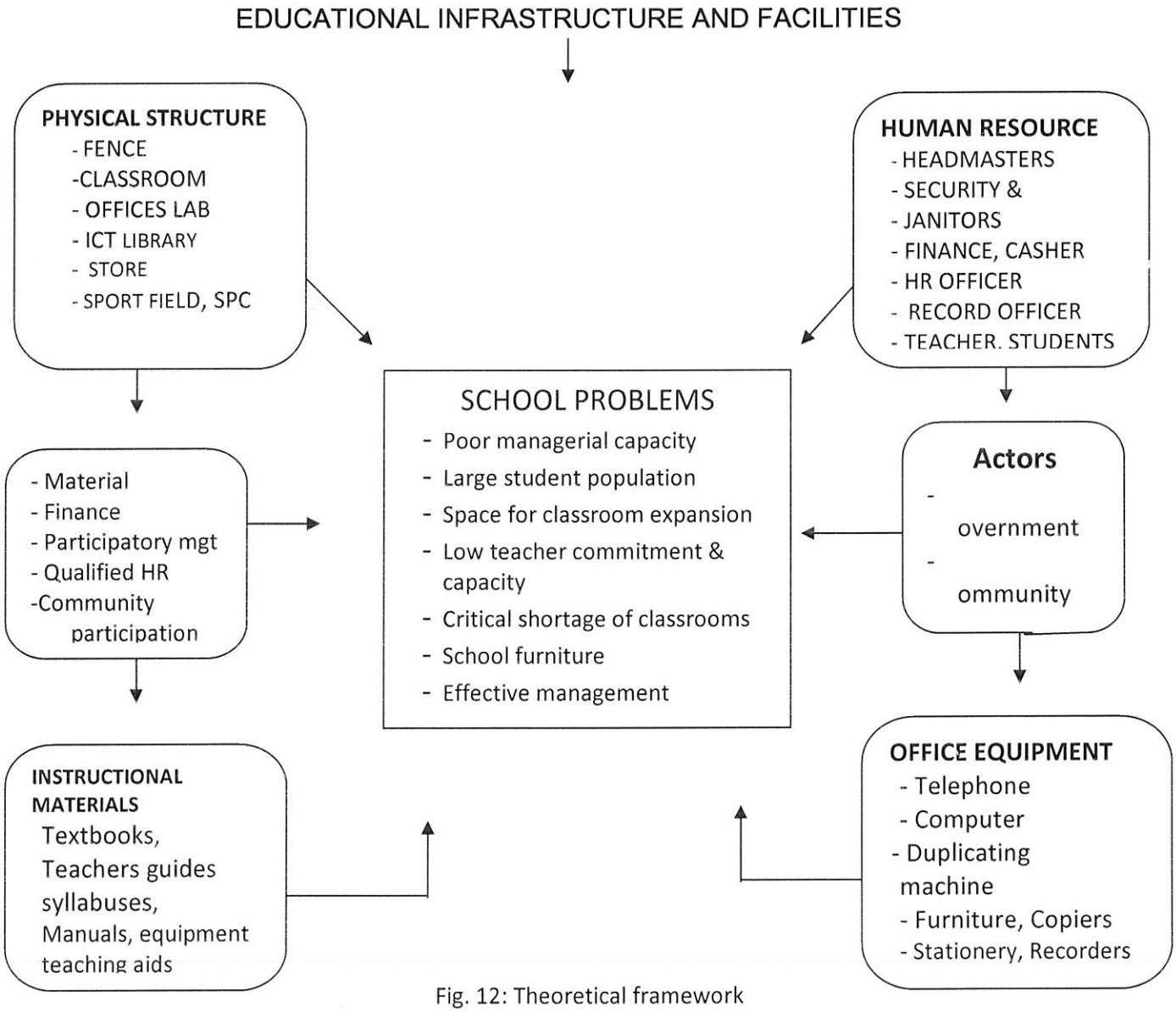


Fig. 12: Theoretical framework

Schools are social institutions purposely established for attaining social objectives of developing the human capital stage by stage by providing graded and measured knowledge, skills and socially accepted attitudes starting from preschool to the higher level learning. To attain these objectives, different human and economic inputs are need, collectively known as educational infrastructure and facilities that are copious in number and varied in nature. The most key inputs include clearly defined plot of land, buildings and relevant infrastructure within its boundary, different facilities, indispensable instructional materials, appropriate and relevant human resource and adequate finance. The detailed list of these educational inputs include: school fence, classrooms, classroom furniture, instructional materials, teaching aids, laboratories, resource centers, libraries, sport fields, offices, office equipment, ICT center, water supply, clinic, latrines, teaching and support staff and many others that will be dealt with below. The presence or absence of the inputs in the desired amount, quality and variety has a far reaching influence on the teaching learning process in schools and its end product that is the quality of education.

Population is rapidly growing due to natural growth, migration from rural to urban and as a result of resettlement of people coming development sites where old settlements areas in the inner part of the city. The dislocated people are resettled in the remote parts of the city. This increases the population of the dwellers. Most of the time new settlement areas lack indispensable infrastructure such as schools, clinics, water and electric supplies. The new comers send their children to the nearby school. This increases student population. Besides, currently schools are forced to accept school age children in order to attain the Millennium Development Goals. This also contributes to the currently rapid student population increase in most schools. Thus, MDG initiated enrolment of school age children coupled with the natural increase of the dwellers plus the new comers inflate the student population of schools. This rapid population increase will force schools to receive more students every year without major change in school facilities. This creates a burden to the meager resources that is classrooms will be overcrowded. Textbooks will be shared among many students. This will result in poor

management, scarcity of resources, behavioral problems of students and teachers. In the absence of adequate resources quality of education will deteriorate. However, if schools get the right resources at the right amount, quality and time improvement in the academic achievement of students will be achieved at school level which leads to the realization of quality education. On the other hand, if inputs are not in the right amount and quantity, then the expected will not be attained. Thus, this study will assess the situation of the provision and management of all inputs in the sample schools in the study area.

2.2 Review

2.2.1 Goals of education

Any social activity has an objective to accomplish. According to the Education and training policy, the aims of education are to "helps man to improve, change, develop and conserve his environment" (MoE, 1994 E.C.). On the other hand, Lockheed (1994) and others believe that believe that education play decisive role in solving the major social, economic, naturals and technological problems such as those related health, education, agriculture, diseases and many others. Though, the role of education is rarely disputed, but many believe that only quality education can play such roles. But, provision of quality education to citizens, though a dream of all, is easier said than done. Gaines (2002) strengthens the issue at hand when she wrote that "parents, educators, and the public want the most effective, up-to-date education available for their children". But, provision of quality education is expensive, demanding time, resources and competent and committed management.

In Ethiopia, the status of education system is explicitly stated as a system that "is entangled with complex problems of relevance, quality, accessibility and equity" (MoE, 1994) and appears not to be in the right shape to help in solving the problems effectively. Only quality education can do. The efficiency of education depends on many factors such as the curriculum, training of teachers, provision instructional materials and

status of educational infrastructure and facilities (Nebiyu, 2000). Education has both individual and social benefits. Moreover, it enables individuals to improve their level of income, better health and family care. This statement is in complete agreement with the World Bank report of 2003 that states that "education helps to improve the living condition of individuals by improving their earning, their health status, and those of their children, and it contribute to reducing fertility rates" (World Bank, 2003).

2.2.2 CONTRIBUTIONS OF PRIMARY EDUCATION

The role of education is to enable citizens to actively participate in the socio-economic development activities by enhancing their knowledge, power of thinking, awareness, talent and skills. Those countries use education as a vehicle to enhance democratic perspectives, to ensure freedom of individuals and the society at large to enable citizens relish their rights and discharge their obligation and to promote the spirit of material co-existence and tolerance among people. Hence, there is an absolute connection between education and the development of citizens (MoE, 1994: 34).

Though there is a general link between education and development, primary education in particular takes the largest contribution for the development of countries. According to Magnen, (1993) when compared with other levels; primary schooling contributes a lot in increasing workers' productivity and shows high social rate of return. Logan and Juoth (1997) pointed out the contribution of primary education in shaping the children intellectually, emotionally, physically, culturally, morally, economically and politically so that they can be reacting agents for all development of their own countries. Similarly, World Bank (1990) states:

> A country's development prospects today depended much more than even a generation ago on the capacity to acquire, adapt and advance knowledge. Higher education and training need to rest on a solid foundation, which is essentially the product of the primary education

system. In newly industrialized economies also universal primary enrollment was achieved just before rapid economic growth.

In all of the above studies, it is acknowledged that primary education remains being a pre-requisite for the countries' socio-economic development. On completing primary some will continue their education. However, the majority goes to the world of work and engages them selves in different activities. The school leavers are easily trainable for any job and the strength of primary education emanates from this capacity.

2.3 PRIMARY EDUCATION AND ITS CHALLENGES

2.3.1 Challenges at national level

In most developing countries, the teaching learning process take place in dilapidated school buildings, insufficient educational resources, crowded classroom without proper furniture and other critical inputs (World Bank, 1990). The situation in Ethiopia is not different from that of other developing countries. Currently there are more than 26951 primary schools in the country (MoE, 2009/10). Most schools are made of local materials and they may not be to the standard and lack indispensable facilities. In 2006, UNICEF undertook a detailed survey of the WASH status of primary schools. It was found that 22% of the 2,013 schools surveyed had a protected water supply in the compound. In many cases, the quantity of water available was deemed insufficient, based on a norm of 5 liters per capita day.

On the other hand student population is growing and changing rapidly making it difficult to predict and plan properly. RT Research and Development Studies PLC research team conducted a study on the 'Practices and problem of the Pre-Primary programs' in Addis Ababa in 2011. The findings of the study revealed that the high teacher ratio, highly crowded classrooms, the physical environment were not attractive to teach children. This is not unique to pre-primary education. Similar findings were reached at

by Tilahun and colleagues who studied the status of science education in primary schools in Addis Ababa in 2011. According to this study, classrooms, furniture, books, teaching aids and other materials are not available in the required quality and quantity in all primary schools in Addis Ababa (Tilahun et al, 2011).

Another subtle challenge that schools face is the use of obsolete teaching methods. Most teachers employ the lecture method which does not involve children to participate in the teaching learning process. Modern curriculums recommend active learning or learner center to be employed in all schools. The curriculum also demands that schools should be equipped with relevant and appropriate to be equipped with all necessary instructional materials because active learning is ineffective in the absence of appropriate and relevant instructional materials such charts, science kits, globes, mathematical set and many others (Amare, 1999; MoE, 1994).

2.3.2 School administration

Another serious challenge of primary schools is absence of professional headmasters. The above mentioned study, conducted by Hailu and Tewabech in 2011 to assess the status of education quality improvement package showed that school leadership is currently working in harmony with all teachers and students. However, the study confirmed the high turnover of headmasters; without answering the why aspect of the issue, because headmasters can not leave their post without a reason. Other studies show that most headmasters are subject specialists without some taking some courses on school administration, even though it is one of the criterion and precondition some to hold the position (MoE, 2003: 26). Water supply and latrine coverage are not to the standards set by the Addis Ababa education bureau. The overall latrine seat to student ratio is 1:170, which is low, this discourages the actual use of latrines; the physical structure of latrine needed to maintain privacy and safety was not acceptable (ESDP IV, 2010).

2.3.3 Problems in the Provision of quality education

In developing countries, primary school education is entangled with many problems such as poor provision of inputs, crowded classrooms, poor distribution of books, unsheltered or dilapidated buildings, high student-teacher ratio, poor provision of instructional materials under qualified and many others. The teaching learning process in primary schools is basically characterized by rote memorization. Talk and chalk is a dominating teaching method. Children are mere listeners; their participation is limited to listening, copying from the chalkboard or answering when they are asked (Amare, 2002, Gebregiorgis, 2009). Teachers choose this method for many reasons it:

- is easy to execute,
- Demands less time to prepare,
- A lecture note prepared at one time can be used again and again
- It is cost effective in terms of space, and money
- doesn't demand extra resource(teaching aids), time, training & material

Even though popular, this method has serious limitations. It undermines student's participation and individual differences. However, real learning is unthinkable in a process where pupils are denied to participate in the process, because rot memorization has negligible impact in helping the child to live in a rapidly changing world. Even though not current, Halem, (1983:134) concerning the importance of instructional materials, wrote

> "To present children with things for manipulation, exploration and play in great variety, yet deny them the opportunity to express their early thoughts and interact with others in an atmosphere of love, trust and acceptance, is to hinder true growth. To present ideas without things they could handle, investigate and play with is just disastrous. Either situation is inimical to maximum development." (Halem, 1983:134)

Thus, children should be given the chance of fully participating in the teaching-learning process. Participatory approach demands the exercise of a variety of child friendly methods, use of appropriate teaching materials and full involvement of the learners (Berhanu, 2007).

On the other hand, primary school teachers lack the skill of conducting practical activities; confidence to handle, operate and use the simple science equipments that are available in schools. As a result most instructional materials are locked idle in school stores. Consequently, lecture is universally practiced method of teaching in the country, a method that has negligible effect in attaining the objectives of the syllabuses.

2.4 INFRASTRUCTURE AND FACILITIES

Educational infrastructure is a set of inputs that help to facilities the teaching learning process in schools. They help the school in translating its educational objectives to tangible reality. On the same issue, Davis, (1980) wrote

> *... such facilities include a site, physical structure, an arrangement of space, a set of specialized tools, called furniture and equipment when it is all put together it is known by the name school plant. The favored name today is educational facilities or instructional facilities.*

Educational infrastructure and facilities are school components including school fence, buildings (classrooms, laboratories, library, resource centers, clinic, stores and offices), instructional materials (textbooks, teaching aids) recreation and sport fields, toilets, school clinic, water and electric supply (Nebiyu, 2005) and the local environment where the school is situated for carrying out teaching and learning activities. Waste disposal sites, the trees and flowers and others are part of the infrastructure of the school. These facilities are indispensable components for improving the quality of education in schools. Educational infrastructure and facilities are myriad in number and copious in kind. All are indispensable for the smooth functioning of the school. However, the list is

not manageable as presented above. For convenience, we can categorize educational infrastructure and facilities in to four:

- School fence and physical structures e.g. all types and sizes of building such as classrooms, libraries, laboratories, resource centers, sport fields etc., offices, halls, etc;
- office equipment such as typewriters, computers, duplicating machines, telephone, stationery, cupboards, furniture and other office equipment that enhance the routine activities of the school; and
- Instructional materials including books, equipment, teaching aids, chalkboard, maps, atlas, chemicals, and all teaching materials suggested by the curriculum for each subject and grade level that teachers and learners use in the actual teaching learning process in classrooms;
- Human resource: Headmasters, teachers, students store keepers, librarian, human resource officer, typists, casher, guards, cleaners and etc. Others include committee members in the teacher parent association and others. The core function of school is teaching learning process. Thus, teachers who are directly involved in the core function (teaching learning process) are termed line staff where the others are known as support staff).

2.5 GOVERNMENT INTERVENTION

2.5.1 Current Status of Primary School Education

The educational system of the country is full of problems. The major educational problems in primary schools include: managing the teaching learning process, provision of instructional materials, involving the community, implementing the curriculum, shortage of classrooms, disciplinary issues and many others. Concerning the issues at hand Education and Training Policy (TGE, 1994) stated that the:

> Ethiopia's education is entangled with complex problems of relevance, quality, and accessibility and equity. The objectives of education do not take cognizance of the society's needs and do not adequately indicate future direction.

Many things have changed since then. The number of schools has increased from

16,513 in 2004/05 to about 26, 000 in 2008/2009, but the quality of education is on the decline (MoE, 2010). Currently, ESDP IV is in process. At present there are more qualified teachers at each level for all subjects. However, issues related to school management, teacher development, and provision of infrastructure and facilities and many others need improvements. To avert the situation in improving the role of education in the national development endeavor, government decided to improve the quality of education as a whole. Six core intervention points were selected: teachers, curriculum, ICT, school, management and civic and education.

All the components are interconnected and interrelated with one objective in mind i.e. to improve the quality of education. Each of these components has its own program, outcomes and targets. Even though, Ethiopia made significant progress in education recently, student achievements remained low (ESDP IV, 2010).

2.5.2 Participatory School Management

Government budget for construction, maintenance and management of schools is limited, because numbers of schools demanding such fund are many and their number continually growing. Besides, there is a serious competition for the same resource among different sectors. Yet the local government alone is unable to meet all demands at the same time (UNCHS, 2001). Therefore, parents and other actors have the responsibility of supporting schools. Concerning participation, Fisher (1990) said initiated-individuals, and the community at large is the main sources to support schools in ideas, planning, monitoring and evaluation, contribution of money and materials, facilitating fund raising programs and others.

However, during the planning, implementation and evaluation process participation of all actors including 'would-be victims or beneficiaries' of the move should be involved in the decision making, planning, implementation and evaluation. This helps to develop sense

of ownership and belongingness of the people concerning the project (Gaye, 1996). Participatory and collaborative planning and decision making of all efforts of local government, community and all actors helps to address the supply of school, classrooms, and teachers. Continuing efforts are required to improve classrooms and teachers needs' (World Bank, 1997).

2.6 EDUCATIONAL FINANCE

2.6.1 Source of finance in developed and developing countries

Schools are financed differently in different countries. There is no common consensus on this issue and as who should finance schools. Basically school financial sources are categorized as public and private. The public source refers to government On the other hand; private funding refers to the source of education finance from families, local communities, business corporations, voluntary agencies and self help. Families can pay for schools as fees for tuition, registration, examination and other purposes (Hussein et al, 1995). Local communities are important sources of school finance in various countries. This can be in the form school fees, levies, community taxation and others such as lunching ceremonies, collection PTA, contributions, assistances, (Muaazi, 1998). It is only when the community could feel sense of ownership and endowed with power to construct and manage schools that education can be expanded.

2.6.2 Source of Educational Finance in Ethiopia

Modern education introduced by emperor Minilik, was provided for free (Pankhurst, 1974). But as the number of schools increased, the necessity of other sources become evident. Hence the government introduced special education tax in 1926, and officially could be declared as the beginning of education system in Ethiopia (Tekeste, 1990). In the Ethiopian case, the main source of this resource is government. The burden of financing 90% of recurrent expenditure of schools is covered by government (ESDP IV,

2010). The other sources are contributions from the community, parents and other donors which may be in cash, material or labor. Some schools generate income by growing some products in the school compound.

2.7Service delivery in Ethiopia

Ethiopia is one of the developing countries and can not be an exception in this respect and its educational service delivery needs improvement. Classrooms are highly crowded. There is shortage of qualified and committed teachers. On the other hand, government resource for the expansion of school in different places is limited. All school age students are not accommodated; this is also another manifestation of poor educational service delivery. (Educational service provision standards see appendix 2)

CHAPTER THREE

PRESENTATION, ANALYSIS AND INTERPRESENTATION OF DATA

This chapter deals with the analysis of data collected from different sources (headmasters, teachers, students, woreda and sub-city education officials) using different instruments (such as questionnaires, structured interviews, observations, and documents) in order to generate useful information for decision-making. The qualitative and quantitative data obtained have been organized, summarized and presented in tables, and photographs. Analysis and interpretation of the same are made for further clarification to come up with major findings.

3. RESULTS

3.1 CHARACTERISTICS OF RESPONDENTS

The purpose of knowing personal information (sex, age, education level, and work experience) of respondents helped to reach on sound conclusions on who were governing schools, how inputs were handled and managed that is issues that have far reaching implications on the quality of education.

Table 3.1 Sex, age and education level

No.	Description	sex		Age					Education level			
		M	F	≤25	26-30	31-35	36-40	≥41	Cer.	Dip.	Deg.	MA
1	Headmasters	7	1	-	2	5	-	1	-	-	7	1
2	Deputy headmasters	9	5	1	7	3	2	1	-	10	4	-
3	Teachers	25	11	12	8	10	4	2	-	24	12	-
5	WEO heads	7	-	1	4	2	1	-	-	-	7	-
6	WOE experts	14	-	2	10	2	-	-	-	-	14	-
7	SEO professionals	5	-	-	1	1	2	1	-	-	4	1
8	PTSA member	4	-	-	-	-	1	3	2	1	1	-

No.	Items	Sex		Age				Grade level			
		M	F	≤12	13-14	15-16	≥17	5	6	7	8
4	students	13	18	6	10	8	7	8	7	8	8

3.1.1 HEADMASTER

Table 3.1 depicts sex, age and education level of seven groups of respondents. Of the eight headmasters only one (12.5%) was female. Seven of the directors (87.5%) were less than 35

years old. All the directors were degree holders, but only one was professional that is he was trained in school management. Others were subject experts, without training in school administration. 50% of the headmasters had less than 2 years in their current position that is most were not experienced. Only 2 head masters had served for 4 years. The table showed that even though most headmasters were degree holders, they were young, inexperienced and without taking some courses in school administration. Besides, it revealed the gender imbalance among the top headmasters who managed schools. These discrepancies were inconsistent what was said in words and the observation observed at the grass root level. Most schools are lead by Young, qualified but not inexperienced to manage schools that were highly populated.

DEPUTY HEADMASTERS

Item 2 of table 5 presented basic information about deputy headmasters. Nine out of fourteen (64.3%) of the deputies were male and 35.7% of the total females. About 72% and (28.6%) of the deputy headmasters, were diploma and degree holders respectively. This was in line with standard set for primary schools. Table 4.1 portrayed that ten deputy headmasters (72%) of the total held the position for only less than two years. Some served only for a few months. All did not take some courses of school administration could help them to administer great schools that in some cases (e.g. Kara Alo) had more than 4000 student population.

3.1.2TEACHERS

Item 3 in table 3.1 depicted that sex, age and education level of the teachers included in the study. Four teachers fail to return the questionnaires, due to the short-lived dissatisfaction of teachers during the data collecting time. Thus, only 36 questionnaires are collected and analyzed. 24 (66.7%) and 12 (33.3%) of the respondents were diploma and degree holders respectively. Table 5 presents that, about 70% of the teachers ere males and the remaining 30% females. 33.3% of the total respondents were below 25 years old. 83.3 % of the teachers are below 35 years. More than half of the teachers in the target schools (55.6%) had less than 5 years of teaching service. In general most teachers though qualified in educational level, they were found to be less experienced teachers both in exposure to new teaching methods and in conflict resolution and mostly lack handing students.

3.1.3 STUDENTS

Only second cycle students were selected to fill questionnaire, because pupils of grades I, 2, 3 and 4 students were too young to understand the issue at hand. 31 (97%) students responded. 13 (42%) respondents were males and 18 respondents (58%) are females. The age distribution of the students is interesting by itself. Under normal conditions on the average children in urban areas are expected to go to school at an early age of about 7 and below. This was because in most cases schools were found at short distance. Few cases below or above the normal age could be tolerated as exceptions. However, almost a quarter (22.6%) of the total respondents was far above the upper age limit of grade eight students- 15 years. This was, because most schools such as Salayesh, Kara Alo, Meri Hedassie, Hizbawi serawit are direct neighbors to rural areas where most of their students come from such as Ankorcha. Generally, in rural areas schools may not be available near the villages. So, parents were obliged to send their children to school when they were strong enough to go to and come back home by their own. Thus, the explanation for the age discrepancy emanated from this fact. This was one of the problems headmaster raised to an open ended question "what are the main problems in your school?"

Table 3.2: students' age range

Measure	Students' age range				Total
	≤12	13-14	15-16	≥17	
Number	6	10	8	7	31
%	19.4	32.3	25.8	22.6	100

One-fifth or 19.4% of the respondents of the students are 12 years old or below. 32.2% of them are in the age range of between 13-14 years; about 26% are between 15-16 years. A little less than 25% of the student included in the study were 17 and above years old. The implication of this finding is complex. Children of different age groups have different interests, behaviors and understanding capacities. These differences have an impact on the teaching learning process and class management.

3.1.4 SUB-CITY/WOREDA EDUCATION OFFICE PROFESSIONALS

Most respondents were less than 35 years old. They had less than 10 years of teaching services and 50% of the respondents had less than two years of administrative service. Even though most of them were degree holders none was trained in school administration that is all were subject experts.

All the respondents were male. 4 or 80% of the respondents are degree holders and one (20%) of the total has M.sc in science. 60% of the respondents were below 40 years old and most had have less than 3 years service in administration.

3.1.5 PTSA MEMBERS

There were parent-teacher-student associations in every school. The capacity, commitment and activity of the associations vary from school to school. In some schools the committee were very active in mobilizing resources; in others it was limited. The committee is composed of 5 - 11 members (see Table 4.3). The secretary is nominated from the teachers. The chairperson of the committee elected from the parents. The parents are elected by the community.

Table 3.3: Composition of PTSA

No.	Members	Number	Role
1	Parents	7	One chairperson and four members
2	Teachers	2	One secretary and one member
3	student	2	member

3.1.6 Current position & work experience of respondents teaching and administrative

Table 3.4 Current position, work experience (Teaching and/or administrative)

No.	Current position	Service in years									
		Teaching						administrative			
		< 2	2-5	6-9	10-15	16-20	≥20	< 2	3	4	≥ 10
	Headmasters	2	-	4	2	-	-	4	2	2	-
	Deputy headmasters	2	2	5	3	2	1	10	2	2	-
	Teachers	5	15	7	-	6	3	-	-	-	-
	Student	1	1	3	2	-	-	4	2	1	-
	WEO heads	-	2	3	2	-	-	4	2	-	1
	WOE experts										
	SEO professionals		1	2	1	1	-	-	3	1	1

In general, when comparing the teaching administrative experience of teachers, the majority had less than 9 years of teaching experience and less than 4 years in administrative experience. Nearly 75% of the headmasters had less than 2 years of administrative service. This finding was consistent to the interview summary with SEO/WEO that underlined lack of managerial capacity as one of the major problems of schools.

3.2 STATUS OF THE PHYSICAL STRUCTURE (EIF)

3.2.1 SCHOOL FENCE

5 (62.5%) of the sample schools namely Addis Berhan, Salayesh, Yeka Terara, Kokeb Tsibah and fenced with Meri Hedassie were properly concrete and blocks high enough to prevent people from jumping in or out. The other three (37.5%) schools namely Hizbawi serawit, Tesfa Berhan, and Kara Alo were either without fence or fenced with wood only or enclosed with wooden poles and corrugated iron sheet (Fig. 1).

Figure 1: Hizbawi serawit primary school fence

There was no a fence in Kara Alo. Originally, the whole compound was occupied by Kara Alo primary school, until the sub-city asked the school to temporarily share a block to the newly established high school by the same name. During the data collecting time, the there was no a fence between the primary and secondary high schools. The absence of fence caused many problems

that will be discussed below. In The school was open and free for any one to wake around like any other open field. Besides, it became an excuse for misuse of resources. People and animals could move freely around any corner of the school and some activities and actions distract the attention of learners during the teaching learning process. It also encourages homeless individuals to invade school land and construct their homes which is difficult remove them later on.

3.2.2. External School Environment

Addis Berhan School was located in an area known as Korea Sefer which is highly crowded. The school was not happy with some of actions of the locality outside the school, because the dwellers complain on different activities of the children. On the other hand, in Salayesh, environment outside the school is conducive, but limited community participation, even though it did not interfere in the affairs of the school negatively. Hizbawi serawit surrounded by a busy road on one side and polluted river in the other was a victim of its surroundings. The sound of vehicles and smell of polluted river affect the teaching learning process and consequently the quality of education. In addition some families are living in the school compound. The illegal dwellers influence the teaching learning presence negatively. Kara Alo primary school shared the same compound with a high school of the same name. As a result the school was forced to adopt shift system, one factor that contributed to low academic achievement of learners. This is one manifestation of poor quality of education. Yeka Terera primary school is bounded by concrete and block fence, but like Hizbawi serawit currently some households are living in the school compound illegally.

3.2.3. Classrooms

All classrooms have standard size (8 x 8 = 64m^2). Most schools were built of concrete and blocks. With the exception of Hizbawi serawit and Kokeb Tsibah relatively the other schools were built recently. On the other hand, some of the classrooms of the older schools such as Kokeb Tsibah were made of wood and mud that need regular repair, maintenance and painting. In general classrooms are wide and bright. Classroom furniture such as desks and chairs, chalkboard, notice board was not in line with the demand. Chalkboards were badly scratched or overworked. In most cases desks and chairs are scarce with the exception of Addis Berhan. There are two desks for every child in Addis Berhan where as there is scarcity of desks and

chairs in Salayesh, Hizbawi, Kara Alo and Tesfa Berhan. Meri Hedassie, Kara Alo, Hizbawi Serawit and Tesfaberhan have critical shortage of classrooms. This signified that there was scarcity of classroom and furniture in most primary schools in the study area. This finding was consistent to the results of interviews and questionnaires.

3.2.4. School Clinic

There is no clinic in most schools but Red Cross clubs are providing first aid service in many schools such as Salayesh, Kara Alo, and Kokeb Tsibah. Children very active and playful and are prone to accident which in some case medical help may be needed immediately. Such problems could be avoided if there were clinics in the school compound.

3.2.5. Latrines

There were enough latrine rooms in some schools but, not in others. They were separate for male and female students. Some latrines were relatively clean, but the majority was below the standard. No hand washing facilities observed were functional. In Salayesh, there were latrine rooms, but with out doors. In Kara Alo, there were no latrines. Students used open space near the school fence. In Hizbawi serawit, there were some holes common for both male and female students. However, they were not functioning at the time of observation due to lack of proper maintenance. Hand washing facilities was not observed in any one of the schools. Thus, inadequacy, or absence at all, or low neatness standards were the major challenges of school governance. This implied that children will use any open space making the compound filthy and unhygienic that is breading place of germs, and unpleasant to see or smell (eye and nose pollution). Besides, children were forced to exercise and acceptable habits.

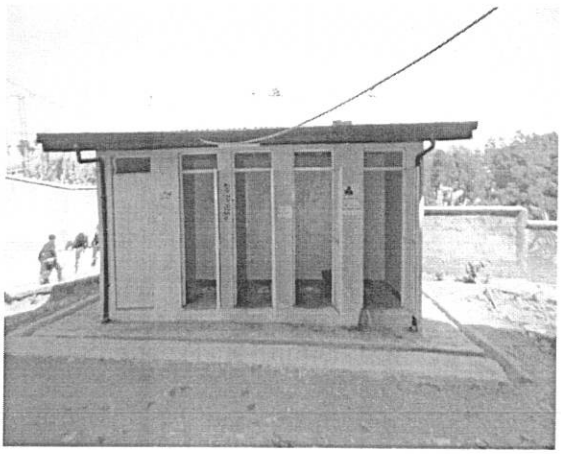


Fig 2: clean larine in Addis Berhan

Fig 3: Hand wash facility

3.2.6. Sport field

Practically there were no sport fields in Addis Berhan, Salayesh and Kara Alo. Yeka Terara and Addis Berhan schools were built on a very hilly, sloppy and inconvenient location. No one expects sport fields in the two schools. These schools are the least sites that can be chosen for a school. Meri Hedassie has adequate plot of land assigned for sport, but it is not properly prepared for the purpose. Only Kokeb Tsibah has sport field of the right size. Hizbawi serawit, Salayesh, and Tesfa Berhan because of areal limitation they had no a space to spare for sport fields. The absence of sport field in a school implied that the objectives of physical and health education in primary schools will not be realized. Thus, the physical and mental development of children would be hindered resulted in a decline of quality of education.

Figure 4 Flag ceremony plot: sport field

Figure5: Between building: sport field

Fig 3B depicts that children playing in space between two buildings, because that was the only space they got to play.

3.2.7. Resource center

There were schools labeled 'school pedagogical center' in all the sample schools. Some were functional, but not others. The technician was mostly engaged in preparing pictures and charts using paper and ink. Similarly there is a resource center in Salayesh, but not well functional. Trained technicians are not permanently assigned. SPCs were run by volunteer teachers who had some skill such as drawing or good hand writing. In Kara Alo, the once active center was

currently cornered in side a shelter made of corrugated iron sheet near the fence. Meri Hedassie was organizing a new resource center during the data collecting time. Practically there were resource centers in each school, but most were confined to drawings and sketches. No incidence was observed where locally available materials are improvised to produce useful equipment tor teaching science, mathematics or other subjects.

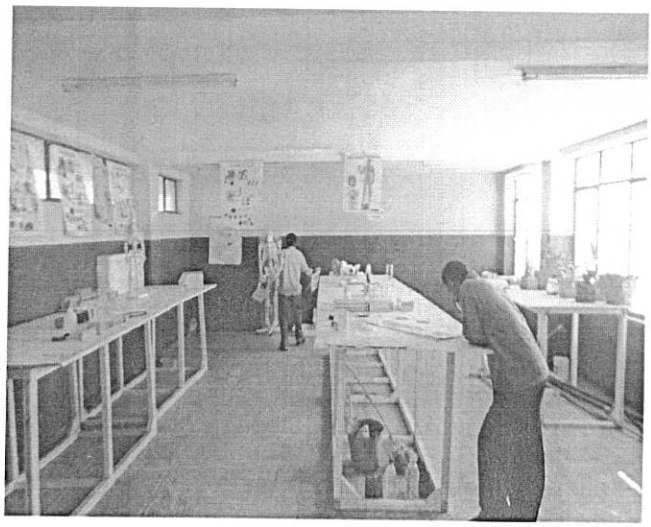


Fig 6: Laboratory in Addis Berhan

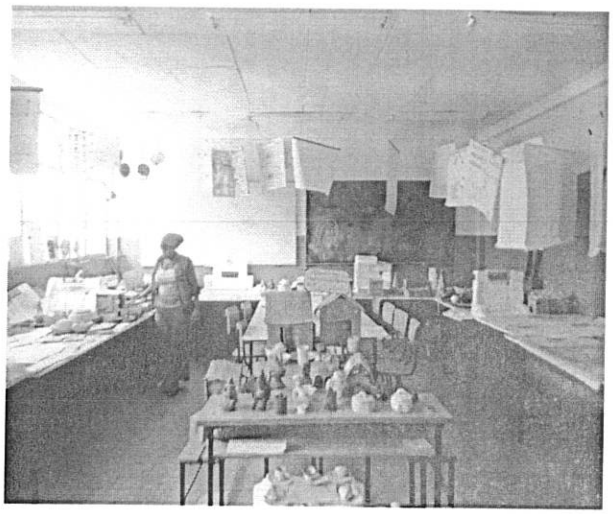


Fig 7: SPC in Meri Hedassie

The findings from the different respondents: headmasters, WEO heads, cluster supervisors, and teachers were inconsistent to each other. Headmasters confirmed the presence of active SPCs producing relevant teaching aids. On the other hand supervisors and WEO heads agreed that first cycle teachers are producing some teaching aids for their consumption. However, second cycle teachers did not prepare. They emphasized that teachers lacked commitment and interest in preparing teaching aids relevant to what they taught. On the other hand, observation revealed that most teaching aids available in some schools were prepared long ago indicating that teachers were not preparing new items. Two important implications of this finding were: (i) lecture method remained dominant and students were passive listeners; and (ii) the decline students' academic achievement.

3.2.8. Library

There was a one-room "LIBRARY" in three (37.5%) sample schools namely Yeka Terara, Addis Berhan and Hizbawi serawit. Other four schools (50%) of the total- Kara Alo, Tesfa Berhan, Salayesh and Kokeb Tsibah had well established libraries. In these schools Tesfa the libraries

were well organized and possessed many books addressing different issues. In one (12.5%) school Meri Hedassie, there was a very large room with appropriate tables and chairs but, without books.

3.2.9. Information Communication Technology center/ICT/

Most schools started organizing ICT centers. In some schools such as Addis Berhan, Hizbawi serawit, Kara Alo, Tesfa Berhan, and Kokeb Tsibah had functional ICT centers. Others were in of organizing new centers. In Addis Berhan there were about 36 computers where as in Meri Hedassie there were non during the data gathering time. In Addis Berhan children in grade 3 and above are scheduled to use and exercise with computers. In Kokeb Tsibah only high performing students were allowed to use. This was used as incentive to study hard. In some schools such as Kara Alo only grades 7 and 8 are privileged to use computers. More or less most schools have ICT center in their schools. Most claimed that students are scheduled to get the basic of computers. Criteria for using the ICT centers were not uniform in schools. Addis Berhan is the only school where children get the basic skill starting from grade three. One implication of early exposure to the use of computers is that it encourages learners to get information from the internet.

3.2. 10. Clean water

Infrastructure for the supply of water was available in all schools. But due to many reasons taps were not open at the time students want it badly. In other word the infrastructure is available, but children are not observed drinking or washing. Access to clean water is both biological and human right that can not be denied at least in schools.

3.2.11. Special rooms

During the data gathering time, most libraries, laboratories, ICT and resource centers were in a one-standard classrooms which are not appropriate for the purposes they are chosen for. None of the rooms were made to be a laboratory, ICT or library because they were deliberately designed to be classrooms. From this perspective, there were no adequate rooms that can serve the different functions that are required in schools. Assigning one standard room for a laboratory in primary schools is in adequate for storing materials, or for demonstrating teacher made practical activities or student group work. Thus, when things are ripe the construction of a

laboratory having appropriate size and facilities need considering. The same is true to ICT, library and SPC. In addition to these other rooms for storing school property, offices for finance and administration, student record office, directors' offices and many others are required. The absence of appropriate rooms for libraries, laboratories, ICT centers implies that the intended will not be provided as desired and their contribution to academic achievement of learners to the quality of education will be minimal.

Staff rooms:
Even though they varied in size and quality of furniture, staff rooms and lounges were available in all schools. Their absence in near proximity will encourage teachers to go out of school leading delay, absenteeism. Teachers will be obliged to miss classes; children will sit idle and many other problems that could destabilized the school atmosphere.

Office equipment
All schools have duplicating machine, computer, printer, copiers and many other office equipment. When observing the duplicating office of one school, the researcher saw three duplicating machines set at one corner, and asked about the machines. The replay was simple and clear. "Not working, because maintenance is expensive." It reminded me one proverb, "If education is expensive, try ignorance." Without adequate and functioning equipment schools can not manage the different tasks smoothly. If examination are not typed and duplicated on time, or letters are not responded on time they are indications of poor school management which affect quality of education negatively.

3.2.12. Mini-media
All schools have mini-media. IT helps to disseminate, notices, messages, information, music and current is issues related to the school woreda of town.

3.2.13 Instructional materials
Instructional materials include textbooks, teacher's guides, syllabuses, reference materials, practical activity manuals and equipments, charts, chemical and other teaching aids. Generally speaking students get one textbook for each subject, however there are shortages in some subjects such as mathematics, English and aesthetic and as a result a book may be shared between two or some times between three

Summary of observation

In summary, all the findings indicate that schools in the study area have shortages of class rooms, class furniture. Some schools have no fences or have clumsy fences. Still some schools critical shortage of classrooms and are forced to adopt two shift systems. Most schools lack sport fields, the laboratories and SPCs are not adequate to accommodate the services required. Another serious problem is teachers lack of interest and commitment to prepare teaching aids for their own consumption encouraging the lecture method of teaching, a method that have negligible contribution to the quality of education at lower grades of the education spectrum. Another grave problem of schools concerning availability of EIF is absence of water supply, decent latrines and functional hand washing facilities.

3.3 HUMAN RESOURCE IN SCHOOLS

The interviews with the eight headmasters included different issues such as human resource, high turnover of headmasters/teachers their schools, classroom furniture, school environment, parent teacher student association (PTSA), school management and community participation. Responses of the eight headmasters to each question are summarized below.

Table 3.5: Human resource in schools

School	Directors			Teachers			Support staff			students		
	M	F	T	M	F	T	M	F	T	M	F	T
Addis Berhan	3	-	3	25	18	43	7	15	22	293	509	802
Hizbawi Serawit	2	1	3	18	25	43	6	17	23	386	589	975
Kara Alo	3	-	3	55	55	110	8	16	24	1678	2156	3834
Kokeb Tsibah	1	2	3	33	46	79	7	5	13	771	1011	1752
Meri Hedassie	2	1	3	21	19	40	10	10	20	557	666	1223
Salayesh	3	-	3	53	62	118	5	15	20	2199	1624	2923
Tesfa Berhan	3	-	3	34	37	71	5	16	21	603	983	1541
Yeka Terara	1	2	3	13	25	38	5	14	19	423	535	958

Source: GG FEILD SURVEY, APRIL 2012

Only in one school (Addis Berhan) is the number of male teachers greater than that of females. In the other schools female teachers are greater in number. The trend is similar in the support staff in schools. Out of the 8 headmasters only one (12.5%) is female. Similarly, 5 (or 31.2%) out of the 16 deputy headmasters are females. Table 4.5 shows clearly that the gender imbalance in the school management.

REASONS FOR THE OBSERVED HIGH TURNOVER OF HEADMASTERS/TEACHERS

All the information included in this section was obtained from the interviews conducted with the headmasters in sample schools. Eight headmasters were interviewed in the study. The response to the first question concerning the occurrence of high turnover of headmasters in primary schools was unanimous that is all interviewees (100%) replied that the prevalence of high turnover of headmasters. Responses to the why are many and varied. 6 (75%) respondents believed that many apply for the as a means of raising their salary without having the experience required for the position. 2(25%) respondents felt that the young and inexperienced headmaster loose interest in administrating many students and teachers and shortly resign themselves. Interestingly 7 headmasters believed that the high turnover headmaster was due to inability to withstand the work burden of administrating schools. All respondents (100%) believed that the high turn of headmasters was a result of performance. Good performers were appointed to higher position; on the other hand poor performers from the position they hold. Of course others resign from the post for different reasons such as change of position, or profession.

What ever the reasons may be high turnover had a negative impact on schools management. Undergoing activities, plans and projects are suddenly slowed down suspended or terminated. Besides, time and resource are wasted until a new director adjusts him/herself to the new situation, lack of strict follow-up, supervision and inspection discourages transparency and accountability, so some directors are removed from their position after many things are spoiled. Directors feel insecure of staying in position and do not involve themselves whole heartedly and organizational instability.

School directors' were asked to evaluate the strengths & weaknesses of the schools they lead. Some of the major problems they mentioned were: small in size and undulating compound; limited community participation; large student population; shift system, inability to get ownership document and building document, permanent dwellers in the school compound, timing of the budget release etc

(ii) Human resource (adequacy against BPR)

All headmasters agreed they have adequate number and qualified teachers in their respective schools with the exception of teachers for music and drawing are not available in many schools. However, some teachers leave the profession without notifying the school before hand and this act results sudden critical shortage of teachers. Under such situations teachers are assigned to teach a subject that they are not familiar with. In Meri Hedassie, there is a critical shortage of teachers. Implication: dissatisfaction of teachers

Table 3.6 Employees requirement in government schools

NO.	Employees	BPR requirement
1	Headmasters	3
2	Finance officers	7
3	Librarian	1
4	Office assistance/secretary	2
5	Student Record officers	1
6	Employees record officer	1
7	R & D	1
8	Laboratory technician	1
9	Security and gardeners	6
10	Sanitation & office-boy	4
11	Human resource officer	2
12	Store keeper	1
Total		30

On the other hand, the support staff in each school is less than what is required by the new human resource requirement by the BPR. According to the headmasters the support demanded by the BPR and the actual people at work are different (See table 4.6). According to the interviewees, the main reason was not budget, but improper implementation of the decentralization and delegation of authority. Besides the recruitment process is long and takes its own time. As a result there were many vacancies in different schools, for instance in Yeka Terara there are ten unoccupied positions. In Addis Berhan more than 10 positions were reported. In most schools more than 50% of the BPR demanded positions were vacant.

3.4 MAJOR PROBLEMS OF GOVERNMENT PRIMARY SCHOOLS

3.4.1 SUMMARY OF INTERVIEWS WITH THE HEADMASTERS

All school headmasters were asked to give their own opinion on the major problems of government primary schools and their responses are summarizes below.

CLASSROOMS

All headmasters with no exception reported that the major problem of government primary schools was critical shortage of classrooms, although the degree of severity varies from school to school. The standard Class-student ratio was 1:50. The class- student ratios in Salayesh, Kara Alo, Hizbawi serawit, and Meri Hedassie were reported to be between 1:60 and 1:71. Related to this, the other serious problems that were reported by the headmasters of Hizbawi serawit, Addis Berhan, Yeka Terara, Salayesh, and Tesfa Berhan was the small size of the compound. In addition to size, Hizbawi serawit and Yeka Terara share the school compounds with illegal settlers. Kara Alo with a student population of about 4000 was forced to apply the three shift system due to critical shortage of classrooms.

STATUS OF BUILDINGS

Most directors except those of Hizbawi serawit Kokeb Tsibah and Kara Alo most agreed that in good condition and most building were G+ 4 buildings Meri Hedassie and Salayesh primary schools are about 10 years old. Every room was relatively in good conditions.

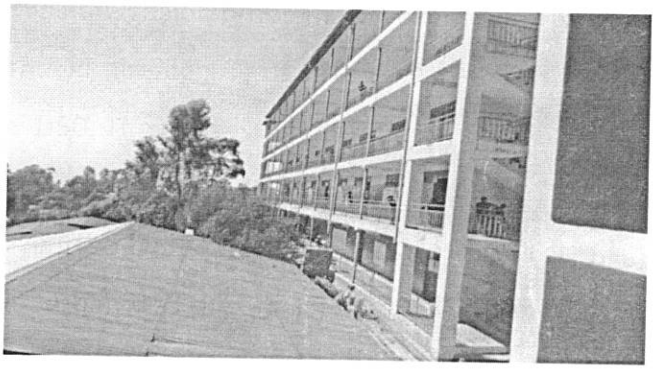


Figure 8: G+4 Building in Addis Berhan primary school

(Fig 8 is included here to show the new G+4 buildings type, but by no means is the researcher claiming that all schools were similar to that building shown in fig 9. Compare fig 8 and 9)

CLASSROOM FURNITURE (DESKS, CHAIRS & CHALKBOARDS)

The standard of desk-student ratio is 1:1. However according to the headmaster of Addis Berhan primary school the desk-student standard ratio was 2:1 that is there were two desks for each child. In Tesfa Berhan primary school the ratio was 1:3 and some times 1:4. Similarly, desks and chairs are critical problems in Yeka Terara, Meri Hedassie, Hizbawi Serawit, Kara Alo, and Salayesh primary schools. According to the headmaster of Kokeb Tsibah, currently desks and chairs were not a problem, but will be a problem in the near future. During the data gathering time, desk-student ratio in Addis Berhan primary school was 2:1 that is there were two desks for each child. But the rate of breakage was alarming. A broken desk was replaced by

a new one instead of repairing it. So, this poor resource management will eventually lead to scarcity.

SCHOOL ENVIRONMENT

The responses of the directors with regard to the environment outside the school compound were different. Though Tesfa Berhan primary school was situated near a busy commercial center the school was rarely affected by the external situation. People did not negatively interfere in the affairs of the school. In Yeka Terara primary school all liquor, chat and music houses were removed from the vicinity of the school. Similarly, Kokeb Tsibah and Meri Hedassie primary schools had no interference from outside the school compound. Kara Alo primary school was the school that experienced both internal and external problems. The main external problem was the presence of the high school in the primary school compound. The primary school children were influenced by the behavior of high school students.

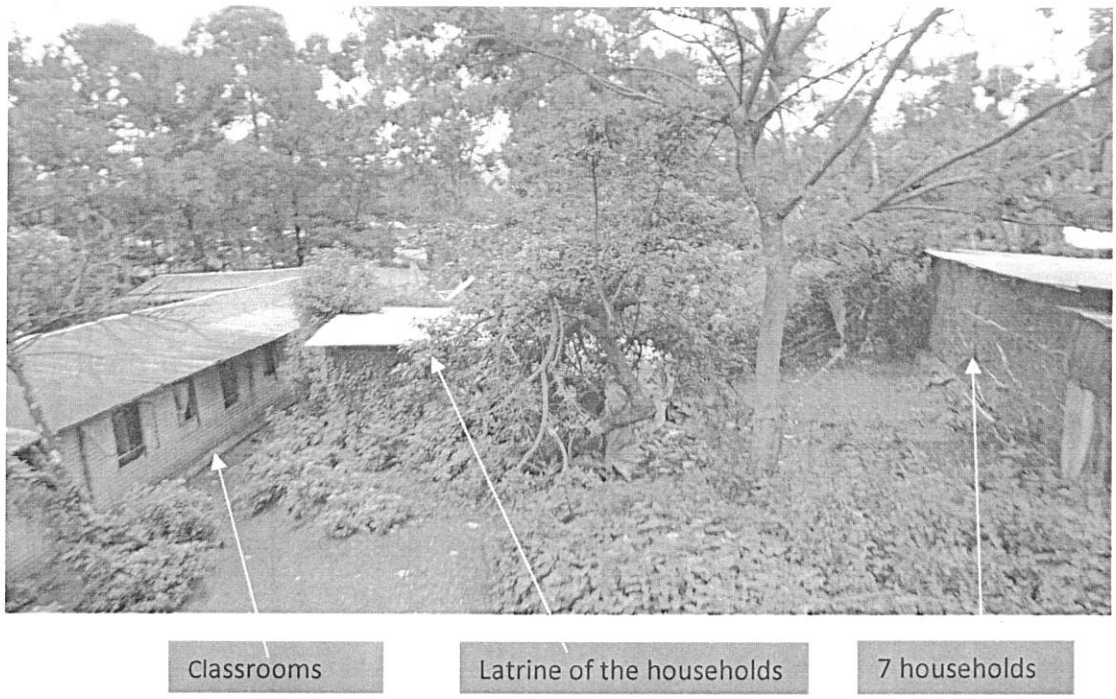


Figure 9 HIZBAWI SERAWIT PRIMARY SCHOOLCOMPOUND

As a result disciplinary problems were creating problems on the teaching learning process. The headmaster of Hizbawi Serawit primary school said that the school compound was defined by busy road in one side, and highly polluted river on the other side. The school children were disturbed by the noise; exposed to traffic accident.

In order to stress the implications of households living in school compounds, the following photograph is put here again. Fences define the school compounds; prevent the free movement of people and animals in and out in all directions making it difficult to control school property. In addition to this, fences limit the influence of the external environment on the teaching learning process. It is easier to respect and enforce law and order of the school compound. The absence of fences encourages people to invade, occupy and build their homes illegally in the school compound. In Hizbawi serawit seven households are living inside the school compound. The photograph below is self evident how the teaching learning process is affected. Firstly children sitting near the widows are forced to view the dirty environment which is less than a meter away. Secondly the smell of latrines is disturbing. Thirdly the uncontrolled movement of animals such as dogs, hens and sheep and people distract the attention of the children during the teaching learning process.

LATRINES

With the exception of Addis Berhan and Kokeb Tsibah, all headmasters said that the latrines in their respective schools are below the standard both in number of holes (student holes ration is 1:50) and cleanness. In Kokeb Tsibah, the director said that there were adequate latrines for male and female students, but without hand washing facilities nearby. In Tesfa Berhan primary school, the ratio was 1: 180. There are separate latrines for student and teachers. The situation in Yeka Terara the latrines for students and teachers were separate. In this respect, Marie Hedassie was different in presence of hand washing facilities near the latrines. There 10 holes for males and the same number for females in different rooms under the same roof. The total student population is 1223. The hole-student ratio is 1: 61 is greater than the standard 1: 50. Thus, though clean it is a bit crowded. According to the headmaster of Salayesh primary school, the issue of latrines was a critical problem for long, because doors of most latrines were robbed and not repaired since then. The latrines are mostly used by male students.

According to the responses of the headmaster, in Kara Alo there were no standard latrine holes. Students use the open space near the buildings, classrooms or near the fence. Similarly, the problem of latrines is very critical in Hizbawi serawit primary school, because boys and girls share the same latrine holes in the same room. The latrines are not clean. The headmaster of Addis Berhan said that there were no problems associated with latrines. The toilets in this school are neat and clean. They are separate for male and female students. They are located at different location in the compound. There is a special toilet room purposely reserved for girls above 14 years old. There is water and other facilities so that girls during the menstrual period use it. This is the only school in the study area with such facilities. The hole-student ratio in this school is 1:40 which is lower even than the standard of 1:50.

SCHOOL LIBRARY

The responses of all headmasters in regard to school libraries were similar. They all confirmed the presence of libraries in their respective schools. But, the libraries differ in the size of the rooms, number of books their respective libraries possessed and the furniture available. Kara Alo and Kokeb Tsibah primary schools had the best libraries in the study area in terms of size of the room, number of books and arrangement of tables and chairs. Concerning Meri Hedassie, the headmaster commented that, the school is young and we are in a process of building a library. The reading room in Hizbawi serawit possesses many books but the room is small in size. The role of libraries in improving the academic achievement of learners is undisputable, the problem is that mere labeling a room "library" will not make it a library, that is to say appropriate size room, adequate books and furniture are also necessary.

SCIENCE ROOMS

With the exception of the headmaster of Meri Hedassie 7(87.5%) all schools confirmed the presence of a laboratory in their respective schools. Kokeb Tsibah and Kara Alo each had two well equipped laboratories: one for Biological science and the other for Physical science. However, the laboratories in Yeka Terara, Salayesh, and Hizbawi serawit, Addis Berhan and Tesfa Berhan, were one-room, poorly equipped and inconvenient for conducting practical activities. Some subjects especially science need practical activities or experiments for the

realization of their objectives. So, the presence of appropriate equipment, chemicals and instruments are essential. In most schools the needed chemicals, equipment, instruments and other materials were not available.

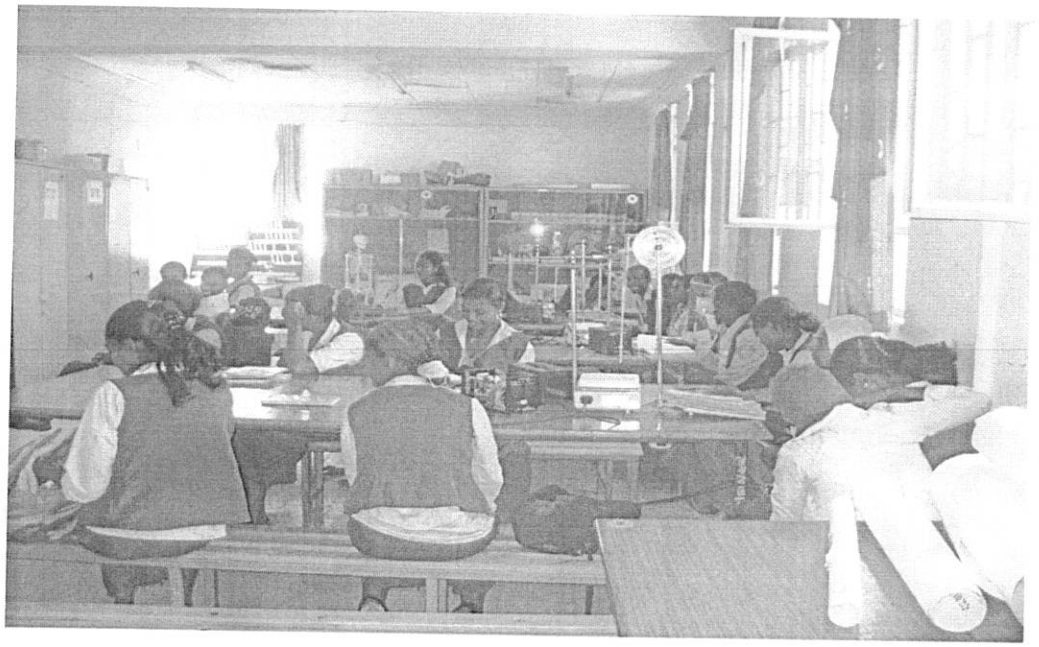


Figure 10: school laboratory in one primary school

SCHOOL RESOURCE CENTERS (SRC)

All headmasters claimed the availability of SRC in their respective schools. The directors reported that substantial amount of money is allocated for the purchase of raw materials for making different teaching aids for grades 1 -8. The raw materials are mostly stationary, paper clothe and many other consumables. Most teaching aids prepared in the center were pictures and drawing on paper on a piece of cloth. The headmasters of Kara Alo and Hizbawi serawit frankly said that even though the SRCs in their respective school were very active once, but not now due to lack of space. All headmasters confirmed that first cycle (Grades 1 -4) teachers prepare more teaching aids than those in second cycle (Grades 5 -8)

One serious finding of this study was that schools do not have well equipped laboratories, and teachers were not given any training on the skills of making teaching aids from locally available materials. This is problem that hinders the provision of quality education to our children. All woreda education heads believed that there was fundamental difference in the use of teaching

aids in the first and second cycles. First cycle primary school teachers use teaching aids more frequently than second cycle tea teachers. 7 of the respondents (100%) believe that though first cycle teachers use more teaching aids than the second teachers. However, they said that in general, teachers rarely use teaching aids in the teaching learning process.

SPORT FIELD

All headmasters with the exception of Kokeb Tsibah and Meri Hedassie responded that there are no sport fields in their respective schools. In the first primary school there was a standard sport field for football, volley ball and basketball. Even though, Meri Hedassie Primary school has a large area reserved for sport field, necessary preparations were not made.

HIGH TURNOVER OF HEADMASTERS/TEACHERS

The seven woreda education headmasters related reasons why directors were quickly changing. Two (28.6%) respondents said that young and inexperienced teachers apply for the headmastership with the intention of reaching a higher salary scale; another two respondents claimed that headmaster are removed from their post by the sub city either by promotion or dismissal for poor performance. One (14.3%) respondent said that some headmasters completely loose interest and initiative to work as a headmaster after experiencing the work burden to lead primary schools which are composed of many students, teachers and the support staff. 2 (28.3%) of the respondents associate attributed the issue to persona reasons such as change of profession or place, or higher income pursue of higher education.

ADEQUACY OF EDUCATIONAL MATERIAL

Concerning the adequacy of educational materials, the interviewees he admitted that not all schools were equipped as they should be. Laboratory equipment, and textbooks and limited amount of chemicals were supplied from the center to schools. Schools are poorly equipped with appropriate and adequate materials. However, to alleviate the problem, schools are supported with money for the purchase of instructional materials such as raw materials for making teaching aids, reference books and consumables. Government had devised different means of helping schools to get money from different (school grant and block grants) sources. Besides, schools and their PTSAs mobilize the community, NGOs and local investors to get

financial, material and service support for purchasing additional educational materials needed by the school.

3.4.2 ADEQUACY OF EDUCATIONAL MATERIALS IN THE SCHOOL

Questionnaire was one of the instruments used for collecting data from deputy headmasters, teachers and students. The first item in this questionnaire was 'Are there adequate and educational infrastructure and facilities?' The information obtained from the different sources was finally summarized into one coherent set findings of the study. The issues raise and the responses given were summarized below in table 3.7a

Table 3.7a: Summary of responses of questionnaires

No.	Availability of EIF	Availability				Condition			
		Yes		No		Good		Poor	
		Num.	%	Num.	%	Num.	%	Num.	%
1.1	Class rooms								
	1.1.1 Deputy headmaster	10	71.4	4	28.6	9	64.3	5	35.7
	1.1.2 Teacher	27	75.0	9	25.0	32	88.9	4	11.1
	1.1.3 Students	20	64.5	3	9.7	-	-	-	-
1.2	Classroom furniture								
	1.2.1 Deputy headmaster	11	78.6	3	21.4	11	78.6	-	-
	1.2.2 Teacher	13	36.1	23	63.9	17	47.2	19	52.8
	1.2.3 Students	29	93.5	2	6.5	-	-	-	-
1.3	Library								
	1.3.1 Deputy headmaster	12	85.7	2	14.3	9	64.3	5	35.7
	1.3.2 Teacher	31	86.1	4	11.1	19	52.8	17	47.2
	1.3.3 Students	24	77.4	7	22.6	-	-	-	-
1.4	Textbooks								
	1.4.1 Deputy headmaster	10	71.4	4	28.6	10	71.4	4	28.6
	1.4.2 Teacher	30	83.3	6	16.7	29	80.6	6	16.7
	1.4.3 Students	22	71.0	9	29.0	-	-	-	-

ADEQUACY OF CLASSROOMS

71%, 75% and 65% of deputy headmaster, teachers and students respectively believed presence adequate classrooms in their respective schools where as 28.6% of the respondents disagree with the idea. Only 9 or 64.3% headmasters regarded classrooms to be in good condition. On the other hand nearly a third of respondent believed that classrooms are inadequate in their respected schools which are consistent to the findings from the interviews and observations.

CLASSROOM FURNITURE

79% of the headmasters and 93.5% of the students believed the presence of adequate furniture such as desks, chairs, tables, chalkboard and notice boards in each classroom. On the other hand, as it is shown in table 3.7a item 1.2 teachers and students believed that school furniture are neither adequate nor in good condition. On the other hand, the majority (64%) of teachers reported that the number of chairs and desks in classrooms are limited in number and they are in poor condition. But, 29 (94%) students confirmed the presence of desks and chairs in their respective classrooms. However, this is not in line with what is observed and the findings of interview with the headmaster. In general with the exception of Addis Berhan, school furniture are scarce and they are highly used.

SCHOOL LIBRARY

85.7%, 86.1% and 77.4% of the deputy headmasters, teachers, and student respondent respectively said that there were libraries in their respective schools. Direct observation confirmed the presence of libraries in each school though, they differ in number of materials possessed and the service rendered.

AVAILABILITY OF TEXTBOOKS IN ALL SUBJECTS

Concerning item 1.4 in table 3.7a above, deputy headmasters (71.4 %), teachers (83.3%) and students (74%) reported the presence of textbooks for all subjects. However, these responses are not consistent to the findings of observation and the interviews with headmasters that revealed shortage of textbooks in some subjects especially mathematics, English and aesthetic. Nearly all headmasters stressed this point.

Table 3.7b: Summary of responses of questionnaires

1.5	Science room								
	1.5.1 Deputy headmaster	11	78.6	3	21.4	11	78.6	2	14.3
	1.5.2 Teacher	35	97.2	1	2.8	12	33.3	24	67.7
	1.5.3 Students	25	80.5	6	19.4	-	-	-	-
1.6	Resource center								
	1.6.1 Deputy headmaster	11	78.6	3	21.4	4	28.6	10	71.4
	1.6.2 Teacher	31	86.1	5	13.9	14	38.9	22	61.1
	1.6.3 Students	20	64.5	11	35.5	-	-	-	-
1.7	Sport fields								
	1.7.1 Deputy headmaster	6	42.9	8	57.1	1	7.1	13	92.9
	1.7.2 Teacher	10	27.8	26	72.2	9	25	27	75.0

	1.7.3 Students	9	29.0	22	71.0	-	-	-	-

SCIENCE ROOMS OR LABORATORY

78.6% of the 14 deputy headmasters confirmed the presence laboratories in their respective schools. Similarly, 80% of student and 97% of the teachers confirmed the presence of science rooms in their respective schools. Though teachers agreed to the presence of laboratories in their respective school, but they said that the laboratories are in bad shape for different reasons. Observation also revealed the presence of science rooms in most schools, but they are poorly equipped, without a technician and rooms are too small to accommodate about 50 students at a time to conduct practical activities safely.

RESOURCE (SCHOOL PEDAGOGICAL) CENTERS

Table 3.7b portrays that 78.6% of the 14 respondents confirmed the presence of Resource Centers in their respective schools whereas about a fifth disagreed. Similarly, 71.4% of the deputy headmasters, and 61.1% of the teachers reported the presence of resource centers in schools. This is confirmed by observation and the interviews held with headmasters, WEO and SEO heads. However, the centers are not effective in producing useful, relevant and appropriate teaching aids that can make a difference in the teaching learning process. Careful observation by the researcher, interview findings with the headmasters, SEO and WEO professionals confirmed that first cycle teachers perform better than teachers in the second cycle in preparing and using teaching aids. All respondents confirmed that currently the role of SPCs in producing educational materials is limited due to lack of training of teachers.

SPORT FIELD

Concerning item 1.7 in table 3.7c, teachers, headmasters, and students response to the availability of sport fields in schools were 27.8%, 43% and 29% respectively. These figures signify the absence of sport fields in most schools. This finding is supported by other sources such as interviews with school headmasters; woreda education heads the researchers' observations. Thus, it is in line with the findings from observation and interviews. There are no standard sport fields in the most schools in the study areas.

Table 3.7c: Summary of responses of questionnaires

1.8	latrines								
	1.8.1 Deputy headmaster	5	35.7	9	64.3	2	14.3	12	85.7
	1.8.2 Teacher	31	86.1	5	13.9	25	69.4	11	30.6
	1.8.3 Students	7	22.6	24	74.4	-	-	-	-
1.9	Water supply								
	1.9.1 Deputy headmaster	10	71.	4	28.6	3	21.4	11	78.6
	1.9.2 Teacher	34	94.4	2	5.6	10	27.8	26	72.2
	1.9.3 Students	15	48.4	16	51.6	-	-	-	-
1.10	School fence								
	1.10.1 Deputy headmaster	11	78.6	3	21.4	10	71.4	4	28.6
	1.10.2 Teacher	30	83.3	6	16.7	24	66.7	12	38.7
	1.10.3 Students	16	51.6	15	48.4	-	-	-	-
1.11	Teaching aids								
	1.11.1 Deputy headmaster	11	78.6	3	21.4	12	85.7	2	14.3
	1.11.2 Teacher	22	61.1	14	38.9	17	47.2	19	38.7
	1.11.3 Students	20	64.5	3	35.5	-	-	-	-

LATRINES

Item 1.8 in table 3.7c displayed that the majority of teacher respondents (86.1%) confirmed the presence of latrines in their respective schools. (Teachers considered latrines reserved for them only). 5 (35.7%) deputy headmasters reported the presence of latrines in their respective school, however the majority 9 (64.3%) of them disagreed. Only 22.6% of students confirmed the presence of clean latrines in their respective schools. With the exception of one school (Kara Alo) there are pit-hole latrines. Most are unclean and unhygienic. Beside, hand washing facilities were not found near the toilets. Observation and discussion with headmasters revealed that the standard hole -student ratios of most were very high (against the standard of one hole to 50). Availability of latrines and their neatness were below the standard set.

WATER SUPPLY

71.4% of deputy headmasters agreed the presence of water supply in their respective schools. About 80% of the respondents rated service delivery as poor. On the other hand, the large majority of teachers (94%) confirmed the presence of water supply in the school, but 72.2% believed that water supply service was poor.

SCHOOL FENCE

Most deputy headmasters (78.6%), teachers (83.3 %) and students (51.6%) confirmed the

presence of fence in their respective schools. In some schools, the condition of the fences was rated as poor. This was consistent to findings from observation and interviews.

TEACHING AIDS

Eleven headmasters or 78.6% believed that teachers use teaching aids. However, 21.4% disagree with availability and quality of teaching aids in primary schools. On the other hand, 61.1% of the teachers and 64.5% of the students agreed with presence and use of teaching aids. However, these figures are not consistent to the results from observation and interviews with supervisors. In general use of teaching aids in schools is poor.

RESPONSES TO OPEN-ENDED QUESTIONS

The responses to the open-ended question: 'Is the environment outside the school conducive for teaching learning?' are summarized below. The respondents believed that the external environment is not conducive, favorable and friendly to the teaching learning in schools in which they teach, because some schools were adjacent to a busy road where many trucks, buses and taxes that produce uninterrupted noise. Others were situated near polluted rivers that produced unpleasant smell. The majority of the deputy headmasters 12(86%) admitted that the presence of some instructional materials in their respective schools, but they believed that they were not adequate as the student population is increasing rapidly. Besides, the materials lack strength to withstanding some rough handling and are easily broken or stop working before serving long.

3.4.3 THE INFLUENCE OF EIF ON THE TEACHING LEARNING PROCESS

Questionnaire was one of the instruments used for collecting data from deputy headmasters, teachers and students. The first item in this questionnaire was 'What are the influences of EIF on the teaching learning process?' The information obtained from the different sources was finally summarized into one coherent set findings of the study. The issues raise and the responses given were summarized below in table 3.8.

Table 3.8 Teachers & students responses on the influence of EIF on the teaching learning process

No	Teaching learning process is influenced by:	Degree of agreement					
		agree		undecided		disagree	
		Fre.	%	Fre	%	Fre.	%
2.1	Number of students in a class size						
	2.1.1 Deputy headmasters	9	64.3	4	28.6	1	7.1
	2.1.2 Teachers	24	66.7	3	8.3	9	25.0
	2.1.3 Students	20	64.5	3	9.7	8	25.8
2.2	shortage of textbooks						
	2.2 1 Deputy headmasters	8	57.1	4	28.6	2	14.3
	2.1.2 Teachers	19	52.8	6	16.7	10	27.8
	2.1.3 Students	22	71.0	2	6.5	7	22.6
2.3	Hand washing facility near latrines						
	2.3.1 Deputy headmasters	7	50	2	14.3	5	35.7
	2.3.2 Teachers	19	52.8	6	16.7	10	27.8
	2.3.3 Students	25	80.6	2	6.5	4	12.9
2.4	SPC produced teaching aids						
	2.4.1Deputy headmasters	7	50	1	7.1	4	28.6
	2.4.2 Teachers	22	61.1	2	5.6	12	33.3
	2.4.3 Students	25	80.5	3	9.7	3	9.7
2.5	Quality of instructional material						
	2.5.1Deputy headmasters	18	85.7	-	-	2	14.3
	2.5.2 Teachers	28	90.3	-	-	3	8.3
	2.53 students						

Concerning item 2.1 in the same table, the majority of deputy headmasters (64%), teachers (67%) and students (64.5%) believed that large class size influenced the teaching learning process in the classes they taught. Similarly, most headmasters (57.1%), teachers (52.8%) and students (71%) agreed that shortage of textbooks have a direct influence in learning of children. Nearly about 65% of deputy headmasters, 70% of teachers and 60% of students agreed that absence of sport fields where children play and exercise affect their physical and mental development of above teaching learning process.

2.6	Qualification of teachers						
	2.6.1 Deputy headmasters	13	92.9	-	-	1	7.1
	2.6.2 Teachers	26	83.9	4	11.1	5	13.9
	2.6.3 Students						

2.7	Availability of clean water						
	2.7.1Deputy headmasters	12	85.7	-	-	2	14.3
	2.7.2 Teachers	32	88.9	4	11.1	-	-
	2.7.3 Students						
2.8	Presence of sport field						
	2.8.1 Deputy headmasters	9	64.3	-	-	5	35.7
	2.8.2 Teachers	25	69.4	-	-	11	30.6
	2.8.3 Students	18	58.0	3	9.7	10	32.3
2.9	Participation of teachers in decision-making &implementation of school activities						
	2.9.1 Deputy headmasters	10	71.4	-	-	4	28.6
	2.9.2 Teachers	20	55.6	3	8.3	13	36.1
	2.9.3 Students						
2.10	Efficient school management						
	2.10.1 Deputy headmasters						
	2.10.2 Teachers	28	77.8	8	22.2	-	-
	2.10.3 Students						

In addition to the factors listed in table 3.8, others factors that affect the teaching learning processes include were: absence of instructional materials (textbooks); appropriate laboratory equipment and teaching aids; Low follow-up of parents concerning the progress of their children; poor school management, lack of students interest towards learn, presence or absence of capable and committed teaching and support staff were some of the problems of primary schools. Besides, Slow and improper implementation of the decentralization process has profound impact on the efficiency of school management, the stability of headmasters, proper utilization of school resources that facilitate smooth progress of the teaching learning process.

3.4.4 CHALLENGES OF MANAGEMENT IN THE PROVISION & MAINTENANCE OF EIF

(a) Challenges of the provision of adequate instructional materials in schools

Table 3.9 Teachers responses on instructional materials

No.	Instructional materials	Present			
		Yes		No	
		Fre	%	Fre	%
3.1.1	Textbooks for each subject	30	83.3	6	16.7
3.1.2	Teachers guides	14	38.9	22	61.1
3.1.3	Syllabuses	25	69.4	11	30.6
3.1.4	Reference materials	6	17.1	29	82.9
3.1.5	Manuals for practical activities	2	5.7	33	94.3
3.1.6	Teaching aids & equipment	14	38.9	22	61.1

Table 3.9 portrayed that with the exception of textbooks (83.3%) and syllabuses (70%) the there is a problem in the provision of other instructional materials, because 61.1% of the respondents reported the absence of teachers guides in their respective schools. Similarly as it is clearly shown in table 3.9a, reference materials, manuals for conducting practical activities are not available in nearly all schools. As it was seen in observation and interviews, instructional materials were not available in schools in the desired quantity and quality. Some materials were not quickly and efficiently distributed to the people who need it badly.

(b) Challenges in the management of the infrastructure and facilities in schools

Table 3.10: Deputies' responses on critical problems in schools

No.	Critical problems in schools	Degree of agreement					
		Agree		Undecided		Disagree	
3.2	Management	Num	%	Num	%	Num	%
	3.2.1 quick turnover of teachers	4	28.6	1	7.1	9	64.3
	3.2.2 fast replacement of new headmasters	10	71.4	2	14.3	2	14.3
	3.2.3 limited community participation	11	78.6	2	14.3	1	7.1
	3.2.4 No participatory leadership	2	14.3	3	21.4	9	64.3
	3.2.5 disciplinary problems of employees	11	78.6	1	7.1	2	14.3
	3.2.6 behavioral problem of students	10	71.4	2	7.1	2	14.3
	3.2.7 poor and inconsistent planning	1	7.1	1	7.1	12	78.6
	3.2.8 unfilled vacancies	4	28.6	6	42.8	4	28.6
	3.2.9 lack of transparency & accountability	3	21.4	4	28.6	7	50.0

Table 3.10 shows the managerial problems observed in some schools. The majority of the deputy headmasters (64.3%) reported that quick turnover of headmasters was not a critical problem in their respective schools. Besides, 71.4% respondents believed that vacancies are quickly filled. These responses do not agree with the information obtained from observation and interviews. Concerning item 3.2.3 of table 12, the majority of headmasters (78.6%) said that one of the problems of schools was the limited participation of the community in the affairs of the school. The response to whether school leadership involved relevant stakeholders in the management of school affairs, 64.3% replied no and about the 22% were undecided. This indicated that school headmasters mostly manage the affairs of the school by their own that is stakeholders do not participate in management. 78.6% of the headmasters said that

disciplinary problems due to employees are common and serious problems in schools. Similarly, 71.4% of the respondents reported that behavioral problems of children are daily encountered in schools. In both cases items 3.2.5 and 3.2.6 the problems require careful resolution, because they are signs of poor governance

Item 3.2 .7 in table 3.10, deals with an issue whether the headmasters strictly follows careful planning in managing the school or not. The majority of the respondents (78.6%) believed that the headmasters plan carefully and are guided by their plans. Teachers were asked the same question (see table 13, item 3.2.2). 25 teachers or nearly 70% replied that the headmasters have plans while 13.9% of them believed directors work with out plans. The remaining 16.7% are unable to agree or disagree. Thus headmasters had plans and implement them accordingly.

Another item in table 3.10 is intended to show whether headmaster are open and transparent in their activities when managing the different activities of the school. Here there is no clear cut majority is observed. 21.4% of the respondents reported that headmasters lack transparency and accountability, 28.6% said that they do not know and 50 % of the respondent believed that headmasters are transparent and accountable to their deeds. According to the reply of respondents, some headmasters lacked transparency and accountability in handling the affairs of the school.

One item in the teachers' questionnaire was included demanding teachers to evaluate the managerial behavior of their headmasters and responses are summarized below.

Table 3.11: Teachers' view of school management

No.	The headmaster:	Teachers' responses					
		Agree		Undecided		Disagree	
		Freq	%	Freq	%	Freq	%
3.2.1	Is authoritative	6	16.7	7	19.4	22	61.1
3.2.2	works with out plan	5	13.9	6	16.7	25	69.4
3.2.3	finds time to listen to staff	23	63.9	6	16.7	7	19.4
3.2.4	uses resources efficiently	22	61.1	9	25.0	5	13.9
3.2.5	acts with out consulting staff	5	13.9	12	33.3	19	52.8
3.2.6	involves community in decision making	21	58.3	6	16.7	9	25.0
3.2.7	involves teachers in planning & implementation activities	19	58.2	5	13.9	11	30.6
3.2.8	Cares for the maintenance of buildings and	17	47.2	2	5.6	17	47.2

	furniture						
3.2.9	is capable in resolving conflicts	24	66.7	5	13.9	7	19.4

22 (61%) of the respondents do not agree with the statement that headmasters are authoritative. One teacher did not respond. 19.4% of the respondents are not sure whether headmasters are authoritative or not. 16.7% believe that the director is authoritative. 25 teachers or 69.4% of all the respondents believe that headmasters had plans. 13.9% of them believe headmasters work with out plans. The remaining 16.7% are unable to agree or in their respective school headmaster manage to listen the issues raised by the school community willing and freely. 17% and 19% of the respondents replies were either they do not know or opposed the proposition. Over 61% of the respondents believed that headmasters use efficiently resources of the schools, but a quarter of the respondents are not sure whether resources are efficiently used or not.

Items 3.2.5, 3.2.6 and 3.2.7 in table 10, were concerned with whether headmasters consult the staff, involve community and teachers in decision-making, planning and implementation of activities. About 53% and 59% of the respondents believed that staff is consulted before actions were taken and all stakeholders are involved in planning, decision and implementing school activities. Thus, according to the respondents, it could be concluded that actors involved in the affairs of the schools including decision making, implementing and monitoring. However, this is not in line with the reality at ground, because some of the disciplinary problems of employees and students, teachers low commitment and interest in prepare teaching aids are some indicators of some dissatisfaction. Item 3.2.9 in table 3.10, deals with how the headmasters resolve conflicts. Concerning the issue 67% of the respondents replied that the headmasters are capable of resolving conflicts, but a fifth (20%) of them disagreed.

In summary, the Major problems of some school are: absence adequate buildings, classrooms and classroom furniture. Other problems that schools face include interference from WEO in the internal affairs of the school that is lack of administrative freedom, absence of appropriate rooms for laboratories, libraries and resource centers. improper utilization of resources, high student population, small size of school compound, absence suitable school fence; inadequate sport field.

3.4.5 DEGREE OF COMMUNITY PARTICIPATION

The fourth item of the questionnaire was 'Does the community participates in supporting the school? The information obtained from the different sources was finally summarized into one coherent set findings of the study. The issues raise and the responses given were summarized below in table 3.12

Table 4.12: Headmasters and Teachers responses on community participation

No.	Community participation	Responses					
		agree		undecided		disagree	
		Fre.	%	Fre.	%	Fre.	%
4.1	PTSA is involved in the affairs of the school						
	- Headmasters	12	85.7	1	7.1	1	7.1
	- Teachers	22	61.1	6	16.7	8	22.2
4.2	PTSA mobilizes community in school affairs						
	- Headmasters	11	78.6	2	4.3	1	7.1
	- Teachers	18	50.0	11	30.6	7	19.4
4.3	PTSA participates in school mgt						
	- Headmasters	10	71.4	3	21.4	1	7.1
	- Teachers	25	69.4	4	11.1	7	19.4
4.4	The community supports the school financially						
	- Headmasters	4	28.6	8	57.1	2	14.3
	- Teachers	25	69.4	4	11.1	7	19.4
4.5	Community provides material support						
	- Headmasters	3	21.4	2	14.3	9	64.3
	- Teachers	23	63.9	5	13.9	8	22.2
4.6	Community helps the school by doing manual and mental work free of charge						
	- Headmasters	2	14.3	-	-	12	85.8
	- Teachers	8	22.2	5	13.9	23	72.2
4.7	The community participates in management of the school						
	- Headmasters	7	50	3	21.4	4	28.6
	- Teachers	26	72.2	4	11.1	6	16.7
4.8	The community participates in decision making and implementation of school activities						
	- Headmasters	12	85.8	2	14.3	-	-
	- Teachers	22	61.1	5	13.9	9	0.25
4.9	community participates in solving disciplinary problems of the school						
	- Headmasters	11	78.6	2	14.3	1	7.1
	- Teachers	21	58.3	4	11.1	9	25

Table 4.12 depicted responses given by headmasters and teachers concerning the degree of community participation. The responses were summarized below.

As it is clearly seen in the above table 4.12, 85.7% of headmasters and about 62% of teachers confirmed that Parent Teacher Student Associations (PTSA) are involved in the affairs of the schools. The majority of headmaster (78.6%) and 50% of teachers believe that PTSAs mobilize communities to support the schools in different forms such as finance, material, management. But, a substantial percentage of the respondents (30%) can not decide whether PSTAs mobilized or not communities to support schools.

About 70 % of deputy headmasters and teachers appreciated the active participation of PTSAs in managing schools. On the other hand, the community actively participates in planning, decision making, and implementation key activities of the school either directly or through it representatives in PTSA. In addition to this 78.6% of the deputy headmasters appreciate the active role communities' play in resolving disciplinary problems.

61.1 % of the teachers who fill the questionnaires believe that the parent-teacher-student association actively participates actively in the affairs of the school. On the other hand, 22.2 % believe that the participation of PTSA is limited. 6 teachers or 16.7% of the respondents are unable to decide whether PTSA actively participate or not. Only 50% of the respondents believe that PTSA play a role in mobilizing the community.

According to the findings from interviewees, observations and questionnaires communities participate in the affairs of schools in many ways such as contribution of money, for building classrooms, fencing the school compound, purchasing of desks and chairs, levels the school compound. They also participated in management of the schools. But, the degree of participation varies from school to school.

Responses to Question 4.10

24 teachers or 66.7% of the respondents believe that the community willingly participates in the affairs of the school. However, 12 teachers (or 33.3%) doubt the willingly participation of the

community because there are many convincing reasons that encourage the community to willingly participate in the affairs of the school are:

- they send their children to the nearby schools,
- Increased community awareness of their responsibility,
- Increased awareness of the role of education to individual, community and society as a whole,
- enabling guidelines and policy the encourage community participation,
- The community believes that the school belongs to the community itself,
- because board sense of belongingness among the parent,
- the efforts of the school in popularizing the need for community participation.

The factors that hinder the community participation in the affairs of the school were lack of awareness and the old thinking that education is the sole responsibility or the government. But, such tendencies are gradually decreasing. Community participation in schools is manifested in different form ranging from contribution of resources (money, materials and equipment) to planning, decision making, and implementation of plans.

CHAPRER FOUR

4. SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter presents the summary of major findings, conclusions drawn and recommendations given. In order to show how the findings are related to the problem, however it is important to restate the main purpose of the study, objectives and research employed.

It is universally accepted that the availability of adequate and quality EIF in schools is an indispensible inputs to improve the quality of education in primary schools. Educational infrastructure and facilities includes both economic (buildings, furniture, instructional materials, equipment, chemicals, and facilities such as latrines water supplies, finance) and human (teachers, students, and support staff including directors, personnel, librarian,) elements.

The purpose of this study was to assess the status of EIF in the target schools; identify the influence of the existing physical condition of the school on teaching learning process; analyze the challenges of the school governance in the provision, management of EIF; and assess the degree of community participation

With regard to the research design, descriptive survey method was used where as the data gathering tools employed were different questions. Respondents of the questionnaire were deputy headmasters, teachers, students, WEO/SEO professionals. In addition to questionnaires, structured interview was conducted with school headmasters, WEO heads, and teaching learning process owner of Yeka SEO.

The data collected through observation, questionnaire and interviews were analyzed in percentages and the following major findings were obtained.

4.1 SUMMARY OF MAJOR FINDINGS

The summary of the major findings of the study are briefly listed as follows

- Most headmaster and their deputies are degree or diploma holders. They are qualified for the job, but lack experience to lead great schools of 4000 student population.

Besides, a clear gender imbalance was observed in the management of the school management.

- About 72% of the deputy headmasters are diploma holders and about 10 (72%) have less then 2 years of service. The majority of the headmasters are both young and inexperienced to lead great schools of about 4000 student population
- 7 out 8 primary schools were over populated. Only Addis Berhan primary school was not
- Some schools had no proper fence encouraging individuals to invade and build their homes in the school compound. Seven households are living inside Hizbawi serawit
- Another interesting finding of the study revealed that many schools did not have legal documents of ownership of the land they claimed and building permits.
- Schools have critical shortage of classrooms and classroom furniture. With the exception of Kara Alo, most schools had latrines. However, close observation revealed that the number holes and their neatness were inadequate to the student population.
- Infrastructure for the supply of water i.e. pipe lines, taps, water tankers were in place in most schools, but were not functional due to various reasons such as lack of maintenance. In other words, the infrastructure was in place, but children were not observed drinking or washing.
- With the exception of two schools-Meri Hedassie and Kokeb Tsibah, all schools did not have sport fields. In Kokeb Tsibah there is a standard sport field of the right size. In Meri Hedassie the land is available but not properly arranged for the purposes that enable children to play or exercise.
- In all sample schools teachers, first cycle (Grades 1 - 4) teachers prepared appropriate teaching aids for their own consumption. In almost all primary schools, second cycle (Grades 5 – 8) teachers lacked the interest and skill of preparing teaching aids.
- Nearly all schools have single-room laboratories, libraries, and SPC, though these facilities varied in their content and organization. However, the facilities were run by volunteers rather than permanently assigned persons.

- With the exception Meri Hedassie and Salayesh primary schools, there were ICT centers in all schools in the study area, though the centers varied the numbers of computers, size of the room and the furniture possessed and the way service was rendered.
- P rovision of instructional materials such as syllabuses, teachers guides and reference materials in general and textbooks (Mathematics, English and aesthetic subjects) in particular were not found in the desired quantity and quality in the majority of schools.
- H eadmasters did not stay long in schools they were assigned to serve. The finding of the study revealed that causes for the high turnover of headmasters were many and varied including, but not limited due to: personal reasons (change of place or profession); poor performance or misuse of school property; appointment and promotion to a higher position and responsibility; failure to withstand the burden of work; in pursue of higher income or higher education. Resulting in managerial instability of schools.
- D isciplinary problems of both students and teachers were reported in some schools.
- T he main managerial challenges of schools were many including: low managerial capacity of headmasters, lack of interest and commitment of teachers, High student population, and shortage of instructional materials and finance.
- PTSA and community participation was very high in almost all schools. Participation was manifested in different ways from: financial contribution, building of classrooms and fulfilling major educational infrastructure and facilities.
- some headmasters lack the capability of resolving conflicts that might arise among the different actors (students, teachers or employees) or between the headmaster and any group in the school community.
- lack of transparency and accountability is a common experience in most schools
- some headmasters act without consulting the teaching staff

4.2 CONCLUSION

Based on the above findings the following conclusions have been drawn.

The finding of the study showed that major problems primary schools include: inadequacy of instructional materials (textbooks, syllabuses, teaching aids); shortage of classrooms and classroom furniture; small school compound; poor teaching methods that do not involve the learners in the process; high turnover of headmasters; low capacity and commitment of teachers to prepare and use teaching aids; and presence of households in the school compound. Alleviation of these problems is essential because all influence the teaching learning process negatively leading to poor performance of schools.

In addition to infrastructure and facilities schools need efficient management, the school environment (both internal and external) must be conducive for teaching learning process. Thus, all factors that disturb the normal functioning of schools must be must be set right, modified or discarded. All inhabitants living in the school compound must be removed.

There are rooms labeled "Laboratory." in all schools. However, the size of the rooms and the number of students expected to be in the rooms are not compatible. Besides part of the room is used for storing equipment, chemicals and materials that are indispensable in laboratories or items that must be carefully handle in order to avoid accident or loss. In spite of these problems, the laboratories must be supported both financially and materially. Currently, schools are getting funds for the purchase of equipment, books, teaching aids, but due to the low purchasing power of the BIRR, all needed materials can not be obtained. Fences define the school compounds; prevent the free movement of people and animals in and out. It also protects the school property. In addition to this, fences limit the influence of the external environment on the teaching learning process. It is easier to respect and enforce law and order of the school compound. School should have proper fence.

The purpose of provision of both economic and human inputs is to provide citizens quality of education. Learners' academic achievement is one indicator of quality of education. Schools use different mechanisms to help children improve their academic performance. But the performance of learners is declining instead increasing. The factors that affect the learners'

achievements are many including: lack of parents' follow up of their children education; low teachers' commitment and capacity to identify individual problems; inadequate provision of of instructional materials; absence key facilities (such as water supply, latrines) and poor and monotonous teaching methods that are employed in most schools.

In general the status of educational infrastructure and facilities of the schools in the study area can be summarized briefly.

Schools have many problems. Some are specific to each school, while others are shared by all. Problems that are specific to each school was given in table 4.7 in page 48. Thus, problems common to all schools will be discussed. The major problems of schools vary from school to school. The researcher organized and summarized the information obtained from interviews, observation and questionnaires into a few categories. They are:

- Incidence of High student population in some schools is creating serious problems. Kara Alo primary school introduced shift system in order to receive additional students to the already 4000. This is common to all schools, though more pronounced in Salayesh, Meri Hedassie and Tesfa Berhan resulting in shortage of classrooms, furniture, difficult to manage large class size. This means that desks, chairs, laboratory equipment: when student population is high classes will be crowded; movement limited; active learning hampered; textbooks will be shared. Implication: active learning avoided and teacher center teaching method become dominant.
- T he area of most schools is very small and undulating landscape. Yeka Terara, Addis Berhan are the least sites that can be chosen to be a school. But more serious problem is that most do not have the legal documents of ownership the areas they claimed for and legal building permits.
- S hortage of instructional materials textbooks, syllabuses, teacher's guides- this has a direct bearing to quality of education. Poor performance of children can be directly related to the availability and quality of textbooks, qualification and commitment of teachers and many other factors.

- W
  hen teachers' commitment is low, they loose interest in teaching; stop preparing of lesson plans and search for appropriate teaching aids and decline from helping children. This emanates from lack of training on conducting active learning or preparation of teaching aids from locally available materials.
- s
  hortage of educational infrastructure: classrooms, desks and chairs, laboratory equipment (special service rooms: library, lab, ICT center,)
- I
  n the 8 schools studied, current employees are less than suggested by the BPR that is some vacancies are not filled. In the absence adequate teaching and support staff some activities will not function a planned resulting in incomplete attainment of objectives.
- Absence of sport fields is common in 7 (87.5%) schools out of eight. Some believe that sport fields could be avoided if the situation was not favorable. This is a grave misconception that emanated from not fully understanding its purpose. It is a 'laboratory' in the open air. The absence of sport fields in schools influences the physical and mental development of the learners. Besides, the objectives of health and physical education in primary schools will not be realized in the absence of sport fields. Besides, it hinders hinder the physical and mental development of children
- Generally school management is partly participatory that is all appropriate stakeholders (parents, students and teachers) fully participate in the management of school affairs starting from planning to its implementation and monitoring.
- Incidence of disciplinary problems, poor conflict resolving capacities, implementing decisions with out consulting the concerned actors and lack of transparency and accountability are manifestations of poor governance.

4.3 RECOMMENDATIONS

The inputs needed in schools are many in number, type and nature. Their presence or absence has a decisive impact on the teaching-learning process that determines the quality of education in schools. Schools in the study area have many problems concerning of the availability, use and

management of educational infrastructure and facilities. Based on the summary findings and conclusions drawn, the following suggestions are recommended:

- In some schools part of the schools compound is occupied by households. In Hizbawi serawit alone seven households are living in the school compound. Thus, the illegal dwellers must be removed from the school compound as early as possible, because their presence is negatively affecting the teaching learning process.
- Besides many schools do not have legal document of ownership and building permits of the land they claimed. Thus, this issue is common to many schools, because original school sites were chosen on the availability of empty space with out giving due attention to documents. Besides school compounds are very small in area that deserves consideration. Thus, all concerned actors should give lasting solution to the three problems: compound size, ownership documents and illegal dwellers.
- Rethinking is necessary by all concerning the sport field. It is not some thing that one avoids when situation is not favorable. In reality, science laboratories and sport fields have the equal importance. Thus, schools should bother to have sport fields as they do to get ICT centers or science laboratories or SPCs.
- Water supply, latrines and hand washing facilities have an impact on the teaching learning process, because these components are related to biological needs and health issue. There should be clean, decent and separate latrines for males and females, and hand washing facilities nearby.
- One finding of the study showed that currently teachers are either using teaching aids prepared by others long ago or are not using at all. This behavior emanates from lack of commitment or training on skills of improvisation. Thus, the responsible officials should find means of correcting it.
- SPC must be strengthen both in material, manpower and training on skills of improvisation, because the can solve the critical shortage of teaching aid observed in schools.
- Schools are establishing laboratories, libraries, and ICT centers. Currently, these services are located in standard classrooms which too small to accommodate the

services required. Thus, in the future special rooms are needed that fulfill the space requirements of a library, laboratory, ICT and SPC, because, these are key inputs for enhancing the quality of education.

- The root causes of the high turnover of headmasters be studied in detail and appropriate measures be taken.
- The study revealed that some young and inexperienced teachers apply for the headmastership post in the mere intention of raising their salary and resign after their objective is realized. Therefore, responsible officials define certain criteria that discourage this move.

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Annex 1: Observation sheet

ADDIS ABABA UNIVERSITY

URBAN DEVELOPMENT AND MANAGEMENT CENTER

OBSERVATION SHEET

Name of the school ----------

Level ---------- Area ---------- ha/ M^2

1. School fence

1.1 conditions

- ☐ good ----------
- ☐ poor ----------

1.2 Type material used

- ☐ wood ----------
- ☐ corrugated iron sheet ----------
- ☐ stone/concrete and block ----------
- ☐ other ----------

2. The external school environment

- ☐ is friendly ----------
- ☐ not friendly ----------
- ☐ because ----------

3. Classrooms

3.1 Size of classroom ----------

3.2 Conditions ----------

3.3 Furniture ----------

4. Clinic

4.1 Availability ----------

4.2 Service ----------

5. Latrines

5.1 Availability ----------

5.2 Separate ----------

5.2.1 Teachers & students Yes ☐ No ☐

5.2.2 Teachers: M & F Yes ☐ No ☐

5.2.3 Students: M & F Yes ☐ No ☐

5.2 washing facility: Yes ☐ No ☐

6. Sport field

Availability Yes ☐ No ☐

Adequacy Yes ☐ No ☐

7. Resource center

7.1 Availability ----------

7.2 Source of teaching aids ----------

7.3 science room ----------

8. Library/ ICT

8.1 Availability ----------

8.2 Adequacy f books ----------

8.3 Quality of services ----------

8.4 ICT ----------

9. Clean water

9.1 Tap availability ----------

9.2 Open time ----------

9.3 Service satisfaction ----------

10. Special rooms

10.1 Offices ----------

10.2 Storeroom ----------

10.3 staffroom ----------

11. Staff lounges

ANNEX 2: STRUCTURED INTERVIEW - HEADMASTER

ADDIS ABABA UNIVERSITY
COLLEGE OF URBAN DEVELOPMENT AND MANAGEMENT

STRUCTURED INTERVIEW: HEADMASTER

PART ONE: ADDRESS

1.1 LOCATION OF THE SCHOOL

Sub-city ----------
Woreda ----------
Name of the school ---------- ----
Level ----------

1.2 RESPONDENTS' PERSONAL INFORMATION

Please put "✓" in the box representing your choice and, fill out your response

1.2.1 Sex: ☐ Male ☐ Female
1.2.2 Age ----------
1.2.3 Years of service in teaching ----------
1.2.4 Years of service as a headmaster ----------
1.2.5 Qualification ☐ Certificate ☐ Diploma ☐ Degree
1.2.6 Position ☐ Headmaster ☐ Deputy Headmaster ☐ Others ---------
1.2.7 How long do you serve in the current position? -------- Years

1.3 HIGH TURNOVER OF HEADMASTERS/TEACHERS

1.3.1 Do you agree currently there is high turnover of headmasters/directors?

☐ Yes
☐ No

1.3.2 What are the reasons for the high turnover of headmasters/teachers?

1.3.3 What problems follow the high turnover of headmasters/teachers?

1.4 What are the strengths and weaknesses of the school that you lead?

a. Strengths of the school ----------

b. Weaknesses of the school ----------

2. What are the main problems of the school in terms of:

2.1 Classrooms

2.1.1 Condition ----------

2.1.2 Section-student ratio ----------

2.1.3 Size ----------

2.1.4 Classroom furniture ----------

2.2 Human resource

2.2.1 Teaching staff ---------- Male ---------- Female ----------Total ----------

2.2.2 Support staff ---------- Male ---------- Female ----------Total ----------

2.3 Recurrent budget

2.3.1 Inadequacy ----------

2.4 The environment of the school

2.4.1 The external environment ----------

2.4.2 The internal environment ----------

2.5 Resource management ----------

3. PARENT TEACHER STUDENT ASSOCIATION

3.1 Activity ----------

3.2 Capacities in mobilization ----------

3.3 Participation in school mgt ----------

4. Educational infrastructure related questions

4.1 Special rooms

4.1.1 Library ----------

4.1.2 Laboratory ----------

4.1.3 ICT center ----------

4.1.4 Resource center/SPC ----------

4.1.5 Latrines ----------

4.1.6 Hand wash facilities ----------

4.1.7 School clinic ----------

4.1.8 Sport field ----------

4.1.9 Mini-media ----------

4.1.7 Offices for:

Store ----------

Staff room ----------

Staff lounges ----------

Departments ----------

4.2 Instructional materials

4.2.1 Student text books ----------
4.2.2 Syllabuses ----------
4.2.3 Teaching aids and equipment ----------
4.2.4 Training of teachers on preparing and using teaching aids ----------

5 What are the sources of school finance?

- ☐ Government budget
- ☐ Community contribution
- ☐ NGOs and donors
- ☐ Internal income
- ☐ Others, specify ----------

Annex 3: Interview with SEO/WEO professionals

ADDIS ABABA UNIVERSITY
COLLEGE OF URBAN DEVELOPMENT AND MANAGEMENT

INTERVIEW: SUB-CITY (WOREDA) EDUCATION OFFICE HEADS

1. LOCATION OF THE SCHOOL SUB-CITY ---------- Woreda ---------- Position ----------

2. RESPONDENTS' PERSONAL INFORMATION

2.1 Sex: ☐ Male Female ☐

2.2 Age in years

☐ < 25 ☐ 26 - 30 ☐ 31 – 35 3☐ 40 > 41☐

2.3 Service in teaching

☐ ≤ 2 ☐ 3 – 5 ☐ 6 – 10 11☐5 ≥ 16 ☐

2.4 Years of service in current position

☐ ≤ 2 ☐ 3 – 5 ☐ 6 – 10 ☐ 1 – 15

2.5 Qualification

☐ Diploma ☐ Degree ☐ MA/MSC

QUESTIONS

1. How regularly does your office visit the schools in the woreda?
2. What are the purposes of the school visits by woreda experts?
3. Do you believe there are adequate educational materials in the schools in your woreda?
4. What are the main challenges of government primary schools in the woreda?

5. Are the entire human resource (teaching and support staff) requirement by the BPR fulfilled in all schools in the woreda?

6. What are the challenges in the provision, management and maintenance of educational infrastructure in school?
7. Do PTSAs effectively mobilizing the community in helping their respective schools?
8. Do teachers get training on the preparation teaching aids from locally available materials?

9. What are the criteria for selecting and assigning a headmaster? Do headmasters serve long in one school? If No, what are the reasons for the quick turnover?
10. How is the effectiveness of school administration evaluated?
11. What are the main sources of school finance?

Annex 4: Student filled Questionnaire

ADDIS ABABA UNIVERSITY
URBAN DEVELOPMENT AND MANAGEMENT CENTER

STUDENT QUESTIONNAIRE

INTRODUCTION

This questionnaire is to be filled by primary school (Grades 5-8) students. The objective of the study is to collect data concerning the challenges of provision and management of educational infrastructure and facilities in selected woredas in Yeka sub-city. The study will help in improving the quality of education. Thus, please fill all items in this questionnaire.

Thank you very much

PART ONE: GENERAL INFORMATION

1. LOCATION OF THE SCHOOL

Sub-city ----------

Woreda ----------

Name of the school ----------

Level of the school ☐ Grades 1- 4 ☐ Grades 1- 8

2. RESPONDENTS' PERSONAL INFORMATION

Please put "✓" in the box representing your choice and, fill out your response

2.1 Sex: ☐ Male ☐ Female

2.2 Age ----------

2.3 Grades ☐ 5 ☐ 6 ☐ 7 ☐ 8

PART TWO: EDUCATIONAL INFRASTRACTURE AND FACILITIES

1. The school environment

1.1 Is the area outside the school conducive for learning? Yes ☐ ☐

1.2 If the response to item 1.1 is No, please list the problems

---

1.3 Is the internal school compound conducive for learning? Yes ☐ No ☐

2. Availability of educational inputs in your school

Some educational inputs that believed to be present in your school are listed in the following table. Show your response by making a "✓" mark for your choices in the spaces provided. The alternative choices are: agree, undecided or disagree.

No.	Factors	Responses		
		Agree	Undecided	disagree
1	Difficult to learn in crowded classrooms			
2	Student book ratio is 1:1			
3	Latrines in the school are very clean			
4	Latrines are separate for males and females			
5	Hand wash facility is available in the			
6	Water supply is available during school hours			
7	Sport field of the right size is present			
8	Teachers show experiments in the lab			
9	Desks are available for all children			
10	Adequate books are available in the library			
11	Most teachers use teaching aids			
12	The school fence is tight			
13	There are adequate textbooks for all subjects			
14	Classrooms are conducive			
15	Teachers do not miss classes			

3. Does the school have Parent-Student-Teacher association? Yes ☐ No ☐

4. Are there adequate classrooms in the school? Yes ☐ No☐

5. How many clubs are there in your school? ----------

6. Write the name of the club in which you a are a member? ----------

Annex 5: Teacher/headmaster filled Questionnaire

ADDIS ABABA UNIVERSITY
COLLEGE OF URBAN DEVELOPMENT AND MANAGEMENT

QUESTIONNAIRE FOR TEACHERS/DEPUTY HEAD MASTERS

INTRODUCTION

This questionnaire is prepared purely for an academic purpose for the fulfillment of MA with degree in Urban Development and Management studies. The objective of the study is to collect data/ information and analyze the challenges of provision and management of educational infrastructure and facilities in selected woredas in Yeka sub-city. Your response is very important for the success of the study. The results and success of the study will depend on the quality of your responses and so the researcher kindly requests you to give accurate and honest responses to the items presented. Your response will be kept confidential and used only for academic purpose.

DIRECTION

- No need of writing your name;
- Please put '✓' mark in the box provided where alternatives are given;
- If you have additional or different opinion from the given alternatives, please write it on the space provided for the option "If other, please specify";
- You are kindly requested to give short answers in the space provided
- Your urgent response will contribute to the value of the research.

N.B

The acronyms and terms used in the questionnaires stand for:

EIF - Educational Infrastructure and Facilities

MoE - Ministry of Education

KEO - Kebele Education office

PTA - Parent Teacher Association

SPC - School pedagogical/resource center

THANK YOU VERY MUCH

PART ONE: GENERAL INFORMATION

2. LOCATION OF THE SCHOOL

Sub-city ----------

Woreda ----------

Name of the school ----------

Level ----------

2. RESPONDENTS' PERSONAL INFORMATION

Please put "✓" in the box representing your choice and, fill out your response

2.1 Sex: ☐ Male ☐ Female

2.2 Age ----------

2.3 Years of service as PTA member ----------

2.4 Qualification ☐ Primary education ☐ Certificate ☐ Diploma ☐ Degree

PART TWO

GENERAL INFORMATION ABOUT AVAILABILITY OF INFRASTRUCTURE AND FACILITIES IN SCHOOLS

1. Are there adequate and indispensable educational infrastructure & facilities in the school? The most important items are listed below. For all items listed below, make a "✓" mark for your choices in the spaces provided.

1. Status of educational infrastructure and facilities

1.1 Is the external school environment conducive for teaching learning? ☐ Yes No ☐

1.2 If the response to item 1.1 is **No**, list some observed problems in the space provided below ----------

---

No	Status of	Yes	No	Good	Fair	Poor
1.3	Adequacy of classrooms	Availability		Conditions/capacity		
1.4	Adequate furniture in each class room					
1.5	School library					

1.6	Textbooks of each subjects					
1.7	Teaching aids					
1.8	Science room					
1.9	Resource/pedagogical center					
1.10	Mini-media					
1.11	Sport field					
1.12	Latrine					
	- Separate: teachers & students					
	- Separate: Male & teachers					
	- Washing facilities: water & soap					
1.13	Water supply					
1.14	Electricity					
1.15	Telephone					
1.16	School clinic					
1.17	Maintenance facilities					
1.18	School fence					
1.19	Staff lounge					

1.19 Are there adequate instructional materials in the school? ----------

---

1.20 If your have additional comments and suggestions, please put in the space provided below. ----------

2. INFLUENCES OF EIF ON TEACHING LEARNING PROCESS

What are the influences of educational infrastructure & facilities on the teaching learning process? For all items listed below, make a "✓" mark for your choices in the spaces provided.

Responses: 5 = strongly agree, 4 = agree, 3 = undecided, 2= disagree, 1= strongly disagree

	Factors influencing teaching learning process	Degree of agreement				
		5	4	3	2	1
2.1	Limited number of students in a class					
2.2	shortage of textbooks					
2.3	Hand washing facilities near the latrines					
2.4	SPC produce different teaching aids					
2.5	Separate latrines for males and females					
2.6	Quality of instructional material					
2.7	Qualification of teachers					
2.8	availability of clean water in the compound					
2.9	Presence of playground of the right size					
	Teachers participation of in decision-making					

	Teachers' participation in implementation of school activities					
2.11	Scarcity of financial resource					
2.12	Committed support staff					
2.13	Efficient school management					

2. 13 what other factors influence the teaching learning process in the school? ----------
---

2.14 If your have additional comments and suggestions, please put in the space provided below. ----------

3. Challenges of governance in the provision, management and maintenance of EIF

3.1 Are there adequate and appropriate instructional materials in the school?

No.	Instructional materials	Present	
		Yes	No
3.1.1	Textbooks for each subject		
3.1.2	Teachers guides		
3.1.3	Syllabuses		
3.1.4	Reference materials		
3.1.5	Manuals for practical activities		
3.1.6	Teaching aids & equipment		

3.2 To what extent does your director engage himself in the following kinds of behavior?
Responses: 5 = always, 4 = often, 3 = sometimes, 2 = seldom, 1 = never
For all items listed below, make a "✓" mark for your choices in the apace provided

	observed behavior	responses				
		5	4	3	2	1
3.2.1	He/she is authoritative					
3.2.2	He/she works with out plan					
3.2.3	He/she finds time to listen to the staff					
3.2.4	He/she uses school resources efficiently					
3.2.5	He/she acts with out consulting the staff					
3.2.6	He/she involves the school community in decision making					
3.2.7	He involves teachers in the implementation school activities					
3.2.8	Care for the maintenance of buildings and the repair of school furniture					
3.2.9	He is capable in resolving conflicts					

3. 3 What are the major problems of the school with respect to the availability of key educational infrastructure? ----------

---

3.4 If your have additional comments and suggestions, please put in the space provided below.----------

---

4. DEGREE OF COMMUNITY PARTICIPATION IN SUPPORTING THE SCHOOL

Does the community participate in supporting the School? How is this support manifested?

Some factors are listed below, make a "✓" mark for your choices in the spaces provided.

Responses: 5 = strongly agree, 4 = agree, 3 = Neutral, 2= disagree, 1= strongly disagree

	Community participation	Responses				
		5	4	3	2	1
4.1	PTA is actively involved in the affairs of the school					
4.2	PTA works hard for community participation in the affairs of the school					
4.3	PTA participates in the management of the school					
4.4	The community supports the school financially					
4.5	The community provides material support to the school					
4.6	The community helps the school by doing manual and mental work free of charge					
4.7	The community participates in the management of the school					
4.8	The community participates in decision making, of school affairs implementation and monitoring the affairs of the school					
4.9	community participates in the implementation of school plans					

4. 10 Is the community willing to participate in the affairs of the school? Yes No

a If response to item 3 is **Yes**, what factors encourage participation? ----------

---

a.If response to item 3 is **No**, What factors hinder participation? ----------

---

b. How is the community participation manifested in schools? ----------

---

4.11 If your have additional comments and suggestions, please put in the space provided below. ----------

Thank you VERY MUCH

Appendix 6: Educational service provision standards

Standards in educational service delivery are necessary inputs, which indicate the quality of service provision and efficient utilization of scarce resources. The standard consists of qualification of teachers, class size, student class ratio, stent to teacher ration and provision of materials and facilities (MoE, 2003)

Teachers and workers educational status

Parameters	Grades 1-4	Grades 5-8	Remarks
Director	TTI + director course	Diploma sch. admin.	
Deputy director	-	TTI + director course	
Teachers	10 + TTI	Diploma	
Secretary	12	12	
Library	-	Diploma	
Store keeper	12	12	
Source: MoE 2003 Pre-primary and primary education standard A.A p. 23			

Ratios

a) Class-student and teacher -student rations

Level	Ratio	
	Class to student	Teacher to student
KG	1 : 40	1 : 40
Grades 1-4	1 : 50	1 : 50
Grades 5-8	1 : 40	1 : 40
Grades 9-12	1 : 40	1 : 40

Education & training board City council

Level, Requirement and location criteria of education services

No.	Level	Space requirement	Catchment area	Served population	location
1	Nursery	70-175m2	< 400m	1000 - 2500	With residential areas center of catchment area
	KG	500- 3000 m2	< 1Km	1000 - 2500	Within KG & near working area 100m from dump sites, noise, etc.
2	primary education	1.5-2.5 ha	< 3km	12000 - 18000 5000 - 15000	With residential areas, along collection roads traffic congestion, dump sites, noise of industrial activities & facilities
Source: Ministry of Federal Affairs (MoFA) 2003 Planning norms and standards, policy search an planning commission A. A.					

DECLARATION

I, the undersigned, declare that this thesis is my own original work, has not been presented for a degree in any other University and that all sources of material used for the thesis have been duly acknowledged.

Name	Gebregiorgis Baraki
Signature	----------
Place	Addis Ababa University
Date of submission	----------

This thesis has been submitted for examination with my approval as a university advisor.

Waqgari Negari (Ph.D.)

July, 2012