

**AN ASSESSMENT OF THE FIRST THREE YEARS SCHOOL
IMPROVEMENT PROGRAM IMPLEMENTATION
IN GOVERNMENT SECONDARY SCHOOLS OF
ADDIS ABABA**

By

MOHAMMED SEID

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BY

MOHAMMED SEID

Approved by Board of Examiners

Yekunoamlak Alemu /Ph.D./

Chairman, Department


Graduate Committee

Abdulaziz Hussien /Ph.D./

Advisor


Ato Hussien Kedir /Ato/

Examiner

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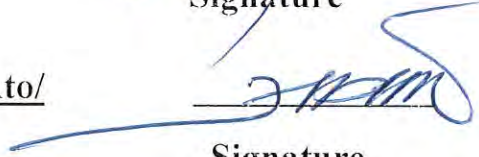
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ACRONYMS

| | |
|--------|---|
| AAREB | Addis Ababa Regional Education Bureau |
| ACT | Australian Capital Territory |
| ANOVA | Analysis of Variance |
| BEd | Bachelor of Education |
| EFA | Education for All |
| EIC | Education Improvement Commission |
| ESDP | Education Sector Development Program |
| ETP | Education and Training Policy |
| FGD | Focus Group Discussion |
| FDRE | Federal Democratic Republic of Ethiopia |
| GEQIP | General Education Quality Improvement Package |
| MoE | Ministry of Education |
| NLA | National Learning Assessment |
| OSPI | Office of Superintendent of Public Instruction |
| PSTA | Parent Student Teacher Association |
| SIP | School Improvement Program |
| SPSS | Statistical Packages for Social Sciences |
| TVET | Technical and Vocational Education and Training |
| UNESCO | United Nation Educational, Scientific and Cultural Organization |

Abstract

This study was intended to assess the implementation of the first three years school improvement program. In order to achieve this purpose, basic questions: to what extent school improvement program was implemented in Addis Ababa government secondary schools, to what extent stakeholders were involved in the implementation process of SIP, what were the factors that impeded the success of the school improvement program, what were the lessons learnt from the implementation of the first three years school improvement program were raised. Descriptive survey method was employed as a research method in this study. Both probability and non probability sampling techniques were used. Accordingly 3 sub cities were randomly selected from ten sub cities found in the city administration. From the total 12 secondary schools found in the study area, 9 were again randomly selected and included in this study. School leaders, teachers, students, SIC members, teaching learning core process owners, and professionals from teaching learning core process of Addis Ababa City Administration Education Bureau were used as primary sources of data and document review as secondary data sources. Questionnaire, interview, FGD, observation, and document analysis were employed as data gathering tools. After data were gathered, analysis was made by organizing in tables and computed using percentages, rank mean, and one way ANOVA. The findings revealed that the overall level of implementation of the first three years school improvement program was moderate. Shortage of input, lack of professional support from district, sub-city and regional educational bureau, inability of school improvement committee to properly play their role, turnover of principals and indicators being tedious and redundant among others were problems encountered by secondary schools in the implementation process of SIP. It was concluded that shortage of input and absence of monitoring and evaluation negatively affect the implementation of SIP. To alleviate the problems and improve quality of education, strengthening monitoring and evaluation on SIP implementation, retaining experienced school leaders, assigning laboratory technician to schools, and making the school improvement committee functional were among the recommendations.

CHAPTER ONE

1. THE PROBLEM AND ITS SETTING

This chapter deals with the problem and its approach. It consists of background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitation of the study, operational definition of key terms and the organization of the study.

1.1. Background of the Study

Education is most appropriate to guide the future of our development. It enables us to get new knowledge, attitude, skills, insight, and so forth that help to bring about development. Knowledge and skills is the engine of economic growth and social development (UNESCO, 2002). It is possible when a given country renders quality and relevant education to its citizen. Since education is believed to be key weapon to bring social, economic, and technological and any other development, countries in the world have been striving to render quality education (Carlson, 1996). With this concern, they revisit their education system to adjust to dynamics of change.

For instance, Carlson (1996:201) stated that Americans feel that their education system was failing in the race with the Soviet Union for world leadership after the launching of the Russian Satellite *sputnik* in 1957. The then president of America, Reagan, expressed the situation of his country by saying “a nation at risk” because of the feeling that they are lagging behind in science. Following this, the president initiated educational reform that advocates ‘voiced the cry that school reform was essential if the United States was to maintain its competitive edge in the world markets and world leadership’(Carlson, 1996).

This shows the decisiveness of education to foster transformation in science and technology; and schools are the centre of innovation. Schools help children develop creatively and emotionally and acquire the skills, knowledge, values and attitudes necessary for responsible, active, productive citizenship (UNESCO, 2005). To enable students’ responsible and productive citizen, education system and more specifically

schools should be responsive to the needs of the learners. Hence both access and quality of education are issues to be addressed. Bringing quality of education has been among the agenda that need to be addressed parallel to expansion of educational access. Pigozzi (2008) enlightened the need for quality of education as ‘... poor qualities frustrate efforts to use education as an effective lever of economic growth and development in this age of accelerating globalization.’

In relation to this, Government of Federal Democratic Republic of Ethiopia (FDRE) and its Ministry of Education (MoE) launched the education and training policy of Ethiopia (ETP) in 1994. One of the general objectives of the policy read as “cultivates the cognitive, creative, productive and appreciative potential of citizens by appropriately relating education to environment and societal needs (ETP, 1994).” To translate the objective of the policy into action the government initiated a twenty years education sector development programs (ESDPs) that include national priority areas and millennium development goal-EFA goals and strategies. The main goal of the program were to improve educational quality, expand access, increase relevance and address equity in education with special emphasis of achieving universal primary education by the year 2015 (MoE,2006). With ESDP I and ESDP II expansion of educational access became apparent, however, the quality of education remain unsolved.

To overcome quality related problems, Ministry of Education launched General Education Quality Improvement Packages (GEQIP) in 2006 that encompasses six programs. Namely: School Improvement Program, Teachers Development Program, Civic and Ethical Education Program, Curriculum Improvement Program, Information Communication Technology Expansions Program, General Education Leadership, Performance and Organization Improvement Program (MoE, 2006). World Bank (2008) pointed out eight areas that GEQIP try to address to bring high quality teaching and learning. These includes: (i) curriculum; (ii) teacher quality and professional development; (iii) school leadership and management; (iv) general well-being of students; (v) linkage between schools, communities and stakeholders; (vi) school governance and accountability; (vii) quality assurance; and (viii) physical infrastructure.

School Improvement Program (SIP) is one component of the package. School improvement program has been designed to improve teaching and learning in order to enhance student learning and bring quality. School improvement has two twin purposes of enhancing student achievement and strengthening the schools capacity for managing change (Hopkins et al., 1994). According to Stoll and Fink (1996), school improvement should be the business of every school. In line with this, Barnes (2004) has confirmed that even the highest ranked schools will always need improvement because the condition under which adults educate and children's learn are always changing, the work of improvement is with us.

Following the introduction of SIP, schools prepared school improvement strategic plan to be implemented in three years time starting from 2007/08 to 2009/10 (2000-2002 E.C). Thus, School improvement program have been implemented since 2007/08 in government primary and secondary schools of the city administration. In the city administration, there are about 723 primary schools and 165 secondary schools. In these schools there are about 626765 students and 22299 teachers. However, the concern of the study was government secondary schools that include general high schools and preparatory schools. In Addis Ababa, there were about 42 government secondary schools that prepared school improvement plan in the base year that is 2007/08(2000E.C).

To enclose a general overview of the study area, Addis Ababa is the capital city of Ethiopia. It is the biggest city in Ethiopia, with population of 2,738,248 according to the 2007 population census. It accounts for 3.7% of the total population of Ethiopia. The site of Addis Ababa was chosen by Empress Taitu Betul and the city was founded in 1886 by her husband, Emperor Menlik II. As a chartered city, Addis Ababa has the status of both a city and a state. It is where the African Union and its predecessor the OAU are based. Addis Ababa is therefore referred to as "the political capital of Africa", due to its historical, diplomatic and political significance for the continent. It lies at an altitude of 2,300 meters and is located between 9°1'48"N 38°44'24"E and 9.03°N 38.74°E. The city lies at the foot of Mount Entoto.

School improvement as confirmed in Hopkins (1987:2) is accomplishing the best possible pupil outcome (defined in both individual & societal terms), as little wastage of pupil talent as possible and efficient use of means. Thus for the effectiveness of school improvement program, securing the necessary input is important. Beside utilization of resources with little wastage and active involvement of stakeholders has its own part on attainment of school goals particularly enhancement of student results.

1.2. Statement of the Problem

In Ethiopian education system, significant success has been realized in educational access for the past two decades. For instance as stated in ESDP III, the total enrollment in secondary education (Grades 9 to 12) increased from 426,495 in 1996/97 to 953,217 in 2004/05, a rise of 123% (MoE,2005). Besides, increase in the number of secondary schools from 369 in 1996/97 to 706 in 2004/05 (91%) achieved to respond to the significant increase in enrollment (MoE, 2005). This shows the expansion of education access in the country.

However, achievements in access have not been accompanied by adequate improvements in quality. The decline in quality has become issues of concern in the education system. Assessment conducted at national level witnessed the prevalence of quality related problems. World Bank (2008) explains the situation as:

... quality has deteriorated at least partly as a result of rapid expansion. The 2007 National Learning Assessment (NLA) in grades 4 and 8 show that student achievement is below the required levels and has declined during the period of expansion. For example, the composite score for learning achievement in grade 4 shows a reduction from 48 percent in the 1999/2000 baseline learning assessment to 41 percent in the 2007 NLA. Similarly, the composite score for grade 8 shows a decline from 43 percent in 2000 to 40 percent in 2007.

The problem has been evident at all grade level throughout the country. The factors for the decline of students achievement as indicated in World Bank (2008) were related to low student learning outcomes include school organization and management; teacher training on new techniques; school supplies; availability of textbooks, curricular and instructional materials, and language of instruction.

The overall aim of school improvement program is to strengthen the school's ability to provide quality education for its pupils by building up on existing good practice (Hopkins et al., 1997). Provisions of quality education need substantial amount of material, financial, and human resources. However, resources are scarce that calls for effective and efficient utilization. How to maximize student learning with such limited resources become the major challenge to the education system. Implementing school improvement program also requires resources that are necessary to fulfill inputs for proper operation of school. The reason to initiate school improvement program is that previously schools had problems in rendering quality of education and they were ineffective (MoE, 2006). Therefore, schools have promoted SIP to mitigate quality related problems and address complex needs of the learners. To this effect, dedicated staff with a sense of common purpose, strong instructional leadership from the principal, parents' support and involvement, and an allocation of resources that supports the school's mission is necessary conditions. Change requires strong leaders those who can build, maintain and strengthen collaborative relationships with in schools and outside of schools (Hopkins et al., 1997).

We have to understand from the outset that achieving change is much more a matter of implementation of new practices at the school level than simply deciding to adopt them (Hopkins, 1987). The plan should be prepared based on self-evaluation and each school's context to solve its own problems phase by phase in order to bring improvement. Likewise, school improvement process takes place over a period of several years since change is a process, not an event (Hopkins, 1987).

There are factors that facilitate the success of school improvement. First, there should be committed leader to run the school improvement process. Next, school improvement program by its very nature demands collaborative effort that calls for active participation of stakeholders in planning and implementation of plan. Securing the necessary input and proper transformation are also crucial. Hopkins and Harris (1997) also advised that creating cultures that enable teachers effectively pursue what is best for the young people in that school is important. When this occurs, we not only begin to meet the challenge of school improvement, but also create more effective classrooms and effective schools where

all children are able to learn. Hopkins (1987) warned that it is very difficult to change education even in a single classroom without also changing the school organization; the cooperation of fellow teachers and the endorsement of the school leader.

However hard we work, the implementation of any plan might end up as desired or not. In relation to the issue Gray in Maden (2001) cited that success of schools in implementing school improvement plan may result in three alternatives: that is school stays at roughly the same level in terms of its effectiveness from one year to the next; that it increases in its effectiveness over time, adding more value to successive cohorts of pupils or that it decreases in its effectiveness and goes in to decline.

These imply that for various reasons, when evaluated, the final outcome of the plan / program/ implementation would become effective or ineffective. However, evaluating the previous performance assists to perform better and/or learn from mistakes. With this understanding, this study aims to assess the implementation of the first three years school improvement program implemented in secondary schools of Addis Ababa.

The first three years plan of SIP had gone and the purpose of this study was to assess the the implementation of the first three years school improvement plan of government secondary schools of Addis Ababa. Some previous researches done on school improvement mainly focus on the conditions, practices, problems and challenges in the implementation of the ongoing SIP. However, this study was conducted at the end of the first three-years (phase one) of school improvement program. It enables to get holistic image on the implementation of the first three years school improvement program in government secondary schools of Addis Ababa. Besides, as the implementation of the first phase school improvement program ended, studying the implementation SIP becomes timely and important.

Therefore, the study tried to answer the following basic questions:

- 1) To what extent school improvement program was implemented in Addis Ababa government secondary schools?
- 2) To what extent stakeholders were involved in the implementation process of SIP?

- 3) What were the factors that impeded the success of the school improvement program?
- 4) What were the lessons learnt from the implementation of the first three years school improvement program?

1.3. Objectives of the Study

1.3.1. General Objective

The general objective of this study was to assess the implementation of the first three years school improvement program in Addis Ababa government secondary schools.

1.3.2. Specific Objectives

The specific objectives of this study were:

1. To identify the success of the first three year school improvement program implementation in Addis Ababa government schools.
2. To scrutinize the major lesson learnt from implementation of school improvement program.
3. To identify the major challenges encountered by secondary schools in the implementation of the SIP.
4. To assess the enhancement of students achievement owing to SIP initiative.

1.4. Significance of the Study

School improvement program is a continuous process. Assessing the implementation of the first three years school improvement program, identify the major challenges schools were faced and lessons learnt from the implementation process have a paramount importance. This study was therefore significant for the following reasons.

1. It may give a firsthand insight on the success and challenges of the first three year school improvement plan implementation in secondary schools of Addis Ababa.

2. The study may inform to stakeholders of education system on the problems that hinder the implementation of school improvement program so that they may design remedy to problems to be addressed in the next phase.
3. It may also serve as a springboard for those who are interested to pursue comprehensive and in- depth study on the implementation SIP in Addis Ababa and nationally.

1.5. Scope of the Study

The study was delimited only to government secondary school of Addis Ababa in order to make the study manageable. There are about 42 government secondary schools that prepared school improvement plan in 2007/08(2000 E.C). From these, only 9 of them were included in the study. Moreover, the study was delimited to the implementation of the first three years (2007/08-2009/10) school improvement program.

1.6. Limitations of the Study

First, questionnaire was not distributed to parents due to fear of difficulty to coordinate them. However, efforts were made to include all parents of SIC members through FGD. The second limitation is shortage of books for literature review. This problem has been offset by internet sources. Third, experts and officials were busy in meeting that contact with them was a challenge. Last but not least, the research fund allocated for the study was inadequate to cover expenses of the study.

Despite of all these limitations, the researcher has made an effort to complete the study and come up with this research report.

1.7. Operational Definitions of Key Terms

School Improvement Committee (SIC): It is a committee, which is established from the school community: students, teachers, and school leadership and parents to support implementation of SIP (MoE, 2006)

School Improvement: it focuses in increasing the academic performance of students by conducting self evaluation on various school domains by improving learning input and the teaching process (MoE, 2006)

Secondary school: is a grade level from 9-12 subdivided in to general secondary (9-10) and preparatory 11-12 (ETP, 1994:16)

1.8. Organizations of the Study

The study contains five chapters. The first chapter deals with the problems and its approach. The second one treats literature review. The third chapter consists of the research design and methodology, while the fourth one deals with the presentation, analysis and interpretation of data. The last chapter includes summary of major findings, conclusions and recommendations.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURES

This chapter focuses on reviewing of school improvement related themes and discussions done by different authorities and researchers. It portrays the view of different researchers, writers under the main head topic on historical background, countries experience in school improvement program, conceptual themes in school improvement planning. Moreover school domain, evaluation in school improvement, school culture, school effectiveness, school improvement grant, sustaining school improvement initiatives, challenges to school improvement program, lessons learnt from school improvement program implementations.

2.1. Historical Background of School Improvement

School improvement planning is a recent phenomenon. Hargreaves (2001) pointed out that publications on school effectiveness and later, of school improvement have been dominated since 1979 in Britain and much of the English – speaking world. Besides, Fullan (1991) and Hopkins et al. (1994) indicated that serious investigation in to the change process in schools surprisingly has a short history about 45-50 years with four major phases in the study of planned educational change.

The first, which dates from the mid 1960s, was emphasized on the adoption of curriculum materials. The second phase, covering most of the 1970s, was essentially documenting failure-the failure of curriculum reform movement to affect practices. The third phase, roughly from the late 1970s to the mid-1980s and building on previous experience, was a period of success. It was during this time that the first studies of school effectiveness were published. It was also during this period that some major large-scale studies on school improvement projects were conducted. The fourth phase, managing change, covers from 1990s up to present which is characterized by school reality in systematic, pragmatic and sensitive approach (Hopkins et al., 1994).

To sum up, school improvement initiative is more recent phenomenon. It has been advocated to serve as a means of solving school problems by empowering the actors:

school leaders, teachers, students and parents as a major stakeholders and role player of the teaching learning process.

2.2. Countries Experience of School Improvement

Taking into account other country' experience help to take lesson on the application of school improvement initiatives. Here let us see school improvement practice of South Africa, Spain, and Australia.

2.2.1. School Improvement in South Africa

Since 1994, the national effort to improve South Africa's schooling system has largely consisted of two parallel initiatives: a reform agenda, led by government; and a school improvement agenda, implemented by non-state agencies and funded by the private sector and civil society (Khosa, 2010).

According to Khosa (2010) , in the first five years after the transition to democracy, the government's education reform program was aimed at reconstituting the system reconfiguring educational institutions (schools, colleges and education departments); introducing new teaching and learning content; and mapping out new roles for teachers and governors. Following this, the government and its partners began to concentrate on improving the quality of education provided by public institutions. He further pointed out that many actors have attempted to improve South African schools in recent years. Most have focused on improving teachers' subject knowledge and teaching skills, as well as school management and governance (Khosa, 2010).

2.2.2. School Improvement in Spain

The Spanish education system according to Sun and Sun (2005) is currently undergoing a deep process of overall reform as a result of gradual implementation of "the law on the general organization of education system" in 1990. This reform has affected the schools general administration, autonomy, management, structure, curriculum, organization of teaching staff and other elements. These authorities related school improvement to overall reform traced to the new Spanish Constitution which started a new political and social

model that had an effect on all areas in 1978 with three guiding principle: the right to education ; the school community participation in the teaching management and the establishment of a decentralized education system.

According Munoz-Repiso et al. (2000) in (Sun and Sun, 2005) the main initiatives at the national contextual level, which have fostered school improvement in Spain, are the reform of secondary school. As described by these authorities there are five effective school improvement programs in Span. These are: 1)Students learning improvement in the first cycle of compulsory secondary education ;2)Effective school improvement in mathematics; 3)The reform of the leading and writing process at a Rural Groped School Teruel I; 4) Open reading group program ; and 5)The new compulsory secondary education teaching and the attention to diversity in the education center.

2.2.3. School Improvement in Australia

School improvement has a long history in Australia. As stated before, its approach to school improvement has similarities to Ethiopia. Australian Capital Territory (ACT) is responsible for fostering school improvement practices. ACT Department of Education and Training, recently prepared School Improvement Framework and four year school improvement program is to be implemented in all public schools. ACT (2009) enforced that all public schools should use the School Improvement Framework to critically examine their programs and practices. The framework provides a focus through which schools can evaluate the extent to which they are meeting stakeholder expectations, delivering on system priorities and implementing strategic initiatives, such as the Literacy and Numeracy Strategy 2009-2013. Moreover it is indicated in the same source that the school plan, as a blueprint, outlines how the school will achieve improved levels of performance. It establishes the overall strategic priorities for the school in relation to school context. As a public document it provides a whole school focus for continual improvement over the full four-year term of the school review cycle (ACT, 2009).

2.3. School Improvement Initiative in Ethiopian

Even though there are remarkable achievements in access, the quality of education in Ethiopia has encountered serious problems. Among the evidence that show the prevalence of quality problems in education are the result of the national learning assessment) in this concern assessment of ESDP III, the national primary and secondary leaving examination results researches on the implementation of the curriculum of education the student achievement for most subjects has shown that it was below average(MOE,2005).

Therefore in order to solve this and other related problems MoE has proposed the General Education Quality Improvement Package /GEQIP/. The package consists of six programs. These are:

1. School improvement program
2. Teachers development program
3. Civic& ethical education program
4. Curriculum Improvement Program
5. Information Communication Technology Expansions Program
6. General Education leadership, performance and organization program

The need for the program according to MOE (2006:8) is to make schools accountable for parents, community and government so as to improve student result. It also helps to make responsible and accountable of educational personnel working at deferent level of the education system. This indicates that attention has been given to improve the quality of education in the system.

2.4. Major themes in School Improvement Program

2.4.1. Definition of School Improvement

The concept of school improvement is defined by different researchers and educators in various way based on their beliefs and predisposition. When we examine these definitions, all of them have common elements that is enhancing student achievement and improving

school. Hopkins et al. (1994) indicated that there are two senses in which the term school improvement is generally used. The first is a common sense meaning which relates to general effort to make school better places for pupil to learn in. This is literal interpretation of the phrase and its most common usage. The second one is a technical meaning to the phrase in which school improvement is distinct approach for educational change that enhance student out come as well as managing change (Hopkins et al,1994).

School improvement is a concept that focuses on increasing the academic performance of student by conducting self-evaluation on various school domains regarding the current situation of schools and by improving inputs and the teaching process (MoE, 2006).

2.4.2. Objectives of School Improvement

According to MoE (2006) objectives of School improvement program includes; a) to increase the understanding and learning outcome of students substantially, b) to establish good governance and democratic system in school, by creating a transparent, engaging and accountable school system and brining success and c) to enable schools to enjoy extensive administrative freedom by structuring the management and administration in decentralized manner.

World Bank in Ethiopia (2008) outlined the objectives of School Improvement Program (SIP) as: to improve the capacity of schools to prioritize needs and develop a school improvement plan, to enhance school and community participation in resource utilization decisions and resource generation, to improve the government's capacity to deliver specified amounts of schools grants at the Woreda level and improve the learning environment by providing basic operational resources to schools.

In a nut shell, the overall objective of school improvement is increasing students' achievement through collaborative effort of stakeholders.

2.4.3. Importance of School Improvement

The major importance of school improvement initiatives are enhancing students' achievement and strengthening the schools' capacity for managing change (Hopkins et al.,

1994). The importance of implementing school improvement program as indicated in School Improvement Guideline are; first it will enable to improve the teaching process by systematically increasing the competency, efficiency and motivation of teachers and the management through various techniques (mutual teaching, by correcting weaknesses through self-evaluation, and developing strong unity by exchanging experiences, and providing a realistic and practical training... etc). Second, it increases the students' interest for education and improving their understanding by providing the necessary resources for education and step to create suitable condition and environment for learning. Third, it increases the participation of parents and the community and their feeling of responsibility, by increasing their awareness regarding education. And fourth, it increases the quality of education by providing the necessary resources through the coordination of the community, non-governmental organizations, humanitarian agencies and religious organizations, in addition to the assistance provided by the government (MoE, 2006).

Besides, effective school improvement program minimizes wastage of educational resources by reducing class repetition and dropouts. In addition to these improving the learning capacity and academic achievement of students, it will help to alleviate poverty within short time by producing productive, perceptive and creative citizens, and ultimately create a better community (MoE,2006).

Therefore, the importance of school improvement program to schools is mainly to enable them build capacity by involving stakeholders for better teaching learning process. It also helps to bring quality of education.

2.4.4. The Rationale for School Improvement

Experience has shown that school quality cannot be achieved through more conventional support where schools simply request inputs without being required to demonstrate specific improvements in organization, functioning and governance. Equally, real improvement in a school requires the genuine cooperation and meaningful participation of children, communities, teachers and head teachers (Plan, 2004).

To secure the cooperative effort, key stakeholders should be empowered than imposed. Hopkins et al. (1994:2) argued that the traditional 'top-down' approach to educational change are exposed to criticism that how schools use of the impetus of external reform to improve or develop themselves. Moreover, school reform should base on the skills, aspirations and energy of those closest to the school such as teachers, senior management, governors and parents what they called 'community of learners' to school improvement. They further affirmed that:

schools and those who live out their daily lives within them are no longer the victims of change, but can take more control of the process by using the opportunity of external change as a stimulus they can subject the specificities of change their own professional scrutiny and judgment. (Hopkins et al., 1994:7)

This indicates that schools should be a center of improvement. They should be empowered to initiate change by their own interest so as to make its own as their agenda.

School improvement is not only the concern of schools but also it is political agenda of governments. In relation to this issue Maden (2010) verified that around the world politicians are busily committing school to ever higher targets and inventing strategies for getting there. Furthermore, Maden (2001:7-8) added four factors that drive school improvement changes as: first, there are various effects of national initiatives to improve their performance. Second, there has been a trend in recent years for most school to pay greater attention to certain measures of their outcomes and spend more time preparing their pupils for them. Third, there seems to have been a good deal of 'catching up' going on opportunities available to relatively ineffective school which have fallen behind others similarly placed. Fourth, there are specific innovations a school may adopt as a result of their analysis and evaluation of their situation.

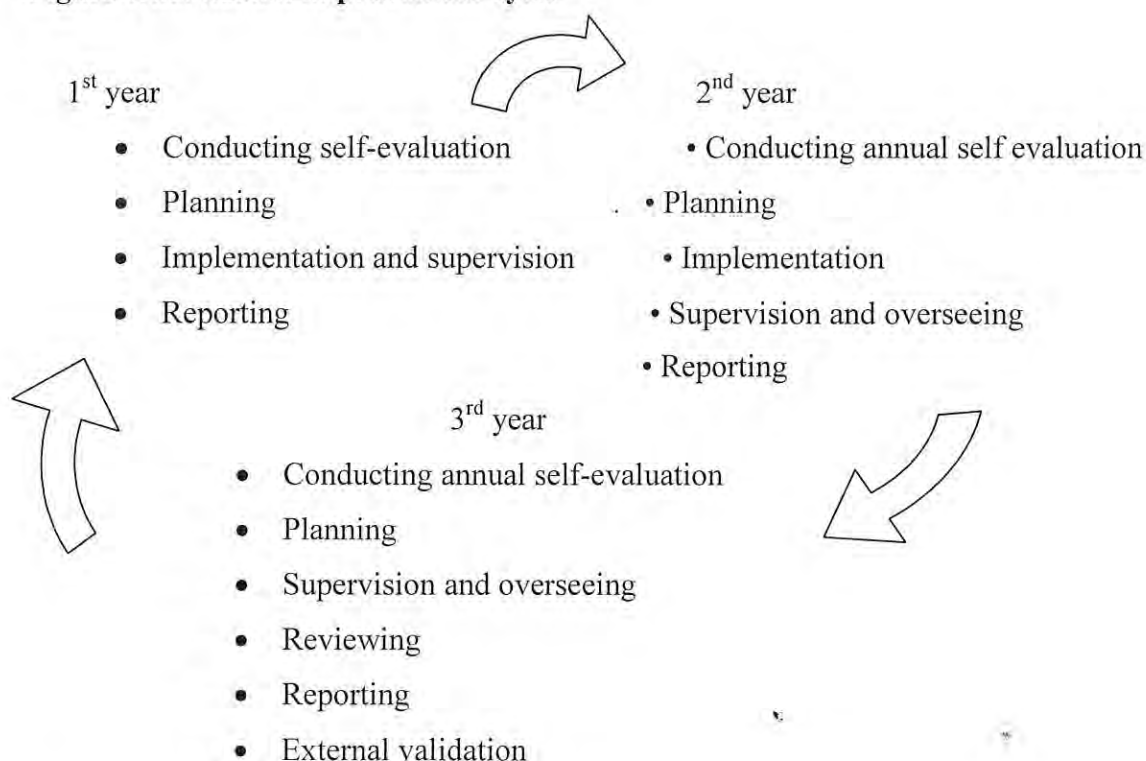
Therefore the rationale for undertaking school improvement initiatives can be internal and external forces within the framework of rendering quality education to citizens.

2.4.5. School Improvement Cycle

School improvement cycle is a continuous process, designed to efficiently and effectively distribute effort and resources to best meet changing needs and address school and system priorities (ACT, 2009). SI plan is medium term plan designed for about 2-4 years. After the end of the last plan year another plan will be prepared based on self evaluation and schools' priority. For instance Australian education system designed a four year school improvement plan (ACT, 2009) where as Ministry of Education in Ethiopia frame three year SI plan (MoE, 2006). When compared the tasks to be implemented in each year they are almost the same. The difference is only the duration of the plan. At the end of the cycle school gains an objective evaluation of its achievements and standards of performance, and to inform future planning for continuous improvement (ACT, 2009).

Ethiopian context of the cyclic school improvement planning process and tasks to be performed in each year is illustrated as follows (MoE, 2006).

Figure One: School improvement cycle



From this, one can understand that School improvement is continuous processes and it also involves systematic managerial functions like self evaluation planning, reviewing and reporting build up through time.

2.2.6. Guiding Principles of School Improvement Planning

School improvement as a process, requires the active participation of all stakeholders so as to bring desired change. Actors in SI should follow certain principles that guide them to plan for improvement and enhance student achievement.

Office of Superintendent of Public Instruction /OSPI/ (2005) pointed out key principles that form the basis for the school improvement planning process. To mention some of these principles, first, the principal must be at the helm of this process—without support and leadership of the principal; the planning process lacks the leverage that is needed for change to occur in a school environment. Second, students and parents have an important perspective on how schools can improve. Their meaningful participation in the process should be considered from the onset. Third, all members of a school staff should participate and/or be aware of the planning process. The more stakeholders that are “in the loop,” the better the chances the school will achieve 100 percent buy-in by staff for change efforts.

A representative group of stakeholders can do the bulk of the work, if results and updates are reported back on a regular basis to the full faculty and other stakeholders. Fourth, decisions about school improvement goals and solutions must be based on careful consideration of multiple sources of data and research. Fifth, school improvement planning is a journey of continuous improvement that demands ongoing monitoring and adjustment of programs and processes at the school. Sixth, improvements in student outcomes are directly related to what happens in the classroom. Teachers must be willing to be reflective about their practice and relentless in attempts to meet the needs of every student and last not least is that the written plan document is only as good as the quality of thought, effort, and the degree of “buy in” by staff.

Therefore, applying these principles help to guide school effort for improvement and bind up stakeholders for the common good.

2.5. The Domains of School improvement Program

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

According to ACT the four domains of school improvement includes: learning and teaching; leading and managing; student environment; and community involvement. The domains represent the four key areas in which school improvement takes place. They describe the essential characteristics of an effective school. They form a structure with which schools can review, question and analyze their systems and processes (ACT, 2009). The elaboration given to each School domains by ACT are as follows.

2.5.1. Learning and Teaching Domain

The learning and teaching domain describes the context in which the curriculum is delivered. High quality learning occurs when teachers make appropriate decisions about what is taught, how to engage students in meaningful experiences and how progress will be assessed to inform future actions.

2.5.2. Leading and Managing Domain

The leading and managing domain is concerned with communicating a clear vision for a school and establishing effective management structures. Leaders set directions and guide the school community in alignment of its purpose and practice. Effective leadership within the school is collegial, student centered and teacher focused, promoting a collective responsibility for improvement.

2.5.3. Student Environment Domain

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

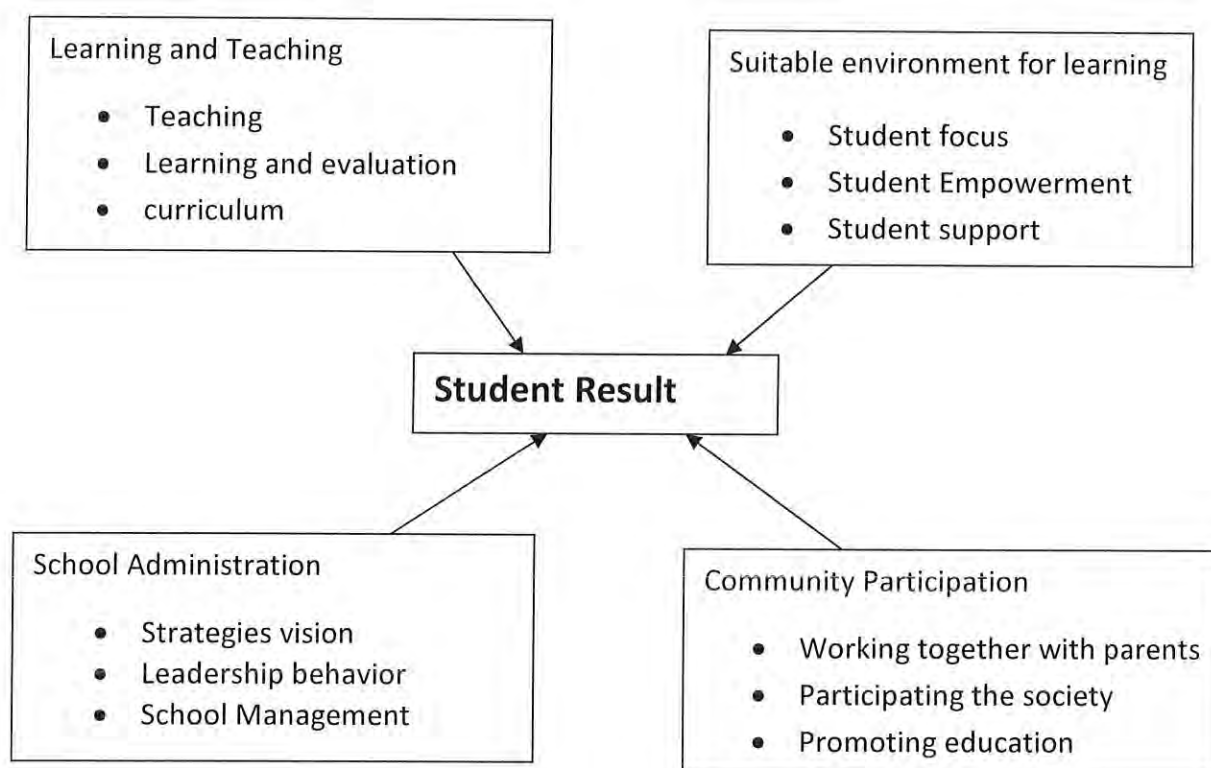
2.5.4. Community Involvement Domain

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

Similarly, the four school domains forwarded by MoE (2006) are learning and teaching, suitable environment for learning, school administration and community participation. The above explanation enlightens that there are similarities in the domains of school improvement classification of ACT and MoE.

The relationship between these school domains and its constituent elements that affect student learning and learning outcomes are presented in diagram below (MoE, 2006).

Figure Two: School Domain



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

2.6. Evaluation of School Improvement Program

2.6.1. School Self Evaluation

School self evaluation is the starting point to draft school improvement plan. It gives direction to what issues should be addressed first and what follows based on the priority given by school leaders, students and parents. Schools can plan and implement their school improvement programs only when they are aware of their current status in respect to the four domains based on reliable and accurate information and when they design and execute their improvement plan (MoE, 2006).

According to School Improvement Framework which was prepared by MoE, the collected information will help schools determine their status by viewing the descriptors of each indicators of practice to point out the rating characteristics (MoE, 2006). In practice school self evaluation is also employed at the beginning of academic year to assess the extent of implementation and prepare annual action plan.

This shows the importance of self evaluation of schools to prepare school improvement plan and its implementation schemes.

2.6.2. Monitoring and Evaluation of School Improvement Process

The questions rose in school improvement program like; what does it mean to be an improving school? How can it be measured? needed to be answered and decisions about schools and children are likely to be based on this evidence. This point stretched to the evaluation process of school improvement. Although school effectiveness and school improvement research have been areas of intense activity for several decades, they are, in many ways, still in their infancy (Earl et al., 2003,). Certainly, the work that has been done in many different countries has extended our knowledge and understanding about the influence of schools on results and about ways in which educators and the broader community can engage in processes to improve schools. Goldstein (1998) in Earl et al. (2003) indicated that the academic research community is just beginning to establish some comprehensive models of how schools can change to become more effective and to develop research methodologies and analysis techniques that capture the complexity of change. As stated by the same author, one of the challenges in evaluating school improvement is that schools and the people who inhabit them do not stand still or sort themselves into random experimental and control groups so that they can be studied easily. Rather, they are in a continual state of flux, as contextual conditions and people within and around them shift. It is imperative that the concept of school improvement is clearly defined and understood and the measures used to represent it are congruent with the definition. The implication of measuring school improvement is far-reaching.

With regard to the trends in evaluating of school improvement initiatives Earl et al. (2003:14) described that:

... Evaluation process allows us to investigate the trajectory of change in a particular school improvement program as it has developed over more than a decade. We have been fortunate to be able to adopt a contextually rich longitudinal approach by following schools over a period of years as they have engaged in school improvement initiatives. Because the evaluation team has been closely involved in from the beginning, we have been able to watch the various stages that schools go through in implementing major changes to the "way they do business."

This indicates the importance of evaluation in the ongoing implementation of school improvement program. It serves as a means to check how improvement and/or change have been adopted in schools.

Monitoring and evaluation consists in measuring the status of an objective or activity against an "expected target" that allows judgment or comparison (UNESCO, 2006). With this regard, School Improvement Guideline prepared by MoE has given emphasis monitoring and evaluation. These includes : conducting evaluation ,documentation and reporting activities that are connected with national curriculum evaluation and learning capacity studies; supervising improvements in student result and providing assistant as needed; making sure that teachers and other staff members have developed sufficient skills in evaluation, information analysis, portfolio preparation and setting targets; analyzing the result of evaluations and assessments conducted and using them in plan preparation; supervising the progress (improvement) of students according to the outlined targets; identifying low academic performance in individual student level ,section, class level and subject type (MoE,2006).

This shows that monitoring and evaluation is an integral part of school improvement plan implementation.

2.6.3. School Improvement Team

School improvement is a team work that requires collaborative efforts of stakeholder from plan preparation through implementation and evaluation. To begin with school-improvement process, the first step should be establishing school improvement committee/team. Barnes (2004:5) suggested that the way to start school improvement is to create a school improvement team and the team is a group of people who work together to develop lead, and coordinate the school improvement process. Accordingly, he pointed out the characteristics of an effective school improvement team to be small size, representative group, coordinated effort, and commitment to the task. According to the same author the responsibilities of school improvement committee/team/ includes: meet with other members of the school community to inform them of the self study and its objectives and process; obtain the input of faculty and staff and in incorporate in to the self study process, collect data; meet regularly to discuss progress; make preliminary conclusion and reflect on what data shows, as well as on the process itself; assist with documentation and evaluation of the self study; and assign and negotiate collection tasks within the school community (Barnes,2004).

The committee members are comprised of teachers, management personnel, students, parents, and the community and the principal of each school works as the committee chairman (MoE, 2006). The responsibilities of school improvement committee as specified in the document includes: they prepare school improvement; they outline strategies through which the school community contributes substantially to the school improvement; they organize a system with the school community participates in the school improvement program starting from self-evaluation to implementation and assessment; and they implement such system; they closely supervises school improvement plan provide the necessary assistance and support; and at the end academic year of the they present a report to the school community on the improvement activity carried out by the school. Based on the evaluation report they inform the school's status to the local community (MoE, 2006).

This shows that school improve committee/team /has a vital role in school improvement process. Besides the role they play has implication on the effectiveness of the program.

2.7. School Culture

School culture is a set of shared meanings, collective norms and views on interaction and collaboration (Scheerens and Bosker, 1997). For continuous school improvement productive school culture is essential. Cultural elements more coercively influence the attitudes and behavior of members of the organization.

Scheerens and Bosker(1997) strongly adhered that school culture and climate have great importance to provide what they called the “normative glue” that holds school organization together, but it has received relatively little attention. Research shows that several of the effectiveness enhancing condition concerned with ethos and expectations like firm and purposeful leadership ‘collegiality and collaboration ‘ high expectation, clear and fair discipline are resulted from productive school culture .

Scheerens and Bosker (1997) also argued the importance of good school culture to school improvement to the extent that: In the literature on educational innovation and school improvement culture, in the sense of attitudes towards change, is considered of great importance, so why not include something like development of a strong school culture as an alternative effectiveness enhancing principle?

Creamers et al. (2007) supported the above argument and stated their view about school culture that schools with a favorable culture for improvement will start and continue improvement efforts more easily than schools that constantly try to avoid changes and are fearful of improvement. The improvement culture can be considered the foundation of all improvement processes in the school. Research has identified nine factors that contributes to the improvement culture of a school: a) internal pressure to improve; b) autonomy used by school c) shared vision; d) willingness to become a learning organization; e) improvement history; f) ownership; g) leadership ; h) staff stability; i) time for improvement (Creamers et al.,2007).

This shows the importance of culture towards the effective implementation of school improvement initiatives.

2.8. School Effectiveness

Effectiveness can be described as the extent to which the desired level of output is achieved (Scheerens and Bosker, 1997). According to this definition of effectiveness, the production or return of secondary school can be measured by the numbers of pupils who successfully pass to the next higher grade. This type of effectiveness measure has problems when it comes to the education. These authorities that argued that “should only performance in basic skills be studied or should the concern also be with higher cognitive process, and should social and /or affective returns on education be established?” Other problems related to economic analysis of schools are the difficulty in placing a monetary value on inputs and processes and the prevailing lack of clarity on how the production process operates (Scheerens and Bosker, 1997).

This shows the complex nature of measurement in education effectiveness. It is assessing objective needs in a subjective process (Dimmock, 1993).

2.8.1. Characteristics of Effective School

The characteristics of ‘good’ or effective school have been extensively researched and there is convergent much greater understanding of research on school improvement is still developing (Maden, 2001). However, Scheerens and Bosker (1997) indentified characteristics of effective schools as strong leadership, emphasis on the acquiring of basic skills, an orderly and secure environment, high expectations of pupils attainments and frequent assessment of pupil progress.

Maden (2001:345) on the other hand put features successful schools as : strong positive leadership by the head and senior staff; a good atmosphere or spirit, generated both by shared aims and values and by a physical environment that is as attractive and stimulating as possible; high and consistent expectations of all pupils; a clear and continuing focus on teaching and learning; well-developed procedures for assessing how pupils are progressing; responsibility for learning shared by the school; participation by pupils in the life of the school; rewards and incentives to encourage pupils to succeed; parental involvement in children’s education and in supporting the aims of the schools; and extra-

curricular activities which broaden pupils' interests and experiences expand their opportunities to succeed, and help to build good relationship within the school.

Research has shown that there is no silver bullet – no single thing that schools can do to ensure high student performance. Rather, as mentioned in ACT (2009) high performing schools tend to show evidence of the following nine characteristics:

1. Clear and Shared Focus

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

2. High Standards and Expectations

Teachers and staff believe that all students can learn and that they can teach all students. There is recognition of barriers for some students to overcome, but the barriers are not insurmountable. Students become engaged in an ambitious and rigorous course of study.

3. Effective School Leadership

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

4. High Levels of Collaboration and Communication

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

5. Curriculum, Instruction and Assessment Aligned with Standards

Curriculum is aligned with the Essential Academic Learning Requirements (EALRs). Research based materials and teaching and learning strategies are implemented. There is a

2.8.2. Conditions that Enhance Effectiveness

According to Schereens and Bosker (1997:100) effectiveness enhancing conditions are achievement orientation/high expectations/teacher expectations ,educational leadership, consensus and cohesion among staffs , curriculum quality/opportunity to learn, school climate evaluative potential , parental involvement , classroom climate, effective learning time/classroom management/, structured instruction, independent learning, differentiation, adaptive instruction and feedback and reinforcement

Hopkins et al. (1994:187) suggested that to enhance the process of school improvement process need to understand that vision building and planning are directly linked to one another, ensuring that development is rooted in the values and expectations of the school community. Besides, recognize that involvement in the process of planning is more important and valuable than the plan themselves. Furthermore, preplanning is seen as both in evitable and desirable and there is a clear understanding that planning is not something done once a year, which then becomes a straitjacket for thinking and development and communication within and about planning is seen as a major priority and something that needs to be worked on daily.

Therefore, conditions that enhance effective implementation like high expectation, leadership qualities, productive school culture, staff unity, participation interpersonal relations are some to mention.

2.9. School Improvement Grant

Education is a cost intensive enterprise that require significant amount of financial, material and human resources. In recent times, countries allocate funds to school as per their number of student population “persistently lowest-achieving schools” to support rapid improvement (Perlman, and Redding, 2009).

The Ministry of Education also has begun allocating school grant to support school improvement program and bring quality education. In 2009 MoE issue a manual to implement school grant previously stated in the blue book. School grant is an initiative designed by government and its development partners /donors/to be administered by

General Education Quality Improvement Packages /GEQIP/. It is designed with the intention to build a capacity to the teaching-learning and improve quality of alternative basic education, primary and secondary education of government and public schools (MoE, 2009).

Allocation of the budget rooted from the Guidelines for Organization of Education to Manage Community Participation and Education Finance commonly known as ‘the Blue Book’ issued by MoE in 2002. The fund is allocated based on total enrollment of students in each school. It is 15 and 20 birr per pupil for elementary and secondary schools respectively. However, the Guidelines for School Grant issued in 2009 rearrange the education level into two and also decrease the amount of money. The table below shows allocation school grant to schools of the two guidelines issued by the ministry (MoE, 2009)

Figure Three School Grant Budget Allocation

| Grade Level | Blue book(2002) | GEQIP Allocation(2009) | Budget |
|-------------|-------------------|------------------------|--------|
| 1-4 | 15 Birr per pupil | 15 Birr per pupil | |
| 5-8 | 20 Birr per pupil | | |
| 9-10 | 30 Birr per pupil | 20 Birr per pupil | |
| 11-12 | 65 Birr per pupil | | |

The blue book had not implemented, but the new guideline has been implemented in all alternative basic centers, primary and secondary schools (MoE, 2009). School grant should be spent to inputs that improve school performance and the quality of education. School grant guidelines specified items that cannot be spent on the given grant to strictly direct the money for improvement and avoid miss use. Accordingly, items prohibited from spending

funds of school grant include: new classroom or building, teacher salaries and per diems, PTSA member payments, televisions and DVD players, fuel, and weapons (MoE, 2009). School grant funds must be used for items that would improve the quality of education at schools. The source of fund is GEQIP from the center that is from ministry of education allocated to regions.

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

2.10. Sustaining School Improvement

Continuation is a key challenge of school improvement and educational reform initiatives. Over time, researchers have concentrated on understanding the outcomes of various innovations, as well as the process of adoption and implementation of change initiatives, but very few studies have been done of the sustainability of reforms, in part, because most have not lasted (Earl et al., 2003). Although many innovations have been suggested and tried over the years, schools have not really changed very much.

Cuban (1998) in Earl et al. (2003) drew attention to this fundamental puzzle in school reform that through a whole century of rhetoric about school reform, the basics of schooling have remained remarkably similar. He further argued that:

Reforms and innovations in education seem to come and go, without lasting influence. Improvement and educational reform are fundamentally concerned with changing what already exists. It is relatively easy for some schools, at least, to get started on the road to improvement and to achieve considerable success (Earl et al., 2003:13).

Maden (2001) also affirmed that when they are visited a number of years later, however, there is frequently evidence of subsequent decline. As stated in Earl et al. (2003) recently, there have been a number of studies that document the difficulty of embedding and sustaining changes in education. Evaluations of reform efforts in different countries have reinforced the evolutionary nature of educational reform, whether it comes through government mandate or local adoption of reforms. These may the case that innovations are not static and educational change is not a single phenomenon. Besides, evolution is

certainly not predictable or linear. Instead, the trajectory of change seems to move from simple to complex and from small scale to "scaling up." And, it is very susceptible to the vagaries of the context, the nature of the reform itself and the extent to which the school makes the innovation its own (Earl et al., 2003).

Further they convinced that implementation and sustainability are dependent on whether the essence of the reforms becomes part of the daily routines of the professionals who work in schools. Otherwise, once the reform has lost its novelty, schools are the places where the details of changes in organization, teaching, time, and so on continue or not. Consequently, questions remain to be raised like: "Why is it so hard to change schools? What are the factors that influence adoption, implementation and, especially, sustainability of change in schools? (Earl et al. 2003).

The ability to thrive in circumstances which constantly challenge pupils and teachers and which constantly throw up new opportunities is needed. A fusion of dynamism and calm order seems to characterize most of school (Maden, 2001).

To this end as proposed by Maden (2001) a clearer understanding of 'school capacity' and its contributory elements, including shared leadership and high level of consciousness, amongst staff and pupils, about the schools essential values and purposes are important. When staffs and pupils feel positive about their work and this in turn centers on a press for achievement then it is more likely that all kinds of success will be celebrated.

2.11. Challenges to the Implementation School Improvement Program

Rendering quality and relevant education to its citizen has been the most challenging concern to all countries. It is even more serious in developing countries like ours. A lot of attempts made in reform and improvement to change endeavor has been facing challenge. Some of the problems identified by Khosa (2009) include: Many schools are dysfunctional, and are not transforming time, teaching, physical and financial resources into learning outcomes. Next curriculum delivery is poor; teachers do not complete the curriculum, and pitch their teaching at levels lower than those demanded by the curriculum. Besides, teacher content knowledge is poor and their professionalism and work

ethos are poor. In addition, district support and monitoring functions are inadequate and ineffective. Last but not least, community support of schools and household involvement in children's learning are practically non-existent.

To Inciong (1999) the major problems that challenge school improvement initiatives include; provide performance standards for pupils, teachers, and staff ,develop a standard-guided system to assess the schools ,establish incentive system ,encourage self and peer monitoring and evaluation, and promote advocacy and social mobilization for quality education.

As summarized by Earl et al. (2003) the challenges to school improve attempts are: although pressure is often necessary to focus improvement and push beyond trivial changes, maintaining pressure without creating ill will is difficult. Next, as school improvement networks evolve, the challenge to motivate the involvement of a critical mass of teachers intensifies. Along with the routine challenge of getting staff to "buy in," we heard about the complications that came from routine changes in staff over time. Besides, schools were certainly collecting and trying to use data into their planning and decision-making. This is an area that appears to need ongoing and focused attention for all schools. To add more lack of coherence, if any it is fragile and vulnerable to forces outside the control of schools.

Generally, the main challenge in school improvement everywhere in the world that not much powerful and sustainable change happens in schooling is inability to make it happens in classrooms. Although many of the SIP initiatives were related to teaching and assessment practices, we heard little to suggest that classroom practices were being transformed in ways that would lead to improved student learning (Earl et al., 2003).

In our case too, school improvement is challenged by lack of necessary input, low level of motivation, lack of high expectation, poor leadership and the like are expected challenges in the implementation of SIP.

2.12. Lessons Learnt from SIP Implementation

Although there is a variation in the approaches to school improvement, in most cases, major essential features are shared. As stated in Earl et al. (2003) school in Canada has undertaken school improvement program for the last twenty years. However, what they observed is that changing secondary schools is the critical issue facing educators today and there is still no clarity about how to make that happen.

From a thorough research conducted by the team and their evaluation made in Manitoba School Improvement Program (MSIP) they drew the following lessons (Earl et al., 2003). First, successful schools experienced a sense of urgency and determined that the school must act, but school improvement initiatives had not penetrated to the core of beliefs about schools and schooling. Secondary schools appear to be in paradigm paralysis where a focus on academic subjects as separate disciplines is still the norm. Second, continuous school improvement requires the kind of motivation that keeps people moving forward over the long haul. Changes that challenge deeply held normative structures inside schools become determining factors in the implementation of innovations and more importantly, in the school's overall effectiveness to foster student learning and engagement. Third, using data can be a catalyst and a powerful tool for continuous school improvement. Fourth, for significant changes to occur in student learning and engagement, many more teachers will need to become highly skilled and knowledgeable about teaching, learning, emotion, change, and subject content. Fifth, when government, divisions, schools and organizations connected to schools work together to provide a model for school improvement that promotes reflection and risk-taking and provides coherence in messages and support, schools are more likely to maintain the cycle of continuous improvement through repeated challenges to beliefs, knowledge and practice. Finally, for innovations to be embedded and sustained depend not only on the capacity of schools and those connected to them, but also on the infrastructures of pressure and support, and the broader policy and political context in which the schools reside.

Generally, over the past twenty years educational reformers have increasingly focused on large scale improvement, that is, it was no longer seen to be feasible to work with one

school at a time (Earl et al., 2003). This shows that change efforts to be rooted largely depend on the capacity of schools, the support given to them, political context and the like.

To sum up, school improvement initiative demands active involvement of stakeholders, commitment of school leadership, political commitment of officials at different levels, allocation of necessary budget for fulfilling inputs, community support ,and the like for sustaining and benefitting from SIP . These are lessons learned from others who implement school improvement program for the last forty years.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

Under this chapter, the research method, sources of data, sample and sampling techniques, instruments and procedures of data collection and methods of data analysis were treated.

3.1. Research Method

The purpose of the study was to assess the implementation of school improvement program of the year 2007/08-2009/10 in government secondary schools of Addis Ababa. It sought to identify the successes, challenges and lessons in the implementation of school improvement program.

Therefore, to serve this purpose descriptive survey method was selected as an appropriate method to carry out the study. This method was preferred since it enabled to survey the opinion of school leaders, teachers, students, SIC, sub-city and regional educational bureau professionals on the implementation of SIP. This method also allowed the researchers make use of qualitative and quantitative data in examining the implementation of school improvement program.

3.2. Sources of Data

Both primary and secondary data sources were used in this study. The primary data sources include data gathered from school principals, teachers, SIC and students of selected secondary schools. Besides, professionals from teaching and learning core process at sub city and Addis Ababa Education Bureau were sources of first hand information. Field observation with check list was also source of primary data. Secondary data was gathered in the analysis of school improvement program strategic plan, action plan, self evaluation reports, students score and other related documents.

3.3. Sample and Sampling Technique

Sample of the study include 9 school representing 21.4 % of 42 secondary schools that prepared school improvement plan in the base year (2007/08). As shown in Table 1 below

respondents of the study were 27 school leaders representing 100% of the sample, 117 teachers accounting for 15.6%, of the sample population and 225 students. Besides, 21 school improvement committee members from selected three schools, 3 process owners from sub- city and 5 professionals from Addis Ababa Education Bureau who were from teaching and learning core process selected for the study. The sample population was taken from 15372 secondary school students, 749 teachers 27 school leaders (see appendix F).

The number of participants from grade 10 and grade 12 were higher with the assumption that their stay in the school system for at least two years acquainted them with school improvement program and could give better information.

Table 1 Sample Population

| No | Instrument | Participants | | | | |
|-------|---------------|---------------|---------------------------------|---------|---------|-------|
| | | School | Principal | Teacher | Student | Total |
| 1 | Questionnaire | Derartu | 3 | 13 | 25 | 41 |
| | | Beseka | 3 | 13 | 25 | 41 |
| | | Bulbula | 3 | 13 | 25 | 41 |
| | | Ayertena | 3 | 13 | 25 | 41 |
| | | Kolfe | 3 | 13 | 25 | 41 |
| | | Millennium | 3 | 13 | 25 | 41 |
| | | Sedil | 3 | 13 | 25 | 41 |
| | | Ginbot 20 | 3 | 13 | 25 | 41 |
| | | Higher 23 | 3 | 13 | 25 | 41 |
| | | Sub toyal | 27 | 117 | 225 | 369 |
| 2 | Interview | Sub-city | Teaching learning process owner | | | |
| | | Akaki Kality | | 1 | | 1 |
| | | Kolfe Kernayo | | 1 | | 1 |
| | | Nefas Silk | | 1 | | 1 |
| | | Sub total | | 3 | | 3 |
| 3 | FGD | Schools | SIC | | | |
| | | Derartu | | 7 | | 7 |
| | | Ayertena | | 7 | | 7 |
| | | Sedil | | 7 | | 7 |
| | | Sub total | | 21 | | 21 |
| | | AAREB | Teaching learning process owner | | | |
| | | | | 5 | | 5 |
| Total | | | | | 398 | |

The sampling techniques adopted to select sub-cities were simple random sampling. Accordingly from the ten sub-cities three namely Akaki Kality, Kolfe Keranyo and Nefas Silk Lafto were selected. From 12 schools who prepared school improvement plan in base year (2007/08) 9 schools (three from each sub-city) were randomly selected. Simple random sampling was employed to take samples of students and teachers. The researcher employed availability-sampling to select school leaders and members of SIC committee. A purposive sampling technique was also employed to select professionals from sub-cities and Addis Ababa education Bureau that has direct relation to school improvement program. This helped the researcher to get better information on the implementation of school improvement program.

3.4. Instruments and Procedures of Data Collection

3.4.1 Instruments of Data Collection

Both quantitative and qualitative methods of data collection were employed, as both methods required for the study. Employing multiple methods of data collection helped the researcher to triangulate the data and enriched the study that increases the credibility of the research findings. Accordingly, questionnaires, interviews, observations, focus group discussions and document analysis were used to collect the relevant information.

Questionnaire

A set of questionnaires with close ended and few open ended items distributed to collect data from three groups (school leaders, teachers, and students). The questionnaires helped the researcher to collect data from large number of respondents from schools in selected sub cities. In supporting this idea Kumar, (1996) put as questionnaire is the best way to obtain captive audience such as students in a classroom, people attending a function, etc which is a quickest way of collecting data with less expense.

It was also preferred in the sense that respondents can answer anonymously which may produce more honest answers. The questionnaire was developed based on the research basic questions and the literature review. The items of the questionnaire consisted issues

like on personal information, school domain, issue on success of SIP, sustaining SIP and barriers to the effectiveness of SIP. For closed ended questionnaires, likert- scale was used since it provides flexibility to respondents.

Interviews

In order to get respondents' experience, feeling and thought about SIP interview is an important tool. Boyce (2006) supports that the primary advantage of in-depth interview is that they provide much more detailed information than what is available through other data collection methods, such as surveys. They also may provide a more relaxed atmosphere in which to collect information-people may feel more comfortable having a conversation with you about their program as opposed to filling out a survey. With this intention, interview was employed to gather information from three process owners of selected sub-city. The data gathered through interview helped the researcher to get relevant information to triangulate and supplement data gathered through questionnaire, observation and document review.

Focus Group Discussions

Focus group discussion/FGD/was employed with regional education bureau experts and with selected three schools SIC members. One school from each sub-city was selected for FGD. Supporting this IDRC (2010) stated that focus group discussion allows a group of informants to freely discuss a certain subject with the guidance of a facilitator or reporter. It will also help to get in-depth information about the issue. It is designed to solicit information from participants about the success, challenges and lessons on the implementation of the first three years school improvement plan in the city administration. To get information of parents on the issue, efforts were made to include them in the school improvement committee at least two as a member. This alternative was chosen since it became difficult otherwise time consuming to administered questionnaire to parents in a given time frame.

Observation

Field observation was employed as a data gathering tool. According to IDRC (2010) observation is a technique that involves systematically selecting, watching and recording behavior and characteristics of living beings, objects or phenomena. On its relevance as data gathering instrument Best and Kahn (2003) in Tolessa (2008), affirmed that the information obtained through observation is more accurate, more valid, and more reliable than any information gathered through other means. Therefore, this instrument helps to detect tangible evidence on the success and or problems of school improvement program implementation.

Besides, documents pertaining to school improvement program from selected secondary school, offices and bureau were assessed to triangulate the data gathered by other means to enrich the study.

3.4.2. Procedures of Data Collection

Reviews of related literatures were made in advance to get information from what has been done in relation to the problem. Preliminary data was obtained from the city administration education bureau to identify the number of schools (including those who prepared school improvement plan on the base year and the currently available secondary schools) the number of teachers and students in the school.

Then, based on the basic questions data gathering instrument was developed. Questionnaire for three groups of respondents was prepared in English language. However, questionnaire to be filled by students were translated to Amharic for the purpose of clarity and to make easy understanding of the questions. Instruments to be administered had necessary explanation on the objectives of the study to create common understanding with respondents and secure their cooperation. To increase the reliability of items in the questionnaire, pilot testing were undertaken in one school which was not part of sample population. Besides, two colleagues had given comments on the instruments. Up on the feedback obtained, the data gathering tools were revised for the final study.

Interview and FGD guide questions were also prepared to gather qualitative data. Moreover, field observation was made in each school. Document analysis was made in selected schools, sub-cities and the regional education bureau.

3.5. Methods of Data Analysis

After collecting the necessary data from the field, the raw data gathered through closed ended questionnaires were checked, classified then feed into SPSS for statistical calculation. With the help of SPSS mean, standard deviation, F-value, level of significant, and one way ANOVA as comparing mean were calculated. One way ANOVA test was applied because of the nature of the collected data and objective of the study. Besides, one way ANOVA was applied to test the existence of significant difference of the valuation in the responses of informants at 0.05 significance levels or 95 percent confidence levels. Besides, responses to open ended questionnaire, interview, and FGD were written down in narratives.

Quantitative data were analyzed using percentile, mean and standard deviation, rank and one way ANOVA. Weighted mean were interpreted by categorizing the value 2.25-2.95 as low, 2.96-3.65 as moderate and 3.66-4.35 as high for ease of analysis. Data gathered through interview and focus group discussion were presented in narratives in support of the quantitative data and/ or to describe issues not addressed through questionnaire. Data obtained through document analysis were analyzed in order to assess improvement of student results. The data was analyzed and interpreted to identify the major findings. Then some conclusions and recommendations were drawn based on the major findings.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter of the thesis deals with presentation, analysis and interpretation of data gathered from the field to seek appropriate answers to the basic questions raised in chapter one.

Accordingly, presentation and analysis were made by making use of the data gathered from nine secondary school leaders, teachers, and students from sampled three sub-cities through questionnaire. Besides, interview was employed to gather data from three sub cities teaching and learning core process owners. Respondents from SIC and AAREB were also approached through FGD to diversify the source of information. Moreover, document review and observation were made to triangulate the data.

Questionnaires were distributed to 360 respondents (225 to students, 108 to teachers and department heads and 27 to school principals and vice principals). From these, 201 (89.33%) from students, 104 (88.89%) from teachers and department heads and 24 (88.9%) from school leaders were properly filled and returned back. However, 24 (11.94%), 13 (11.11%) and 3 (11.11%) of the questionnaires were not returned from students, teachers and school leaders respectively.

Interview and focus group discussion were employed to gather qualitative data. Accordingly, 3 process owners (all males) from teaching and learning core process of selected sub cities were interviewed. A total of 26 respondents (18 male and 8 female) were participant in 4 FGD sessions. The view of parents, through their representative parent student teacher and association /PSTA/, was entertained in the FGD since they are one of the main stakeholders.

Besides, to get first hand information on the implementation of SIP field observation and document review were made in schools, sub cites and AAREB.

4.1. Characteristics of Respondents

Description of the characteristics of sample population highlights basic information about target population. Thus, the table (Table 2) below briefly summarizes characteristics of respondents participated in this study.

Table 2 Characteristics of Respondents

| No | Characteristics | | Classification | Respondents | | | | | |
|----|-----------------|-------------|------------------|-------------|------|----------|------|----------|------|
| | | | | Principals | | Teachers | | Students | |
| | | | | No | % | No | % | No | % |
| 1 | Sex | | Male | 22 | 91.7 | 71 | 68.3 | 104 | 51.7 |
| | | | Female | 2 | 8.3 | 33 | 31.7 | 97 | 48.3 |
| | | | Total | 24 | 100 | 104 | 100 | 201 | 100 |
| 2 | Age | Staff | 20-25 years | 1 | 4.2 | 41 | 39.4 | - | - |
| | | | 26-30 years | 14 | 58.3 | 47 | 45.2 | - | - |
| | | | 31-35 | 4 | 16.7 | 9 | 8.7 | - | - |
| | | | 36-40 years | - | - | 2 | 1.9 | - | - |
| | | | 41-45 years | 3 | 12.5 | 2 | 1.9 | - | - |
| | | | >46 years | 2 | 8.3 | 3 | 2.9 | - | - |
| | | | Total | 24 | 100 | 104 | 100 | - | - |
| | Student | <15 years | - | - | - | - | 6 | 3 | |
| | | 16-18 years | - | - | - | - | 180 | 89.6 | |
| | | >19 years | - | - | - | - | 15 | 7.5 | |
| | | Total | - | - | - | - | 201 | 100 | |
| 3 | Experience | | 1-5 years | 4 | 16.7 | 80 | 76.9 | - | - |
| | | | 6-10 years | 9 | 37.5 | 16 | 15.4 | - | - |
| | | | 11-15 years | 6 | 25 | 3 | 2.9 | - | - |
| | | | > 16 years | 5 | 20.8 | 5 | 4.8 | - | - |
| | | | Total | 24 | 100 | 104 | 100 | - | - |
| 4 | Qualification | | MA/MSC | 4 | 16.7 | 5 | 4.8 | - | - |
| | | | BA/BSC/BED | 20 | 83.3 | 99 | 95.2 | - | - |
| | | | Total | 24 | 100 | 104 | 100 | - | - |
| | Grade Level | | 9 th | - | - | - | - | 25 | 12.4 |
| | | | 10 th | - | - | - | - | 88 | 43.8 |
| | | | 11 th | - | - | - | - | 39 | 19.4 |
| | | | 12 th | - | - | - | - | 49 | 24.4 |
| | | | Total | - | - | - | - | 201 | 100 |

Based on personal detail shown in Table 2 above, teacher respondents consisted of 68.2% male and 31.7% female and of principals, 91.66 % were male while only 8.3% were female. This shows a gender gap in Addis Ababa government secondary schools. It also evidenced low participation of female in teaching and leadership position in secondary schools of the city administration. However, student respondents consisted of 51.1 % male and 48.3% female which indicate narrowed gender gap in secondary school students as opposed to the past decades in which the number of female students significantly decreases as the level increases. Currently, even at preparatory level the number of female exceeds the number of male students (refer appendix F).

Regarding respondents age, as shown in Table 2, 39.4% of teachers were between 20 -25 years age, 45.2 % were in the age range of 26- 30 years and 8.7% of them were between 31–35 years. Age range of both 36 – 40 and 41-45 had the same number of teacher respondents (1.9%) each. The last age category (46 years and above) accounts for 2.9% of the total teacher respondents. In the case of school leaders, majority of them (58.3%) were in the age category of 26 –30 years. The age range between 31 -35 was the second with 16.7% percent and the rest 4.2%, 12.5% and 8.3% were in the age range of 20 -25, 41- 45 and above 46 years respectively. This shows that all of the respondents were within productive age. As far as age of student respondents are concerned, 3% of them were 15 and below years age. The age range between 16-18 accounts 89.6% and the rest 7.5% of the respondents were 19 years and above. This shows that most of the student respondents were within the official age limit of secondary education that is between 15-18 years.

With respect to the service of school leaders and teacher respondents, 16.7% of school leaders and 76.9 % of teachers had 1-5 years of service, 37.5% of school leaders and 16% teachers fallen in the service category of 5-10 years. The rest 25% and 20.8% for school leaders and 3% and 5% percent for teachers have the service year that ranges between 11-15 years and 16 years and above respectively. As can be seen from these data, vast majority of teachers (76.9%) were within 1-5 years of experience. This shows that most of the teaching staffs have relatively lowest service years. From these data, it can also be

inferred that school leaders had better years of service than the teaching staff. This may be because experience is considered as criterion to recruit school leader.

Regarding their qualification, large proportion of teachers respondents (95.2%) and 83.3% of school leaders were BA/BSC/ BED holders. The rest 16.7% of school leaders and 4.8 percent of teachers were MA/MSc holders. This shows that respondents met the criteria set by MOE - to teach at secondary level teachers should have at least first degree.

With regard to the grade level of student respondents, 12.4 % and 43.8 % were grade 9 and grade10 general secondary school students respectively, and 19.4% and 24.4% were preparatory students from grade 11 and grade12 respectively. Most of the respondents (68.2%) were from the higher grade level of first cycle (grade 10) and second cycle (grade 12) that help to get dependable data since they stayed in the school system at least for two years.

Table 3 Respondents Distribution by Position (Responsibility)

| No | Position | Sex | | | | | |
|----|--|------|-------|--------|------|-------|-------|
| | | Male | | Female | | Total | |
| | | No | % | No | % | No | % |
| 1 | School principal | 7 | 2.13 | - | - | 7 | 2.13 |
| 2 | Vice principal for teaching and learning and & teacher development | 15 | 4.56 | 2 | 0.6 | 17 | 5.2 |
| 3 | Department heads | 31 | 9.4 | 11 | 3.34 | 42 | 12.77 |
| 4 | Teachers | 40 | 12.16 | 22 | 6.7 | 62 | 18.84 |
| 5 | Students | 104 | 31.6 | 97 | 29.5 | 201 | 61 |
| | Total | 197 | 59.9 | 132 | 40.1 | 329 | 100 |

As indicated in the table above, based on their responsibilities respondents are grouped in to five that is school principal, vice principal for teaching and learning and vice for leadership and teacher development, department heads, teachers and students. However,

for ease of tabulation and analysis, the school principal and two vice principals (vice for teaching and learning and vice for leadership and teacher development) that accounts for 7.3% were taken as school leaders. Similarly, department head and teachers that accounts for 31.6% of the total respondents were taken as teachers. Student respondents' covers the rest 61% of the total respondents. This shows that an attempt was made to include respondents having different positions to secure data relevant for the study.

Student respondents were requested to give information on their usual average mark and future career to understand the level of achievement and their vision for learning. This may help to predict respondents concern for school improvement program since in most cases student with better achievement will be motivated to their education. The responses to these questions were organized in the table below.

Table 4 Response on Result and Future Career of Student Respondents

| Items | Average scores | No | % |
|-------------------------------|-----------------------------|-----|------|
| Usual average mark of student | 80 -100 | 92 | 45.8 |
| | 70 -79 | 76 | 37.8 |
| | 60 -69 | 26 | 12.9 |
| | 50 -59 | 7 | 3.5 |
| | Below 50 | - | - |
| | Total | 201 | 100 |
| Future career | Future Intention | No | % |
| | I don't know | 6 | 3 |
| | Completing secondary School | 2 | 1 |
| | Training in TVET | 11 | 5.5 |
| | Join University | 179 | 89 |
| | Other | 3 | 1.5 |
| | Total | 201 | 100 |

As shown in the Table above, majority of the respondents were academically high achievers. About 83.6% of them scored average mark that ranges from 70 – 100. Those who scored between 60 – 69 average mark accounts for 12.9% of the respondents. The rest 3.5 % of the respondents' average score was 50-60. As can be seen in Table 4, the vast majority of the respondents (89%) intended to join university to continue their education

and 5.5% of them desired to be trained at Technical and Vocational Education and Training/TVET/ program. This shows that the participants of the study were academically better and may have good concern for SIP and believed to give better information.

4.2. Involvement in SIP

School improvement framework describes that student learning is the focal point /goal/ of SIP and suggests that schools can reach these goals by mobilizing the involvement of teachers, students, parents, and the community; connecting to the outside world; broadening leadership; and increasing the schools' capacity for change (MoE,2006). Based on these assumptions, school leaders as major role players in coordinating efforts, teachers the main actors in the teaching learning process, students as major beneficiaries and the community and parents as major stakeholders need to be participated in the preparation, implementation and monitoring and evaluation of SIP. The following two tables illustrate the level of involvement of school leaders, teachers and students in school improvement process.

Table 5 School Leaders and Teacher Involvement in SIP

| To what extent have you been involved in SIP | Extent of involvement | School leaders | | Teachers | |
|--|--|----------------|------|----------|------|
| | | No | % | No | % |
| | Actively involved in planning and coordinating activities | 20 | 83.3 | 39 | 37.5 |
| | Involved in specific school initiative like training, professional development | 4 | 16.7 | 28 | 26.9 |
| | Not actively involved but aware of SIP | - | - | 36 | 34.6 |
| | Unaware of SIP initiatives | - | - | 1 | 0.9 |
| | Total | 24 | 100 | 104 | 100 |

Table 5 depicts the extent of involvement of school leaders, and teachers in SIP. Based on the opinion of the group of respondents, shown in Table 5, 83.3% of the school leaders and 37.5% of teacher respondents actively participated in school improvement program. About

16.7% of school leaders and 26.9% of teachers were also involved in specific school improvement program like being mentor & mentee, in training and/or while preparing the plan. The rest 34.6 % of teachers were not involved in SIP initiatives and one person was not aware of the program from teacher respondents. From teacher respondents, those who replied actively involved and involved in specific activities account for 64.4% implying that involvement of teachers in SIP were good. For school leader, since SIP is part of their day to day activities it is imperative that their involvement is expected. The one who is not aware of the initiatives may be newly deployed teacher.

Students were also requested to rate their level of involvement in SIP since they are the main beneficiaries of SIP initiative. Accordingly, issues that call for students' involvement in the school affairs were raised to be rated using three scales that ranged from 'often' to 'never'. Table 6 below shows the level of participation of students in school improvement program.

Table 6 Student Involvement in SIP

| | Condition for Participation | Often | | Some times | | Never | |
|---|---|-------|------|------------|------|-------|------|
| | | No | % | No | % | No | % |
| A | Participated at conference or similar school events? | 56 | 27.9 | 127 | 63.2 | 18 | 9 |
| B | Been a member school committee that included teachers and/or parents? | 38 | 18.9 | 75 | 37.3 | 88 | 43.8 |
| C | Been involved in developing school plans? | 53 | 26.4 | 70 | 34.8 | 78 | 38.8 |
| D | Been involved in a research (e.g., conducted action research)? | 64 | 31.8 | 81 | 40.3 | 56 | 27.9 |
| E | Been participated in co-curricular activities? | 100 | 49.8 | 69 | 34.3 | 32 | 15.9 |
| F | Asked to give comment on textbook? | 68 | 33.8 | 88 | 43.7 | 45 | 22.4 |
| G | Been participated in peer teaching, guidance, and other student activities? | 106 | 52.7 | 62 | 30.8 | 33 | 16.4 |

As shown in table 6, students involvement in peer teaching, guidance, and other student activities (52.2%) followed by students participation in co-curricular activity (49.8%) were on average level of participation. This shows The level of participation initiated by student

themselves seems better than the derive come from the school leadership. Students' participation as 'members of school committee consisting of teachers and parents' was the least (18.9%). In this respect, 88 (43.8%) of the respondents were rated 'never' that shows their minimal and/ or no participation in the preparation in school committees. This data reveals that the efforts that schools exerted to enhance student involvement were not up to the required level.

With respect to parents' participation, SIC committees were asked to evaluate the level of involvement in school improvement process at the FGD session held in the three schools. They reported that parents involved while school improvement plan preparation, in fund raising, in the meeting called by the school, in parents' day, and when requested by the school. They witnessed that even if there has been progress in their level of involvement, it was not also up to the required level.

4.3. Presence of Positive School Culture for Improvement

Organizational capacity is most difficult to develop because it requires improvements in the culture. Schools that are ready to embark on a journey of continuous improvement have found that they need to expand challenge their beliefs, their knowledge and their practices again and again (Earl, 2003). Good school culture like collegiality, commitment, team spirit, accepting responsibility, high expectation and shared decision making facilitates the success of school improvement initiatives. Increasing the schools' internal capacity for change and paying attention to school culture is important for sustained school improvement in schools. The improvement culture can be considered as the foundation of all improvement processes in the school.

To assess the presence of these cultures, school leaders and teachers were requested to put their judgment on issues related to school culture that facilitate positive change. The table below portrays issues that reflect the presence of such culture in schools

Table 7 Perceptions on the Presence of Positive School Culture for Improvement

| N O | Positive School Culture | Respon dents | Mean | 95% Confidence Interval for Mean | | F | Sig. | Rank |
|-----------|--|-----------------|------|-------------------------------------|------|-----------|------|------|
| | | | | LB | UB | | | |
| A | Staff is committed to change, growth, and development. | Leaders | 4.38 | 4.07 | 4.68 | .110 | .740 | 2 |
| | | Teacher | 4.32 | 4.17 | 4.47 | | | |
| | | Total | 4.33 | 4.19 | 4.46 | | | |
| B | Staff in this school work together as a team | Leaders | 4.04 | 3.68 | 4.40 | 2.927 | .090 | 7 |
| | | Teacher | 3.63 | 3.42 | 3.85 | | | |
| | | Total | 3.71 | 3.53 | 3.90 | | | |
| C | Staff participates in shared decision making. | Leaders | 3.46 | 3.03 | 3.89 | .093 | .761 | 10 |
| | | Teacher | 3.53 | 3.33 | 3.73 | | | |
| | | Total | 3.52 | 3.34 | 3.69 | | | |
| D | This school has a clearly understood set of goals. | Leaders | 4.04 | 3.70 | 4.38 | 3.90 | .050 | 2 |
| | | Teacher | 4.39 | 4.24 | 4.55 | | | |
| | | Total | 4.33 | 4.19 | 4.47 | | | |
| E | Teachers in this school take collective responsibility for student learning. | Leaders | 4.38 | 4.10 | 4.65 | .634 | .427 | 1 |
| | | Teacher | 4.49 | 4.37 | 4.61 | | | |
| | | Total | 4.47 | 4.36 | 4.58 | | | |
| F | The primary purpose of this school is teaching and learning | Leaders | 3.92 | 3.51 | 4.33 | 3.389 | .068 | 4 |
| | | Teacher | 4.32 | 4.13 | 4.50 | | | |
| | | Total | 4.24 | 4.07 | 4.41 | | | |
| G | Teachers in this school believe that all students can be successful | Leaders | 3.83 | 3.49 | 4.18 | 1.961 | .164 | 8 |
| | | Teacher | 3.51 | 3.30 | 3.72 | | | |
| | | Total | 3.57 | 3.39 | 3.75 | | | |
| H | Staff regularly collaborate to plan instruction | Leaders | 3.58 | 3.10 | 4.06 | .014 * | .908 | 9 |
| | | Teacher | 3.56 | 3.38 | 3.74 | | | |
| | | Total | 3.56 | 3.39 | 3.73 | | | |
| I | The atmosphere in this school encourages learning | Leaders | 3.58 | 3.17 | 3.99 | .266 | .607 | 11 |
| | | Teacher | 3.45 | 3.23 | 3.68 | | | |
| | | Total | 3.48 | 3.28 | 3.67 | | | |
| J | Students have a say in decisions affecting them | leaders | 3.92 | 3.67 | 4.16 | 1.291 | .258 | 6 |
| | | Teacher | 3.72 | 3.57 | 3.88 | | | |
| | | Total | 3.76 | 3.62 | 3.89 | | | |
| K | Communications are good across departments and sections of the school | leaders | 3.54 | 3.17 | 3.91 | 1.420 | .236 | 5 |
| | | Teacher | 3.83 | 3.61 | 4.04 | | | |
| | | Total | 3.77 | 3.59 | 3.96 | | | |
| Agg. Mean | | | 3.89 | | | | | |

* indicates presence of significant difference at $p > 0.05$

Based on the above table, in the opinion of the respondents, ‘teachers take collective responsibility for student learning’, and in both cases ‘staff is committed to change and growth and development’ and ‘schools has clearly understood set of goals’ are the first and the second with a weighted mean value of 4.47 and 4.33 respectively. ‘The primary purpose of this school is teaching learning’ with weighted mean value 4.24 stands fourth.

The other issues that reflect positive school culture like 'staff in this school work together as a team', 'staff participates in shared decision making', 'teachers in this school believe that all students can be successful', 'staff regularly collaborate to plan instruction', 'the atmosphere in this school encourages learning', 'students have a say in decisions affecting them' and 'communications are good across departments and sections of the school' with mean value ranging from 3.48 to 3.77 indicates that respondents level of agreement on the issue raised were high.

The aggregated mean value 3.89 also shows that the presence of positive school culture was high. Hence, teacher respondents and school leaders have the same vein that there is good school culture because almost in all cases their opinion is similar. The F value in one way ANOVA test in the above statistics is less than table value at a given degree of freedom (1,127) is 3.91- indicating that the opinion of the group is similar. Besides, there is no significant difference between the two groups since $p > .05$ at alpha ($\bar{\alpha}$) level. Moreover, the 95% confidence interval for mean shown that as the number of respondent increases, the lower bound will not be less than 3.05 and the upper bound will go high up to mean value 4.68. Besides the ANOVA test highlighted that there is no ground (at $p > 0.05$) to reject the null hypothesis meaning that the group have similar perception and attitude towards presence of productive school culture.

From these, it is possible to infer that there are good grounds for school improvement to sustain the initiative since both group agreed in the prevalence of positive school culture in schools under understudy.

A question was raised to teachers' whether or not they employed new teaching strategy owing to the ongoing SIP. Their responses to this question were calculated as percentage and put in Table 8 below.

Table 8 Teachers Application of New Strategies

| Item | Responses | No | % |
|---|-----------|-----|------|
| Application of active learning strategy owing to SIP initiative | Yes | 43 | 41.4 |
| | No | 61 | 58.6 |
| | Total | 104 | 100 |

In relation to teachers' application of new teaching strategy owing to SIP initiatives, from a total of 104 respondent 43 (41.4%) replied 'yes' where as the majority 61 (58.6%) of respondents replied 'no'. Those replied yes were asked to write down the method they employed. To this effect, some of the new method they employed as indicated in the responses to open ended question includes: active learning techniques like brain storming, project method; jack saw method, role play, peer teaching, demonstration, group discussion, question and answer and presentation carried out by students. Those who replied 'no' may be because most respondents do not have interest to respond to open ended question.

Participants in the interview and FGD reported that currently teachers make an effort to employ student centered approach in the teaching learning process. As they stated, teachers' use of active learning may be attributed to the different trainings given to them on active learning, action research and continuous assessment organized by schools, sub-city or Addis Ababa education bureau level.

4.4. School Improvement Plan Implementation in the Four Domains

As indicated in the review of related literature there are four domains /focus area for school improvement program (MoE, 2006). The focus of these four domains is enhancing students' achievement and thereby improving quality of education. School improvement

This section discussed the major activities that schools ought to perform to bring about school improvement. Therefore, in this respect, the extent of implementation on four domains namely teaching learning, safe and conducive school environment, school leadership and community participation had been treated based on selected items that represent the successful implementation of SIP in each school domain. For each domain three groups of respondents were asked to rate issues raised in each domain with five scale likert as '5' for very high level of '4' for high level' '3' moderate level '2' for low level and '1' for very low level of implementation. Their responses were separately presented and interpreted as follows.

4.4.1. Teaching and Learning Domain

The major determinant of student achievement is what is going in classroom .Not much powerful and sustainable change happens in schooling unless it happens in classrooms (Earl, 2003). This domain focuses on the actual interaction between the teachers, teaching materials and students. Selected indicators that have direct relations to teaching learning domain was listed to be rated by respondents.

Table 9 portrays the opinion of three groups of respondents on the implementation of school improvement program connected to teaching learning domain.

Table 9 Teaching Learning Domain

| No | Items | Respondents | | | | | | WM | Sig |
|------------|---|---------------------|------|-------------------|-------|-------------------|------|------|-------|
| | | Principals N =24 | | Teachers N=104 | | Students N=201 | | | |
| | | X | SD | X | SD | X | SD | | |
| 1 | The extent to which active learning strategy was practiced by teachers | 3.5 | .978 | 3.77 | 1.15 | 4.10 | .803 | 3.95 | .06 |
| 2 | The degree to which action research was conducted by school community to solve school problems. | 2.71 | .806 | 2.74 | 1.14 | - | - | 2.73 | .897 |
| 3 | The level of teachers participation in professional development programs | 3.88 | .797 | 4.08 | .942 | - | - | 4.04 | .333 |
| 4 | The extent to which students achievement were improved from the initial point | 3.29 | .999 | 3.40 | .950 | 3.64 | 1.69 | 3.54 | 0.83 |
| 5 | The extent to which continuous assessment were applied by teachers | 3.62 | 0.97 | 3.90 | .854 | 3.19 | 1.20 | 3.45 | .000* |
| 6 | The extent of evaluation of curriculum material (e.g. text, teachers guide) by teachers | 2.54 | 1.14 | 2.86 | 1.26 | - | - | 2.80 | .264 |
| 7 | The level of support given to students by subject teacher / e.g. tutorial/ | 3.88 | 1.08 | 3.85 | 1.041 | 3.78 | 1.22 | 3.81 | .843 |
| 8 | The extent to which teachers' become role model to their students. | 3.67 | .917 | 3.83 | 1.065 | 2.99 | 1.24 | 3.30 | .000* |
| 9 | The degree to which teachers relate the teaching learning process to real life experience of students | 3.33 | .917 | 3.62 | .874 | 3.37 | 1.15 | 3.44 | .134 |
| 10 | The level of students participation in the teaching learning process | 3.50 | .885 | 3.33 | .950 | 3.38 | 1.20 | 3.37 | .776 |
| 11 | The level of laboratory services provided to students | 2.25 | 1.15 | 2.41 | 1.163 | 2.45 | 1.27 | 2.42 | .756 |
| 12 | The extent of library services provided to school community | 2.38 | .924 | 2.49 | 1.043 | 3.47 | 1.39 | 3.08 | .000* |
| Grand mean | | | | | | | | 3.33 | |

* indicates presence of significant difference at $p > 0.05$ among the group.

NB the weighted mean values were interpreted as 2.25-2.95 low, 2.96-3.65 moderate and 3.66-4.35 high.

'X' stands for mean 'SD' stands for standard deviation and 'WM' stands for weighted mean

As indicated above, 'the level of teachers participation in professional development programs', 'the extent of teachers' application of active learning strategy' and 'the level of support given to students by subject teacher / e.g. tutorial/' were rated high with weighted mean value of 4.04, 3.95, and 3.81 respectively. 'The extent to which continuous assessment were applied by teachers', 'the extent to which students achievement were improved from the initial point', 'the extent to which teachers' become role model to their

students', 'the degree to which teachers relate the teaching learning to real life experience of students' and 'the level of students participation in the teaching learning process' rated, 'moderate' with mean value ranging from 3.30 - 3.54. 'The level of laboratory services provided to students', 'The degree to which action research was conducted by school community to solve school problems' and 'the extent of evaluation of curriculum material (e.g. text, teachers guide) by teachers', with weighted mean value of 2.45, 2.73, and 2.8 respectively were rated 'low'. The Grand mean 3.33 verified that the overall performance in this domain was moderate.

Here it is important to note that tutorial given to students rated high by respondents. However, in this regard, interviewees and FGD participants reported that teachers have given tutorial to all students regardless of their level of attainment. Tutorial should be given especially to slow learners to help them understand the subject matter and improve their results. They did not give support by identifying the level of understanding of students. This shows that attention has not been given in categorizing students by their level of understanding to support slow learners.

To compare the mean, the table value at $\alpha .05$ (of 2,326) is 3.03. If the calculated F value exceeds the table value implied that there is a significant difference in the opinion of respondents. In the one way ANOVA test, as shown in Table 9, the calculated F value of item 1, item 5, item 8 and item 12 is much greater than the table value (3.03). This indicates that there have been differences in the opinion with respect to these issues or may understood differently. For instance the extent to which teachers' become role model to their students (item 8) and The extent of library services provided to school community (item 12) perceived differently by students. For item 8, school leader and teachers rated high (3.67 and 3.83 respectively) believed that teachers were role model to their students, but student rated as moderate (2.99). On the other hand, in item 12 student rated moderate (3.47) to the library service and it were rated as low by school leaders (2.38) and teachers (2.49). This may be because of student judge simply by the presence of the service and school leader consider factors like relevance and amount of available books and quality of service. The standard deviation also shows variation in opinion of respondent to the given

items. The origin of this difference is difference in their level of understanding and it works in most cases of the response provided.

In the FGD held with SIC, participants were asked to mention the major improvement observed owing to the first three years implementation of SIP. They reported that first; teachers practiced student centered method owing to training given on active learning, continuous assessment and action research to teachers. Second, additional reference material, laboratory equipments were bought to complement the teaching learning process. Third, tutorial and work sheet has been given to students. Furthermore, schools have better input than before by the effort made by PSTA and financial support / school grant given to schools. School grant is allocated based on the number of student population enrolled in that specific school (refer appendix G). As SIC members reported school grant help schools to fulfill input like laboratory equipment, reference materials, teaching aids, computers, and other necessary materials.

Similarly interviewee from sub-city and FGD with regional bureau revealed that student class ratio was decreased on average from 1:70 to 1:52 primarily because of G+4 blocks has been constructed almost in all schools in the past three years.

From the above data it is possible to infer that there has been good attempt in fulfilling input that better facilitates the instruction process. These in turn help to improve the teaching learning process so as to ensure quality of education.

4.4.2. Safe and Conducive Environment Domain

This domain mainly focuses on making school environment safe and healthy for teaching-learning process. Safe and conducive environment enable teachers, students and school leaders feel secured and contribute to their maximum potential for teaching and learning process. Table 10 portrays some indicators of safe and conducive school environment.

Table 10 Safe and Conducive Environment Domain

| No | Item | Respondents | | | | | | WM | Sig |
|------------|--|---------------------|-------|-------------------|-------|-------------------|-------|------|-------|
| | | Principals N =24 | | Teachers N=104 | | Students N=201 | | | |
| | | X | SD | X | SD | X | SD | | |
| 1 | The extent of giving attention to female students | 3.88 | 1.08 | 3.83 | .990 | 4.10 | 1.030 | 4.00 | .074 |
| 2 | The extent of school responsiveness to students' with special needs | 3.25 | 1.032 | 3.10 | 1.195 | 3.21 | 1.239 | 3.18 | .709 |
| 3 | The degree to which students had been demonstrated appropriate behavior | 3.17 | .963 | 3.21 | .987 | 2.86 | .980 | 2.98 | .006* |
| 4 | The level to which students being responsible, self confident & relaxed | 3.04 | .908 | 3.12 | .900 | 3.14 | 1.155 | 3.12 | .903 |
| 5 | The level of teacher and/or student participation in decision making | 3.33 | 1.167 | 3.57 | 1.031 | 3.24 | 1.226 | 3.35 | .066 |
| 6 | The extent to which adequate latrine were allocated to girls and boys | 4.12 | .900 | 3.83 | 1.009 | 4.34 | 1.007 | 4.16 | .087 |
| 7 | The extent to which classrooms become suitable learning place so as to increase student interest to learn | 3.43 | .830 | 3.58 | 1.012 | - | - | 3.55 | .472 |
| 8 | The degree to which school had become safe and secured | 3.62 | 1.313 | 3.58 | 1.103 | 3.88 | 1.163 | 3.76 | .086 |
| 9 | The extent to which school compound become attractive | 3.58 | 1.213 | 3.30 | 1.284 | 3.09 | 1.373 | 3.19 | .152 |
| 10 | Availability of clearly defined, consistent and mutually accepted student governing rules and the extent of its practicality | 3.62 | 1.096 | 3.53 | 1.042 | 3.72 | 1.250 | 3.65 | .398 |
| 11 | The extent of relationship among teachers and students | 3.7 | .963 | 3.64 | .927 | 3.40 | 1.225 | 3.49 | .151 |
| Grand mean | | | | | | | | 3.49 | |

* indicates presence of significant difference at $p > 0.05$ among the group.

NB the weighted mean value were interpreted as 2.25-2.95 low, 2.96-3.65 moderate and 3.66-4.35 high.

'X' stands for mean 'SD' stands for standard deviation and 'WM' stands for weighted mean

Regarding safe and conducive environment as depicted in Table 10 above, 'the extent to which adequate latrine to girls and boys were allocated', 'the extent of giving attention to female students', and 'the degree to which school has become safe and secured' rated 'high' with weighted mean of 4.16, 4.00 and 3.76 respectively. the rest of the items including 'the extent of school's responsiveness to students with special needs', 'the degree to which students have demonstrated appropriate behavior', 'the level to which students being responsible, self confident & relaxed', 'the level of teacher and student participation in decision making', 'the extent to which classrooms become suitable learning place that increased student interest to learn', 'the degree to which school has

become safe and secured', 'availability of clearly defined, consistent and mutually accepted student governing rules and the extent of its practicality' and 'the existence of positive relationship between teachers and students' rated as 'moderate' with a weighted mean value ranging from 2.98-3.65. The aggregated mean for this domain is 3.49 indicating that the overall level of implementation was 'moderate'.

The one way ANOVA test shows that there is no significance difference in the opinion among groups of respondents except in item 3 'The degree to which students had been demonstrated appropriate behavior' with F value (5.23) greater than table value (3.03). This may be because of difference in perception on the issue raised.

In addition, interviewee and FGD participants pointed out that activities like establishing separate library for girls, furnishing teachers staff room, and constructing feeding room, are performed by schools. In the field observation, it was witnessed that there has been a good effort to make school compound safe and attractive.

From the above data, one can say that there has been a good attempt in making the school compound safe and conducive. This helps the school community to spend more time in the school which facilitates better teaching learning process.

4.4.3. School Leadership Domain

School leadership has decisive role for the effectiveness of school improvement program. Building leadership capacity of stakeholders to willingly participate in the implementation process demands the quality and competence of school leadership. School leadership should put in order human, financial and material resources for the smooth functioning of the teaching learning process. In Table 11, indicators of school leadership domain were stated to be rated by respondents.

Table 11 School Leadership Domain

| No | Item | Respondents | | | | | | W M | Sig |
|------------|---|--------------------|-------|-------------------|-------|-------------------|-------|--------|-------|
| | | Principals N=24 | | Teachers N=104 | | Students N=201 | | | |
| | | X | SD | X | SD | X | SD | | |
| 1 | The extent to which school priorities were reflected in the outlined goals | 3.54 | 1.103 | 3.66 | .991 | 3.78 | 1.017 | 3.72 | .434 |
| 2 | The level to which strategic plan of the school was prepared based self evaluation | 3.38 | .875 | 3.55 | .984 | 3.20 | 1.183 | 3.32 | .063 |
| 3 | The extent to which school consistently implemented activities as planned | 3.38 | 1.013 | 3.55 | .964 | - | - | 3.52 | .434 |
| 4 | The degree to which school leaders acquainted with school vision, values and ethical guideline to school community | 3.46 | .977 | 3.62 | 1.064 | 3.52 | 1.213 | 3.55 | .741 |
| 5 | The degree to which adequate training opportunities were given to teachers and administrative staffs | 3.25 | 1.152 | 3.38 | 1.201 | - | - | 3.36 | .619 |
| 6 | The degree to which team spirit had been developed among the school community | 2.92 | .830 | 2.95 | .885 | 3.49 | 1.233 | 3.28 | .000* |
| 7 | The level of teachers involvement in decision making /promotion of teacher leadership/ | 2.75 | 1.073 | 2.82 | 1.022 | 3.43 | 1.156 | 3.19 | .000* |
| 8 | The degree to which financial resources were allocated as per the needs & priorities of the school | 2.88 | .947 | 2.77 | .958 | 3.27 | 1.252 | 3.08 | .001* |
| 9 | The extent to which human , material & financial recourses were used in a manner that assisted students to achieve higher results | 3.33 | 1.049 | 3.28 | 1.065 | - | - | 3.29 | .821 |
| 10 | The extent to which teachers had become accountable for student achievement/success/ | 4.12 | .680 | 3.94 | .912 | 3.47 | 1.296 | 3.67 | .000* |
| Grand mean | | | | | | | | 3.40 | |

* indicates presence of significant difference at $p > 0.05$ among the group.

NB the weighted mean values were interpreted as 2.25-2.95 low, 2.96-3.65 moderate and 3.66-4.35 high. 'X' stands for mean 'SD' stands for standard deviation and 'WM' stands for weighted mean

In this respect, the calculated weighted mean of 3.72 and 3.67 showed that 'the extent to which school priorities were reflected in outlined goals' and 'the extent that teachers become accountable for student achievement' were rated 'high' respectively while the rest of the items specified in this domain were rated as 'moderate' by the research participants. The aggregated mean for school leadership domain (3.40) also reflected that the overall implementation in this domain was 'moderate'.

In item 6, item 7, item 8 and item 10, the one way ANOVA test shows that there were significant differences in the opinion among group of respondents. These may be because they variedly perceived on the leadership given by school leaders or because there were high turnover of principals in schools that makes the judgments unpredictable.

In the FGD session, school improvement committee reported that because of SIP initiative they observed better participation of teachers, students and parents on school affairs. Schools develop experience sharing habit. And better delegations of responsibilities especially to departments by school leaders were evidenced.

However, in the interview held with sub city teaching and learning core process and FGD session with Addis Ababa education bureau professionals in the same core process reported that most of the school principals were newly assigned from teaching task without leadership experience. This resulted in some sort of problems in the implementation of SIP. From the sampled nine schools only three of the school principals participated in the planning at the base year (200 E.C) while others were new to the school and the SIP plan.

From the above observation, one can understand that there have been limitations in retention of experienced school leaders. These in turn negatively affect the implementation of school improvement program because school leadership has a decisive role in coordinating efforts to achieve the desired goals.

4.4.4. Community Participation Domain

Parents and the community are key partners for school improvement endeavor. Their willingness to serve the community and active involvement in the school improvement process is critical for the success of the program. School leaders in this respect should secure community participation to better achieve the desired goals of schools through collaborative effort of stake holders. Table 12 raised issues related to community participation domain.

Table 12 Community Participation Domain

| No | Item | Respondents | | | | | | WM | Sig |
|------------|---|---------------------|-------|-------------------|-------|-------------------|-------|------|-------|
| | | Principals N =24 | | Teachers N=104 | | Students N=201 | | | |
| | | X | SD | X | SD | X | SD | | |
| 1 | The extent of parents' follow-up of their child | 3.79 | .833 | 3.76 | .806 | 3.32 | 1.303 | 3.49 | .003* |
| 2 | The extent of participation parents in school events | 3.21 | .884 | 3.03 | .990 | 3.13 | 1.230 | 3.10 | .685 |
| 3 | The extent of parents' contribution in fund raising activities to school | 3.25 | .847 | 3.31 | .956 | 3.02 | 1.394 | 3.12 | .150 |
| 4 | The extent of external assistance given to school to support school improvement initiative | 2.88 | 1.035 | 3.29 | 1.021 | 2.92 | 1.206 | 3.03 | .053 |
| 5 | The level of school readiness to give service to the community/e.g. literacy program, use school facility.../ | 2.79 | .884 | 2.70 | 1.004 | 2.78 | 1.262 | 2.75 | .843 |
| 6 | The level of schools' willingness to participate in community based rehabilitation programs | 2.54 | .658 | 2.70 | .974 | - | - | 2.67 | .445 |
| 7 | The degree of school community relationship | 3.58 | .884 | 3.85 | .721 | - | - | 3.79 | .077 |
| 8 | The extent of parents participation in school SIP process | 3.29 | .806 | 3.41 | 1.001 | 3.81 | 1.012 | 3.64 | .001* |
| Grand mean | | | | | | | | 3.21 | |

* indicates presence of significant difference at $p > 0.05$ among the group.

NB the weighted mean value were interpreted as 2.25-2.95 low, 2.96-3.65 moderate and 3.66-4.35 high.

'X' stands for mean 'SD' stands for standard deviation and 'WM' stands for weighted mean

As can be seen from the table, 'the degree of school community relationship' was rated 'high' compared to other items listed in the table with a weight mean of 3.79. The school as an open system should serve the community. In this regard, however, 'the level of school readiness to give service to the community/e.g. literacy program, use school facility (2.76) and 'the level of schools' willingness to participate in community based rehabilitation programs' (2.67) were rated 'low'. It seems a paradox that school's expectation of community support without being part of them by showing its concern to community. The rest of the issues raised were rated 'moderate'. The aggregate mean value for this domain was 3.21 that indicate 'moderate' level of implementation.

Issues related to community participation were also raised for both interview and FGD participants. In response to this issue, participants explained that in relative terms parents concern in the school and their participation have shown progress. To this end, PSTA

concern in the school and their participation have shown progress. To this end, PSTA contributed to the school in buying laboratory equipment and reference materials for the library, rewarding best performing students, and paying for part time work to staffs are some activities performed by them. Moreover, members of PTSA become devoted to support schools, like give financial contribution and coordinate fundraising activities are some manifestation of improvements as reported.

When we see the extent of implementation in the four domains, the level of implementation in creating safe and conducive environment has been better with aggregate mean value of 3.49. However, the overall performance of the four domains was rated as 'moderate' with the aggregated mean value of 3.36.

From these observations one can infer that the level of implementation of the first phase of SIP was moderate. As a first phase, the average level of implementation can be taken as a good foundation for further improvement.

4.5. Improvements in Student Achievement

The central focus of the four domains is improving student achievement by brings quality of education. As portrayed in Table 13 below, the achievements of tenth grade students in national examination for three consecutive years were calculated in percentage to show improvement of student results. There is a claim that class room test or exam alone is not effective instrument to measure the academic performance of students. However it is commonly accepted that student achievement is one of the indicator for academic success.

However, in the document review an attempt was made to review achievement of secondary school students in each grade level (9-12) starting from the base year through end of the implementation of the first phase of SIP. It was difficult to get organized data that shows the trends both in sub-city as well as at regional level. The academic achievements of grade 10 students in national exam were organized as follows.

Table 13 Three Years Grade Ten National Exam Results

| Academic Year | Took Exam | | | Scored ≥ 2.00 | | | % | Placed to preparatory | | | % |
|---------------|-----------|--------|-------|--------------------|--------|-------|-------|-----------------------|--------|--------|-------|
| | Male | Female | Total | Male | Female | Total | | Male | Female | Total | |
| 2000 | 19574 | 21235 | 40809 | 12731 | 11042 | 23773 | 58.25 | 8843 | 8689 | 17532 | 42.96 |
| 2001 | 19179 | 21194 | 40373 | 12751 | 11655 | 24406 | 60.48 | 8847 | 11655 | 20,502 | 50.78 |
| 2002 | 18724 | 21450 | 40174 | 15317 | 15715 | 31032 | 77.24 | 9140 | 12536 | 21676 | 53.95 |

Source: AAREB

As can be seen in the table above, the trend shows progress in student achievement. Those who score pass mark (> 2.00) were 58.25% in the base year (2000E.C). It was 60.48% and 77.24 % in 2001 and 2002 E.C respectively. From those who took the national exam, 42.92 % were placed in preparatory school in the base year. Then it was increased to 50.78% in 2001 E.C and to 53.95% in the year 2002. From the above description, one can infer that there is a progress in student achievement in this grade level. However, this figures does not show the actual achievement since the assessment were norm referenced. Moreover, it only show the achievement in grade 10 national exam only, but not the trends in grade 9 grade 11, and grade 12.

Respondents were requested to estimate the level of implementation of the first phase school improvement plan.

Table 14 Respondent Opinion on Extent of Implementation of the SIP

| Item | Level of implementation (%) | No | % |
|---|-----------------------------|-----|------|
| Estimation on the implementation of SIP | Below 50 | 18 | 14.1 |
| | 50-60 | 37 | 28.9 |
| | 61-70 | 35 | 27.3 |
| | 71-80 | 25 | 19.5 |
| | 81-90 | 9 | 7.0 |
| | 91-100 | 4 | 3.1 |
| Total | Total | 128 | 100 |

As indicated in Table 14, about 18 (14%) of the respondent believed that the implementation of the plan was below 50%. About 37 (28.9%) of the respondent supposed that 50-60% of the plan was implemented. 27.13% (35) of the respondent assumed that the extent of implementation was 61-70%. The other 25 (19.5%), 9 (7%) and 4 (3.1%) of the respondent believed that the level of implementation was 70-80, 81-90% and 91-100 percent respectively. About 90 (70.3%) of the respondents believed the level of implementation was below 70%. This also shows that the extent of implementation of SIP was average.

School leaders and teachers were requested to mention significance positive impact of SIP initiative to individual leader/ teacher, their colleague, to students and to the school in the open ended question. Based on their response the positive impact of SIP initiatives to individual staff member and/or their colleague were professional development through on job training, computer and internet access and help to develop self confidence.

Similarly, the positive impacts of SIP to students as reported, were enabling students to develop good ethical behavior, increasing student interest for learning, enabling them better work their homework, assignment and improve student results. The positive impact of school improvement initiatives to schools includes: it enabled school to have better input (computer, internet access, television, library and laboratory). Besides, it also empowered schools to plan based on its own context. It also helped schools to raise their

own fund. To add more, it promotes competition among schools. Hence, this could lead one to say that the initiatives have started to bring about many of the envisaged impacts.

4.6. School Improvement Activities Not Implemented

Focus group discussion participant and interviewees were asked to indicate major activities that were planned but not implemented. Accordingly, planned activities that were not implemented include: laboratory service for science field were not properly rendered or in some cases not yet started, ICT (in plasma and radio program transmission) became on and off for different reason interrupted the teaching and learning process, schools attempt to support student by identifying slow, medium and fast learners were not done, rather tutorial were given to all interested students, curriculum evaluation to improve student text and other curriculum material were not done properly by teachers, monitoring and evaluation on school improvement plan implementation by stakeholders not done as planned, parent contribution in fund raising is good but follow up of their child has been still low, solving school problems using action research has not yet been part of the school culture, fulfilling the necessary input had become beyond the capacity of schools that it negatively affect school improvement initiatives were some they reported.

Hence, the above activities that were not implemented hampered the full implementation of school improvement program.

4.7. Monitoring and Evaluation of School Improvement Plan implementation

Evaluation is an integral part of school improvement planning process. Monitoring and evaluation should be done on a continuous basis to ensure proper implementation and also to take corrective measure on the ongoing school improvement plan. Monitoring and evaluation consists measuring the status of an objective or activity against expected target that allows judgment or comparison. The target set in advance is an indicator that serves as a benchmark so as to make some comparison on plan/initial target/ with the actual implementation. Implementation program in SIP is action planning. It is part of school

improvement plan to be implemented in one academic year. UNESCO (2006) explained action planning as an action program aims to translate into operational terms the policy directions that education authorities intend to implement in a given time horizon. The other concept in SIP is school self evaluation. School self evaluation is done to identify school problems and prioritize them to be included in the plan and later addressed.

In this regard, participants in interview and FGD were requested to state the trends in monitoring and evaluation in general and school self evaluation in particular. The response to this question seems similar in all levels of educational echelon. Participants from school improvement committee (SIC) replied that school self evaluation is undertaken in the preparation of school improvement strategic plan and in order to prepare action plan based on established format. However, monitoring and evaluation on the ongoing SIP have not yet been conducted. The trend was similar in sub-city level and in Addis Ababa region education bureau. At school level, school improvement committee has been established with the intention to better follow up the progress of SIP. As they report, in reality they have no formal schedule to handle monitoring and evaluation. The committee established simply to draft school improvement plan. In sub-city and regional level previously there were stream committees to follow up SIP. With the introduction of BPR the committee collapsed.

From this observation it is possible to deduce that monitoring and evaluation of SIP was not properly undertaken in secondary schools of Addis Ababa.

4.8. Challenges in the Implementation of SIP

Educational change is not a straight forwarded progression and there is a long history of false starts and limited successes (Earl, 2003). In addition to this, Elmore (1995) in Earl et al. (2003) pointed out that many attempts at educational change have flourished and then disappeared for lack of attention over time in cases where the situation (or organizational capacity) does not provide enough support for changes to become established. Even if there are improvements, a number of adverse factors have impeded its implementation.

Table 15 Factors that Impeded the Implementation of SIP

| No | Item | Respondents | | | | | | WM | Sig |
|----|--|---------------------|-------|-------------------|-------|-------------------|-------|------|--------|
| | | Principals N =24 | | Teachers N=104 | | Students N=201 | | | |
| | | X | SD | X | SD | X | SD | | |
| 1 | The school failed to stick on the plan | 3.79 | 1.141 | 3.59 | .961 | - | - | 3.62 | .365 |
| 2 | There were inadequate manpower | 2.96 | 1.268 | 2.90 | 1.12 | - | - | 2.91 | .834 |
| 3 | Shortage of financial resource/budget/ hampered the implementation of SIP | 4.21 | .658 | 4.26 | .591 | - | - | 4.25 | .708 |
| 4 | The leadership was not competent enough to lead and coordinate efforts to SIP implementation | 4.04 | .806 | 3.86 | .918 | 3.16 | 1.227 | 3.44 | .000 * |
| 5 | There were interference of concurrent activities that shadow the implementation of SIP | 3.96 | .908 | 3.88 | .840 | - | - | 3.90 | .703 |
| 6 | Standards of SIP were redundant that made the planning and implementation process difficult | 4.00 | 1.063 | 3.81 | .936 | - | - | 3.84 | .378 |
| 7 | Teachers resistance to SIP was a problem | 2.83 | 1.204 | 2.92 | 1.12 | 3.16 | 1.122 | 3.06 | .165 |
| 8 | There were low stakeholders involvement in SIP process | 3.96 | .859 | 3.88 | .720 | 3.97 | .989 | 3.94 | .680. |
| 9 | High turnover of principals hampered the implementation of SIP | 3.79 | 1.179 | 3.80 | .939 | 3.04 | 1.348 | 3.33 | .000 * |
| 10 | Lack training on SIP negatively affect the implementation | 4.04 | .690 | 3.58 | .972 | 3.31 | 1.239 | 3.45 | .005 * |
| 11 | Lack of follow up & supervision on SIP implementation was a problem | 3.88 | .612 | 3.76 | .853 | - | - | 3.78 | .533 |
| 12 | Lack of incentives as stipulated in the manual decreased stakeholders motivation | 4.29 | .690 | 3.94 | .890 | 3.29 | 1.271 | 3.57 | .000 * |
| 13 | Inability of School Improvement Committee to play their role was a problem | 3.83 | .868 | 4.07 | .816 | - | - | 4.02 | .213 |
| 14 | Inability to mobilize stakeholders to utilize local potentials to solve resource related problem had been observed | 3.96 | .806 | 3.63 | 1.015 | 3.32 | 1.136 | 3.47 | .004 * |
| 15 | Plan was prepared beyond school's capacity/ ambitious planning/ | 3.62 | .875 | 3.62 | 1.184 | 3.06 | 1.219 | 3.28 | .000 * |
| 16 | There were problems in information flow | 4.17 | .761 | 3.58 | 1.112 | - | - | 3.69 | .015 * |
| 17 | Lack of professional /technical /support from district, sub city and education bureau were limitations | 4.08 | .717 | 4.26 | .710 | - | - | 4.23 | .276 |

* indicates presence of significant difference at $p > 0.05$ among the group.

NB the weighted mean value was interpreted as 2.25-2.95 low, 2.96-3.65 moderate and 3.66-4.35 high.

'X' stands for mean 'SD' stands for standard deviation and 'WM' stands for weighted mean

In Table 15 above, the expected challenges that had been impeded school improvement were listed to be rated on five point likert scale including: strongly disagree (1) ,disagree (2), undecided (3), agree (4), and strongly agree (5). Some of the factors were not forwarded to be rated by student respondents fearing that they might not be fully aware of the issue raised. Besides open ended question was added so that respondents can list down to the problems that challenged the implementation.

Accordingly, based on the opinion of the respondents, the major problem that impeded the effective implementation of SIP were ‘limitations in professional /technical /support from Woreda, sub city and education bureau (4.26)’, shortage of financial resources (4.26), inability of school improvement committee (SIC) to play their role (4.02) low stakeholders involvement in the SIP process (3.94) and interference of concurrent activities that shadow the implementation of SIP rated the highest weighted mean score. Inadequate manpower (2.91) and teachers resistance to SIP (3.06) rated the lowest score. The rest with weighted mean ranged between 3.28-3.84 moderately impeded the implementation of the first three years of SIP.

In addition to these, in the open ended question, respondents added to the problem that impeded school improvement plan implementation including, loose parent school relationship, some of students lack interest/motivation to education, school leaders think SIP as their own responsibility, political interference on technical aspects ,assignment of principals with minimum experience and without any training in leadership, school budgets were allocated to recurrent expenditure , shortage of laboratory technician to run laboratory service and SIP format is too complex to grasp easily even by the trainers were some of the problems forwarded by teachers and school leaders. Students on their part pointed out that the teaching learning method is being theoretical, inability to use available resources /laboratory, teaching aids.../, students being late /absent from class teachers’ lack of competence, and teachers’ failure to use continuous assessment properly as a major problems that hampered the implementation process.

Moreover, in the interview held with sub city teaching and learning process owners and in the FGD with Addis Ababa Education Bureau professionals pointed out that the major problems that impeded the success of SIP include: failure to have education management information system /EMIS/, paralleled going tasks and plans faded SIP plan implementation, attrition of experienced school principals and teachers to other sector cause instability to properly implement SIP.

Embedding and sustaining of change in school improvement is important to make school a community of learning. Sustaining SIP depends on factors like motivation and capacity of teachers to engage in the reforms, continued professional development to reinforce and extend the reforms, local leadership, and schools' capacity for continuous change (Earl et al, 2003).

Regarding sustaining school improvement program, in the open ended question respondents were requested to propose strategies to continue school improvement program so as to schools become better learning place to school community than ever. To this effect, giving continuous training to stakeholders on SIP, making leadership approach participative /democratic, revising and condensing the content of SIP (standards and indicators), strengthening monitoring and evaluation on the implementation of SIP, securing active participation of SIC , making an effort on library and laboratory service to better be functional, strengthening co-curricular activities and enhancing the relationship of teacher and students were among respondents suggestion to sustain SIP.

4.9. Lessons Learnt from the First Three Year School Improvement Plan Implementation

Identify the successes and the challenges of SIP and draw out larger learning about school improvement implementation help to get lessons about the implementation of the initiative. To Earl et al. (2003) whether or not innovations are embedded and sustained depends on the capacity of schools and those connected to them, infrastructures of pressure and support, and the broader policy and political context. However, drawing lessons may help as an input in similar situation.

The lessons learnt from the implementation the first three years school improvement program as reported by interviewee and FGD participant were if properly implemented, SIP can enable to improve our schools. SIP serve as a means to increase the involvement of stakeholders and created a sense of ownership the other lesson was shortage of input challenged implementation of SIP. Besides, implementation of SIP requires competent and committed leaders who have keen interest to bring about change. Moreover, SIP enabled schools to identify problems systematically and address them step by step. Furthermore, the roles of stakeholders are vital for the implementation process. More importantly, it enables school to search input by their own initiative/ help schools not to be dependent on government budget only-decrease a sense of being dependent.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the major findings of the study and draws conclusion on the basis of the findings. Then, feasible recommendations that are thought to be helpful to address the problems are forwarded.

5.1. Summary of Major Findings

In this part of the study, an attempt is made to provide a summary of the major findings that would answer the basic questions raised in chapter one of the thesis.

The purposes of this study was to assess the implementation of the first three years school improvement program in government secondary schools of Addis Ababa, and to identify major lessons learnt from the implementation process.

In order to serve this purpose and achieve the objectives, the following basic questions were formulated and answered.

- 1) To what extent school improvement program was implemented in Addis Ababa government secondary schools?
- 2) To what extent stakeholders were involved in the implementation process of SIP?
- 3) What were the factors that impeded the success of the school improvement program?
- 4) What were the lessons learnt from the implementation of the first three years school improvement program?

The research method employed in this study was descriptive survey. As instrument of data collection; questionnaire, interview, focus group discussion, document analysis and observation were employed. The data were gathered from three sub-cities, 9 secondary schools and from Addis Ababa regional education bureau.

The total number of respondents participated in this study were 358 of which 201 were students, 104 teachers, and 24 school leaders in filling questionnaires for quantitative data. Besides a total of 29 respondents were participated in the interview and FGD for obtaining qualitative data. The information gathered through these instruments and data gathered through observation and document analysis were presented, analyzed and interpreted using statistical tools like percentage, rank, weighted mean and one way ANOVA. Based on the analysis and interpretation of data, the findings were summarized as follows.

5.1.1. Involvement in SIP

Stakeholders' active participation is vital for the success of SIP. It was found out that the involvement of teachers in SIP was average. The level of involvement of students and parents were not to the required level.

5.1.2. Presence of Positive School Culture

Establishing school culture is important for continuous improvement. Improvement culture is considered as the foundation of SIP implementation. Teachers take responsibility for student learning with mean value 4.47, having clearly understood goal and staff being committed to change growth and development with mean value 4.33 indicated that there was strong agreement of respondents on the presence of positive school culture. Regarding this point, the respondents shown agreement that there has been a good ground for improvement with aggregate mean 3.89.

5.1.3. School Improvement Plan Implementation in the Four Domains

The focus of school improvement program is enhancing student achievement so as to bring quality of education. The extent of implementation of the first three years school improvement plan in Addis Ababa government secondary schools were treated in the four domains separately.

5.1.3.1. Teaching and Learning Domain

It was found out that the implementation of activities in the teaching learning domain was moderate with aggregate mean value of 3.33. The level of teachers participation in professional development programs (4.04), the extent to which active learning strategy was practiced by teachers (3.95) and the extent to which continuous assessment were applied by teachers (3.81) were rated high. On the other hand, the degree to which action research was conducted by school community to solve school problems (2.73), the extent of evaluation of curriculum material (e.g. text, teachers guide) by teachers (2.8), and The level of laboratory services provided to students (2.42) were rated 'low'. Similarly, interviewee and FGD participants as they reported there was a problem in laboratory service rendered to students. Even those who have laboratory chemicals and equipments did not make use of these facilities for lack of laboratory technician. On the other hand, tutorial given to students were not designed to support slow learners.

5.1.3.2. Safe and Conducive School Environment Domain

In relation with this domain, the extent to which adequate latrine were allocated to girls and boys with mean value of 4.16, the extent of giving attention to female students with mean 4.00 and the degree to which school had become safe and secured 3.76 rated 'high'. The aggregated mean for this domain was 3.49 which is the highest compared to the rest three domains. In an attempt to make schools safe and conducive, as reported by interview and FGD participants allocation separate library for girls, furnishing teacher staff, constructing feeding room to students are some activities performed by schools. Moreover, it is observed that schools tried to make the school compound attractive.

5.1.3.3. School Leadership Domain

As for school leadership domain it was found out that the extent to which school priorities were reflected in the outlined goals and The extent to which teachers had become accountable for student achievement/ success/ had better level of implementation. The aggregated mean value for this domain (3.40) reflected that the extent of implementation

with this respect was moderate. However, the interviewees and FGD participants reported that there has been serious problem of principal turnover. It was a challenge for implementation of SIP. From the sampled 9 schools, only three of the school principals were during the formulation of the plan. The rest 6 were newly assigned to the position.

5.1.3.4. Community Participation Domain

In connection to this domain, respondents rated high 'the degree of school community relationship' with weighted mean 3.79. The aggregated mean for this domain (3.22) shows that the extent of implementation in this domain was moderate. Compared to the other domains, this domain scored the lowest mean value.

5.1.4. Improvement in Students Achievement

In relation to improvement of students' achievement, it has been observed that there is a problem in data handling that make difficult to assess student achievement in all grade level in respective years.

However, the academic achievement of grade 10 students in national examination shows an improvement. It was found out from document analysis that in the base year (200E.C) from those who took the national examination the percentage of students who score ≥ 2.00 was 58.25%. It was increased to 77.24% in the target year (2002E.C). Similarly from those that took the exam, 42.96% joined the preparatory schools, in 2000E.C while this was increased to 53.95% in the target year. It will be difficult to generalize, however, that based on this data it is possible to infer that there has been improvement in achievement of students in the national exam.

In addition to this, the level of implementation of school improvement program was estimated by school leaders and teachers. Majority 90 (70.3%) of them believed that the level of implementation was below 70%.

5.1.5. Monitoring and Evaluation of SIP Process

Interview and focus group discussion participants informed that monitoring of the process and evaluation at the end of SIP were not properly undertaken. However, school self

evaluation has been conducted while preparing school improvement strategic plan and at the beginning of each year when preparing action plan.

5.1.6. Challenges in the Implementation of SIP

It was found out some of the impediment to the smooth implementation school improvement program were shortage of financial resource /budget/ with weighted mean of 4.25, lack of professional support from Woreda, sub city and education bureau with weighted mean of 4.23, inability of school improvement committee to play their role with weighted mean 4.02, interference of concurrent activities that shadow the implementation of SIP (3.90), and low stakeholders involvement in school improvement process (3.94) were found to be among the major problems that impeded the implementation of SIP.

Interviewees and FGD participants added that students lack of interest to education, inability of school leader to consider SIP as collective responsibility to the school community, assignment of principal with minimum experience and without training, , teacher's lack of competence and the teaching learning process being theoretical were some to mention.

5.1.7. Lessons Leant from the First Three Years School Improvement Plan Implementation

The lessons learnt from the implementation of the first three years school improvement plan implementation as informed by interviewee from sub-city teaching and learning core process and FGD with SIC and Addis Ababa education bureau were SIP can enabled to improve our schools, it become a means to increase the involvement of stakeholders, shortage of input challenged full implementation of SIP, implementation of SIP requires competent and committed leaders who have keen interest to bring about change, SIP enabled schools to identify problems systematically and address them step by step, and enable schools to search input by their own initiative/ help schools not to be dependent on government budget only-decrease a sense of being dependent.

5.2. Conclusions

School improvement program initiative is new to Ethiopian schools. It should be clear from the outset that school improvement practice is a continuous process that changes may not be observed in one shot.

For the success of SIP, schools need material, human and financial inputs to run the day to day activities properly. Besides, the plan as a blue print should be monitored and evaluated so as to achieve the goal. However the finding shows that there were shortages of input and monitoring and evaluation of SIP did not properly under taken. From these it is possible to conclude that shortage of input and absence of monitoring and evaluation negatively affected the implementation of SIP.

School culture has significant impact on the success or failure of school improvement plan implementation. Cultural elements serve as a social glue to move towards the target. Study revealed that collegiality, commitment, team spirit, accepting responsibility, high expectation, shared decision making believed to be result of productive school culture. The finding of this study showed the prevalence of productive school culture for improvement. It is possible to deduce that there a good ground for further improvement. Hence, school improvement program has been sustained in our schools and improvement of student achievement and thereby bring quality of education has become apparent.

As shown in the finding, the extent of implementation of SIP in the four domains found to be moderate. Conducting action research to solve school problems, laboratory services rendered to students, teachers' effort to evaluate the curriculum materials, schools attempt to give service to the community parents' participation in school affairs, were at its infancy. These factors have negatively affected the implementation of school improvement program.

The study revealed that problems like shortage of input, lack of professional support from woreda, sub-city and regional educational bureau, inability of school improvement committee to properly play their role, concurrent activities to be accomplished parallel to

SIP, turnover of principals and indicators being tedious and redundant among others were the major problems encountered by secondary schools in the implementation process.

The lessons learnt from the implementation of SIP were SIP serves a means to systematically identify school problems and solve them step by step. It also enabled schools to create a sense of ownership among stakeholders. Besides, it initiated schools to search for input. Most importantly, implementation of SIP requires competent and committed leaders who have keen interest to bring about change. It is also possible to conclude that even if SIP has been challenged by shortage of resources /inputs/, its importance to improve school system is hopeful.

5.3. Recommendations

Experience shows that improving school demands time. And it is difficult to judge the effectiveness of the program at single shot since SIP is a continuous process. Therefore, it is appropriate to forward recommendations on the implementation of the first phase of school improvement program which may help as an input in the implementation of the next phases.

1. Most schools complained that the content of school improvement standard and indicators were bulky that cumbersome paper work. Moreover some of the indicators were found redundant. Therefore; the bureau should deliberate and make discussion with MoE to revise and condense the standards and indicators of SIP to make it simple and manageable for schools.
2. It was difficult to get organized documents in the bureau on students' achievement. The document was needed to evaluate the extent of improvement of students' result owing to the implementation first three years of SIP. Therefore, the bureau should make an effort to improve the Education Management Information System /EMIS/ so as to handle the necessary data since this information is vital to evaluate the success of the program. This can be done through establishing system of coordination among different core and supportive processes and sub-cities.

3. Monitoring and evaluation on the programs of SIP were not under taken properly. Therefore, sub- city, district education offices and schools should sit together to establish mechanism for monitoring and evaluation scheme for the success of SIP. Then, they should strictly follow the implementation of monitoring and evaluation as they schedule. This initiative can be coordinated at sub-city level.
4. Turnover of principal, assignment of principal without any training in leadership and assignment with lower experience make the implementation process of SIP difficult. Therefore, effort should be made to retain experienced school leaders and care should be taken in assigning school leaders.
5. There has been shortage of laboratory technician in schools even to make use of some laboratories. On the other hand, most teachers' load is minimum. Therefore, the sub-city should assign laboratory technicians to schools and/or assign through transfer from the available science teachers in order to make the laboratory functional with the available chemicals and equipments.
6. Action research was not properly undertaken at school and sub-city level to solve problems related to the teaching learning process. Therefore sub-city education office professional, especially supervisors should take the initiative to conduct feasible action research to solve school related problems.
7. As shown in the study, school improvement committee did not discharge their responsibility as desired. Therefore school should make the committee functional to better contribute for the success of the plan. This may be possible making accountable the committee members to their responsibility. For example the committee member can set their own internal regulation that binds members. Then school shall follow up the practicality of the set regulation.
8. The findings shown that involvement of stakeholders in SIP were not to the required level. School should make an effort to involve teachers, students, and other stakeholders for the success of SIP.

9. As it was indicated in the finding that teachers gave tutorials to students regardless of their level of attainment. However, it is better to group students based on their level of attainment to give more support for slow learners by subject teachers.
10. Curriculum evaluations were not properly undertaken by subject teachers. Through curriculum evaluation, teachers add their input to enrich the curriculum materials and it also serve as a means for teacher professional development. Therefore, schools should encourage teachers to evaluate the curriculum by securing necessary input and designing incentive mechanisms with in the schools capacity.

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APPENDICES

Appendix A

Addis Ababa University

College of Education and Behavioral Studies, Graduate School of Education

Department of Educational Planning and Management

A Questionnaire to Be Completed by Principals, Vice Principals, Department Heads and Teachers

General Instruction

School improvement program (SIP) had been implemented since 2007 with the overall aim of enhancing student achievement and ensuring quality of education. The focus of this study is assessing what schools were doing for the past three years in improving their schools. The purpose of this questionnaire is to gather information on the implementation of the first phase school improvement program in secondary schools of Addis Ababa. Analyses of relevant data obtained from field with other sources serve to assess effectiveness SIP in Addis Ababa secondary schools.

The information provided in the questionnaire will be treated confidentially and used for academic purposes only. Hence, your genuine contribution will be essential for the success of this study. Thus, the researcher kindly requested your cooperation to respond responsibly and honestly.

Note

- You need not write your name in any page of the questionnaire
- Indicate your response in the space provided by putting “√” mark
- For additional opinions, or explanations you are kindly requested to write briefly in the space provided.

Thank you for your help!

Part One

1. General Information

1.1. Name of school _____, Sub city _____

1.2. Sex: Male Female

1.3. Age: 20-25years 36-40 years
26-30 years 41-45 years
31-35 years 46 and above

1.4. Qualification: MA/MSC BA/BSC Diploma others

1.5. Your Position is as: Principal Department Head
Vice Principal Teacher

1.6. In total, how many years have you taught/worked?

A. 1 to 5 years C. 11 to 15 years

B. 6 to 10 years D. 16 years or more

1.7. To what extent have you been involved in the school improvement plan at your school?

A) Actively involved in planning and coordinating activities (e.g., Committee Member)

B) Actively involved through specific school initiatives (e.g., professional development)

C) Not actively involved but I am aware of the initiative

D) Unaware of school improvement initiative

Part Two

2. School Improvement Program Implementation

2.1. School Culture

The following lists of activities indicate characteristics of school with positive school culture. This school culture contributes for the effectiveness of school improvement program. Please tick how strongly you believe each of the following statements reflect your school. Rate using the scale 'SA' for strongly agree, 'A' for Agree, 'UD' for Undecided, 'D' for Disagree and 'SD' for strongly disagree for statements listed in the table below.

| No | Items | SA | A | UD | D | SD |
|----|--|----|---|----|---|----|
| A | Staff is committed to change, growth, and development. | | | | | |
| B | Staff in this school work together as a team | | | | | |
| C | Staff participates in shared decision making. | | | | | |
| D | This school has a clearly understood set of goals. | | | | | |
| E | Teachers in this school take collective responsibility for student learning. | | | | | |
| F | The primary purpose of this school is teaching and learning | | | | | |
| G | Teachers in this school believe that all students can be successful | | | | | |
| H | Staff regularly collaborate to plan instruction | | | | | |
| I | The atmosphere in this school encourages learning | | | | | |
| J | Students have a say in decisions affecting them | | | | | |
| K | Communications are good across departments and sections of the school | | | | | |

2.2. In the last three years, have you tried to employ any new teaching strategies owing to the ongoing SIP? Yes No

2.3. If your response to the above question is "yes" please write the strategy you applied briefly?

2.4. School Domains

The following lists of activities are part of school improvement plan that schools are expected to implement in four domain at the first phase of SIP. Please rate the extent to which each activity was implemented by putting "√" using the scale: 5= Very High (VH), 4= High (H), 3= Moderate (M), 2= Low (L) and 1= Very Low (VL).

2.4.1. Teaching and Learning Domain

| No | Items | VH | H | M | L | V |
|----|---|----|---|---|---|---|
| 1 | The extent to which active learning strategy was practiced by teachers | | | | | |
| 2 | The degree to which action research was conducted by school community to solve school problems | | | | | |
| 3 | The level of teachers participation in professional development programs | | | | | |
| 4 | The extent to which students achievement were improved from the initial point | | | | | |
| 5 | The extent to which continuous assessment were applied by teachers | | | | | |
| 6 | The extent of evaluation of curriculum material (e.g. text, teachers guide) by teachers | | | | | |
| 7 | The level of support given to students by subject teacher / e.g. tutorial/ | | | | | |
| 8 | The extent to which teachers' become role model to their students. | | | | | |
| 9 | The degree to which teachers relate the teaching learning process to real life experience of students | | | | | |
| 10 | The level of students participation in the teaching learning process | | | | | |
| 11 | The level of laboratory services provided to students | | | | | |
| 12 | The extent of library services provided to school community | | | | | |

2.4.2. Safe and Conducive Learning Environment Domain

| No | Items | VH | H | M | L | V |
|----|--|----|---|---|---|---|
| 1 | The extent of giving attention to female students | | | | | |
| 2 | The extent of school responsiveness to students' with special needs | | | | | |
| 3 | The degree to which students had been demonstrated appropriate behavior | | | | | |
| 4 | The level to which students being responsible, self confident & relaxed | | | | | |
| 5 | The level of student participation in decision making | | | | | |
| 6 | The extent to which adequate latrine were allocated to girls and boys | | | | | |
| 7 | The extent to which classrooms become suitable learning place so as to increase student interest to learn | | | | | |
| 8 | The degree to which school had become safe and secured | | | | | |
| 9 | The extent to which school compound become attractive | | | | | |
| 10 | Availability of clearly defined, consistent and mutually accepted student governing rules and the extent of its practicality | | | | | |
| 11 | The extent of relationship among teachers and students | | | | | |

2.4.3. School Leadership Domain

| No | Items | VH | H | M | L | V |
|----|---|----|---|---|---|---|
| 1 | The extent to which school priorities were reflected in the outlined goals | | | | | |
| 2 | The level to which strategic plan of the school was prepared based self evaluation | | | | | |
| 3 | The extent to which school consistently implemented activities as planned | | | | | |
| 4 | The degree to which school leaders acquainted with school vision, values and ethical guideline to school community | | | | | |
| 5 | The degree to which adequate training opportunities were given to teachers and administrative staffs | | | | | |
| 6 | The degree to which team spirit had been developed among the school community | | | | | |
| 7 | The level of teachers involvement in decision making /promotion of teacher leadership/ | | | | | |
| 8 | The degree to which financial resources were allocated as per the needs & priorities of the school | | | | | |
| 9 | The extent to which human , material & financial recourses were used in a manner that assisted students to achieve higher results | | | | | |
| 10 | The extent to which teachers had become accountable for student achievement/ success/ | | | | | |

2.4.4. Community Participation Domain

| No | Items | VH | H | M | L | V |
|----|--|----|---|---|---|---|
| 1 | The extent of parents' follow-up of their child | | | | | |
| 2 | The extent of participation parents in school events | | | | | |
| 3 | The extent of parents' contribution in fund raising activities to school | | | | | |
| 4 | The extent of external assistance given to school to support school improvement initiative | | | | | |
| 5 | The level of school readiness to give service to the community/e.g. literacy program, use school facility../ | | | | | |
| 6 | The level of schools' willingness to participate in community based rehabilitation programs | | | | | |
| 7 | The degree of school community relationship | | | | | |
| 8 | The extent of parents participation in school SIP process | | | | | |

2.5. In your opinion, around what percent of the school improvement plan was implemented?

- A) Below 50% C) 61%-70% E) 81% -90%
 B) 50%-60% D) 71% -80% F) 91% -100%

2.6. Please describe anything you believe is a major or significant impact of the school improvement initiative on:

a) You:

b) Your colleagues:

c) Students:

d) The school:

Part Three

3. Problems in the Implementation School Improvement Program

3.1. Factors that impede effectiveness of SIP

The following statements are among expected challenges that impeded the implementation of school improvement program in secondary schools of Addis Ababa. Please indicate your level of disagreement or agreement for following statements using the scale:

1=strongly disagree (SD), 2= Disagree (D), 3= Undecided (UD), 4 = Agree (A) and 5= strongly agree (SA)

| No | Items | SD | D | UD | A | SA |
|----|--|----|---|----|---|----|
| 1 | The school failed to stick on the plan | | | | | |
| 2 | There were inadequate manpower | | | | | |
| 3 | Shortage of financial resource/budget/ hampered the implementation of SIP | | | | | |
| 4 | The leadership was not competent enough to lead and coordinate efforts to SIP implementation | | | | | |
| 5 | There were interference of concurrent activities that shadow the implementation of SIP | | | | | |
| 6 | Standards of SIP were redundant that made the planning and implementation process difficult | | | | | |
| 7 | Teachers resistance to SIP was a problem | | | | | |
| 8 | There were low stakeholders involvement in SIP process | | | | | |
| 9 | High turnover of principals hampered the implementation of SIP | | | | | |
| 10 | Lack training on SIP negatively affect the implementation | | | | | |
| 11 | Lack of follow up & supervision on SIP implementation was a problem | | | | | |
| 12 | Lack of incentives as stipulated in the manual decreased stakeholders motivation | | | | | |
| 13 | Inability of School Improvement Committee to play their role was a problem | | | | | |
| 14 | Inability to mobilize stakeholders to utilize local potentials to solve resource related problem had been observed | | | | | |
| 15 | Plan was prepared beyond school capacity/ ambitious planning/ | | | | | |
| 16 | There were problems in information flow | | | | | |
| 17 | There were limitations in professional /technical /support from Woreda, sub city and education bureau | | | | | |

3.2. Please write down any additional factors that impede the effectiveness of school improvement program implementation in your school

3.3. In your opinion what should be done to sustain/continue/ school improvement program?

THANK YOU IN ADVANCE FOR YOUR HELP!

Appendix B

Addis Ababa University

College of Education and Behavioral Studies, Graduate School of Education

Department of Educational Planning and Management

A Questionnaire to Be Completed by Students

General Instruction

School Improvement Program (SIP) had been implemented since 2007 with the overall aim of enhancing student achievement and ensuring quality of education. The attention of this study is assessing what schools were doing for the past three years in improving their schools. The purpose of this questionnaire is to gather information on the implementation of the first phase of school improvement program in secondary schools of Addis Ababa. Analyses of relevant data obtained from field with other sources serve to assess the successes and challenges SIP in Addis Ababa secondary schools.

The information provided in the questionnaire will be treated confidentially and used for academic purposes only. Hence, your genuine contribution will be essential for the success of this study. Thus, the researcher kindly requested your cooperation to respond responsibly and honestly.

Note

1. You need not write your name in any page of the questionnaire
2. Indicate your response in the space provided by putting “√” mark
3. For items that need additional opinions, or explanations, you are kindly requested to write briefly in the space provided.

THANK YOU FOR YOUR HELP!

Part One: General information

1.1. Name of school _____, sub city _____

1.2. Sex: Female Male

1.3. Age: below 15 15-18 19 and above

1.4. Your grade level: 9th 10th 11th 12th

1.5. Please tick the category which best represents your usual average marks/grades. (Select ONE)

A) 80% - 100% D) 50% - 59%

B) 70% - 79% E) Fail/below 50

C) 60% - 69%

1.6. What is the highest level of education you plan to achieve? (Select ONE only.)

a) I don't know

b) Complete secondary school

c) Trained in Technical and vocational education and training/TVET/

d) Join University / Undergraduate Degree (e.g., B.A., B.Sc.)

e) Others specify _____

Part Two: School Improvement Program Implementation

2.1. The following statements are about student involvement in SIP implementation.

Indicate the extent of your participation by putting “√” mark on space provided.

Since attending this school, have you ever:

| No | Items | often | Some times | Never |
|----|--|-------|------------|-------|
| A | Participated at conference or similar school events? | | | |
| B | Been a member school committee that included teachers and/or parents? | | | |
| C | Been involved in developing school plans? | | | |
| D | Been involved in a research (e.g., conducted action research) for your school to solve student related problems? | | | |
| E | Been participated in co-curricular activities? | | | |
| F | Asked to give comment on textbook? | | | |
| G | Been participated in peer teaching, guidance, and other student activities? | | | |

2.2. School Domains

The following lists of activities are part of school improvement plan that schools are expected to implement in four domain at the first phase of SIP. Please rate the extent to which each activity was implemented by putting “√” using the scale: 5= Very High (VH), 4= High (H), 3= Moderate (M), 2= Low (L) and 1= Very Low (VL).

2.2.1. Teaching Learning Domain

| No | Items | VH | H | M | L | V |
|----|---|----|---|---|---|---|
| 1 | The extent to which active learning strategy was practiced by teachers | | | | | |
| 2 | The extent to which students achievement were improved from the initial point | | | | | |
| 3 | The extent to which continuous assessment were applied by teachers | | | | | |
| 4 | The level of support given to students by subject teacher / e.g. tutorial | | | | | |
| 5 | The extent to which teachers' become role model to their students. | | | | | |
| 6 | The degree to which teachers relate the teaching learning process to real life experience of students | | | | | |
| 7 | The level of students participation in the teaching learning process | | | | | |
| 8 | The level of laboratory services provided to students | | | | | |
| 9 | The extent of library services provided to school community | | | | | |

2.2.2. Safe and Conducive Learning Environment Domain

| No | Items | VH | H | M | L | V |
|----|--|----|---|---|---|---|
| 1 | The extent of giving attention to female students | | | | | |
| 2 | The extent of school responsiveness to students' with special needs | | | | | |
| 3 | The degree to which students had been demonstrated appropriate behavior | | | | | |
| 4 | The level to which students being responsible, self confident & relaxed | | | | | |
| 5 | The level of student participation in decision making | | | | | |
| 6 | The extent to which adequate latrine were allocated to girls and boys | | | | | |
| 7 | The degree to which school had become safe and secured | | | | | |
| 8 | The extent to which school compound become attractive | | | | | |
| 9 | Availability of clearly defined, consistent and mutually accepted student governing rules and the extent of its practicality | | | | | |
| 10 | The extent of relationship among teachers and students | | | | | |

2.2.3. School Leadership Domain

| No | Items | VH | H | M | L | V |
|----|--|----|---|---|---|---|
| 1 | The extent to which school priorities were reflected in the outlined goals | | | | | |
| 2 | The level to which strategic plan of the school was prepared based self evaluation | | | | | |
| 3 | The degree to which school leaders acquainted with school vision, values and ethical guideline to school community | | | | | |
| 4 | The level of student involvement in decision making | | | | | |
| 5 | The degree to which team spirit had been developed among the school community | | | | | |
| 6 | The degree to which financial resources were allocated as per the needs & priorities of the school | | | | | |
| 7 | The extent to which teachers had become accountable for student achievement/ success/ | | | | | |

2.2.4. Community Participation Domain

| No | Items | VH | H | M | L | V |
|----|---|----|---|---|---|---|
| 1 | The extent of parents' follow-up of their child | | | | | |
| 2 | The extent of participation parents in school events | | | | | |
| 3 | The extent of parents' contribution in fund raising activities to school | | | | | |
| 4 | The extent of external assistance given to school to support school improvement initiative | | | | | |
| 5 | The level of school readiness to give service to the community/e.g. literacy program, use school facility.../ | | | | | |
| 6 | The extent of parents participation in school SIP process | | | | | |

Part 3 Problems in Implementing School Improvement Program

3.1. Factors that Impeded Effective Implementation of SIP

The following statements are among expected challenges that impeded the implementation of school improvement program in secondary schools of Addis Ababa. Please indicate your level of disagreement or agreement for following statements using the scale:

1=strongly disagree (SD), 2= Disagree (D), 3= Undecided (UD), 4 = Agree (A) and 5= strongly agree (SA).

| No | Items | SD | D | UD | A | SA |
|----|--|----|---|----|---|----|
| 1 | The leadership was not competent enough to lead and coordinate efforts to SIP implementation | | | | | |
| 2 | Teachers resistance to SIP was a problem | | | | | |
| 3 | There were low stakeholders involvement in SIP process | | | | | |
| 4 | High turnover of principals hampered the implementation of SIP | | | | | |
| 5 | Lack training on SIP negatively affect the implementation | | | | | |
| 6 | Lack of incentives as stipulated in the manual decreased stakeholders motivation | | | | | |
| 7 | Inability to mobilize stakeholders to utilize local potentials to solve resource related problem had been observed | | | | | |
| 8 | Plan was prepared beyond school's capacity/ ambitious planning / | | | | | |

3.2. Please specify any additional factors that impede the effectiveness of school improvement program implementation in your school

3.3. What could be done to make this school better for students?

THANK YOU IN ADVANCE FOR YOUR HELP!

Appendix C

Focus Group & Interview Guide for Sub city Teaching –Learning Core Process

Owners, SIC and AAREB

1. What was your contribution in the implementation of SIP
2. Did you evaluate the success of the first phase of SIP implementation
3. What are the major successes of the implementation of SIP (2000 – 2002)
 - a) In teaching learning domain
 - b) Conducive school environment
 - c) School leadership
 - d) Community participation
4. What resources / support have you received to assist in your SI priority
5. How do you see the improvement of student achievement after SIP initiative has been implemented in your school?
6. What activities of the plan were not implemented?
7. What was the contribution of school grant to SIP?
8. What were the major problems encountered by school in the implementation process
9. How did you solve the problems?
10. What were the lesson learned from the first phase SIP implementation
11. How SIP will sustain in your school?
12. What obstacles can you anticipate?

Comment

If you have any additional suggestion, opinion, comment and recommendation you are well come

Thank you

Appendix D

Observation Checklist and Document Review

I. Observation Checklist

Name of school _____ sub city _____

| No | Items | Very good | Good | Fair | Poor | Very poor |
|----|--|-----------|------|------|------|-----------|
| 1 | The school is free from voice and waste pollution | | | | | |
| 2 | School have adequate well furnished offices | | | | | |
| 3 | Availability of separate toilet | | | | | |
| 4 | Availability of play ground | | | | | |
| 5 | Availability of water supply | | | | | |
| 6 | Availability of electricity | | | | | |
| 7 | Existence of recreation centers for both students and staff | | | | | |
| 8 | Library with sufficient reference materials | | | | | |
| 9 | Laboratory with sufficient chemicals & equipments | | | | | |
| 10 | Availability of Pedagogical center | | | | | |
| 11 | Availability ICT laboratories/rooms | | | | | |
| 12 | Availability of school Education Management Information System | | | | | |
| 13 | Availability of school fence | | | | | |
| 14 | School vision, mission and values clearly put on board | | | | | |
| | | | | | | |

II. Documents Analysis

- School improvement plan
- School self evaluation
- Student score/achievement
- SIC minute
- Reports

Appendix E

አዲስ አበባ ዩኒቨርሲቲ

በሥነ ትምህርትና ባህሪ ጥናት ኮሌጅ የሥነ ትምህርት ድህረ ምረቃ ት/ቤት

የትምህርት እቅድና ሥራ አመራር የትምህርት ክፍል

በተማሪዎች የሚሞላ መጠይቅ

አጠቃላይ መመሪያ

የትምህርት ቤት መሻሻል ንግግርም ከ2000 ዓ.ም ጀምሮ በሁሉም ት/ቤቶች በመተግበር ላይ ሲሆን አላማውም የተማሪዎችን ውጤት በማሻሻል የትምህርት ጥራትን መጠበቅ ነው። የዚህ ጥናት ትኩረትም ት/ቤቶች ለአለፉት 3 ዓመታት የት/ቤት መሻሻል ንግግርምን ተግባራዊ በማድረጋቸው የተገኘ ውን ውጤት ለመዳሰስ ነው። ይህ መጠይቅም የተዘጋጀው በአዲስ አበባ ከተማ አስተዳደር ስር በሚረኙ ሁለተኛ ደረጃ ት/ቤቶች በመጀመሪያ ዙር የት/ቤት መሻሻል ንግግርም አፈፃፀም ዙሪያ መረጃ ለመስጠት ነው። የጥናቱ ውጤቱ አስተማማኝ ይሆን ዘንድ ለቀረቡት መጠይቆች እውነተኛ ትክክለኛ ተአማኒነት ያለው መልስ እንድትሰጡ አጥኚው አደራ ይላል።

ማሳሰቢያ

1. በማንኛውም የመጠይቁ ገጾች ላይ ስም መጻፍ አያስፈልግም።
2. በአማራጭነት ለቀረቡት ጥያቄዎች ትክክለኛ ነው ብለህ/ሽ በአመንክበት/ሽበት ፊት ለፊት "✓" ምልክት በማድረግ መልስ/ሽ ።
3. የአንተን/ችን ተጨማሪ አስተያየት ለሚሹ ጥያቄዎች ደግሞ በተቀመጠው ክፍት ቦታ ላይ በአጭሩ ቢጻፉ።

ስለተባበራችሁኝ በቅድሚያ አመሰግናለሁ !!

ክፍል አንድ

1. አጠቃላይ መረጃ

1.1. የት/ ቤቱ ስም _____ ክ/ከተማ _____

1.2. የተማሪው የታ ወንድ ሴት

1.3. እድሜ ከ15 ዓመት በታ 15-18 ዓመት 19 ዓመት እና በላይ

1.4. የክፍል ደረጃ 9ኛ 10ኛ 11ኛ 12ኛ

1.5. የአንተ/ች አማካኝ ውጤት በየትኛው ይካተታል (አንዱን ብቻ ምረጥ/ምረጭ)

A. ከ 80% - 100% D. ከ 50% - 59%

B. ከ 70% - 79% E. ከ 50% በታ

C. ከ 60% - 69%

1.6 በትምህርትህ/ሽ መድረስ የምትፈልገው/ገው ደረጃ

A. አላውቀውም

B. የሁለተኛ ደረጃ ትምህርቱን ማጠናቀቅ

C. ሙያና ቴክኒክ መግባት

D. ዩኒቨርሲቲ መግባት (ቢ.ኤ/ቢ.ኤ.ሲ.)

E. ሌላ ካለ ይገለፅ _____

ክፍል ሁለት

2. የት/ቤት መሻሻል ንግግራም አፈፃፀምን በተመለከተ

2.1 የት/ቤት ማሻሻል እቅድ ትግበራ የተማሪዎች ተሳትፎ

የሚከተሉት ዓረፍተ ነገሮች በትምህርት ቤት መሻሻል ትግበራ ወቅት የተማሪዎችን ተሳትፎ ያሳያሉ። ከተቀመጡት ነጥቦች አኳያ በጉዳዩ ያላችሁን የተሳትፎ መጠን ለማመልከት ከተሰጠው አማራጭ ውስጥ የመረጥከውን/ሽውን የ"√" ምልክት በማድረግ አመልክት/ች።

በትምህርት ቤትህ/ሽ የትምህርት ቤት መሻሻል ዕቅድ መተግበር ከጀመረበት ጊዜ አንስቶ እስካሁን፣

| ተ.ቁ | የተሳትፎ ሁኔታ | በአብዛኛው | አልፎ አልፎ | በፍፁም |
|-----|--|--------|---------|------|
| 1 | በውይይትና መስል ተግባራት ላይ ተሳትፎ | | | |
| 2 | መምህራንና ወላጆች ባለ-በት የኮሚቴ አባል በመሆን | | | |
| 3 | የትምህርት ቤቱን እቅድ በሚዘጋጅበት ወቅት | | | |
| 4 | የትምህርት ቤቱን ችግር ለመፍታት በሚደረግ ጥናትና ምርምር ላይ | | | |
| 5 | በተጓዳኝ ትምህርት ክበባት | | | |
| 6 | ስርዓተ ትምህርቱን በመገምገም ሂደት | | | |
| 7 | ተማሪዎችን በመምከር፣ ለጓደኛ ድጋፍ በማድረግና ሌሎች የተማሪ እንቅስቃሴዎች ላይ | | | |

2.2 ዓብይ የትምህርት ቤት ርዕሰ ጉዳዮች

ከዚህ በታች የቀረቡት በአራቱ አብይ የትምህርት ቤት ርዕሰ ጉዳዮች በእያንዳንዱ ት/ቤት ታቅደው ሲተገበሩ የቆዩ ናቸው። በአብይ ርዕሰ ጉዳዮቹ (Domains) ስር ለቀረቡት አረፍተ ነገሮች በጥሞና ካነበባችሁ በኋላ ከት/ቤታችሁ ተጨባጭ ሁኔታ ጋር በማገናዘብ የአፈፃፀም ደረጃቸውን አሳዩ ። ለዚህም "5" በጣም ክፍተኛ(በከ) "4" ክፍተኛ (ከ) "3" መካከለኛ(መ) "2" ዝቅተኛ (ዝ) "1" በጣም ዝቅተኛ(በዝ) በማለት በጥያቄው ፊት ለፊት የ"√" ምልክት በማድረግ ሙሉ/ይ

2.2.1 መማርና ማስተማር ርዕሰ ጉዳይ

| ተ.ቁ | ዝርዝር ተግባራት | በከ | ከ | መ | ዝ | በዝ |
|-----|---|----|---|---|---|----|
| 1 | የአሳታፊ መማር ማስተማር ዘዴ በስፋት ተግባራዊ የመደረገ ሁኔታ | | | | | |
| 2 | የተማሪዎች ውጤት ከበሬቱ የመሻሻል ሁኔታ | | | | | |
| 3 | ተማሪዎች በተከታታይ ግምገማ ዘዴ የመመዘናቸው ሁኔታ | | | | | |
| 4 | ለተማሪዎች የሚሰጠው ድጋፍ/ማጠናከሪያ ትምህርት/ መጠን መጨመሩ | | | | | |
| 5 | መምህራን ለተማሪዎች አርአያ የመሆናቸው ደረጃ | | | | | |
| 6 | መምህራን የሚሰጡት ትምህርት ተጨባጭና ከአካባቢያቸው ጋር የተዛመደ የመደረገ ሁኔታ | | | | | |
| 7 | ተማሪዎች በመማር ማስተማሩ ሂደት በንቃት የመሳተፋቸው ደረጃ | | | | | |
| 8 | የቤተ መ-ክራ አገልግሎት መጠን | | | | | |
| 9 | የቤተ መፅሐፍት አገልግሎት ሁኔታ | | | | | |

2.2.2 ምቹ የትምህርት ሁኔታና አካባቢ አብይ ርዕሰ ጉዳይ

| ተ.ቁ | ዝርዝር ተግባራት | በከ | ከ | መ | ዝ | በዝ |
|-----|---|----|---|---|---|----|
| 1 | ትምህርት ቤቱ ለሌት ተማሪዎች ምቹ ሁኔታ የመፍጠሩ ሁኔታ | | | | | |
| 2 | ትምህርት ቤቱ ለልዩ ፍላጎት ተማሪዎች ትኩረት የመስጠቱ ሁኔታ | | | | | |
| 3 | ተማሪዎች ተገቢ ባህሪያትን የመላበሳቸው ደረጃ | | | | | |
| 4 | ተማሪዎች በራሳቸው የሚተማሙና ኃላፊነት የሚሰማቸው የመሆናቸው ሁኔታ | | | | | |
| 5 | ተማሪዎች የውሳኔ ሰጭነት የመሳተፍ ደረጃ | | | | | |
| 6 | ለሌትና ለወንድ ተማሪዎች የተለየ ሽንት ቤት የመደራጀቱ ሁኔታ | | | | | |
| 7 | ት/ቤቱ ምቹና ፀጥታው የተጠበቀ የመሆኑ ሁኔታ መጠን | | | | | |
| 8 | የት/ቤቱ ግቢ ሳቢና ማራኪ የመሆኑ | | | | | |
| 9 | ተማሪዎች የሚመሩባቸው ተፈፃሚነት ያለው ህግና ደንብ ትምህርት ቤቱ መኖሩና የተግባራዊነቱ ደረጃ | | | | | |
| 10 | በተማሪዎችና መምህራን መካከል ያለው ግንኙነት አወንታዊ መሆኑ | | | | | |

2.2.3 የትምህርት ቤት አመራር አብይ ርዕሰ ጉዳይ

| ተ.ቁ | ዝርዝር ተግባራት | በክ | ከ | መ | ዝ | በዝ |
|-----|---|----|---|---|---|----|
| 1 | ትምህርት ቤቱ አላማ በትኩረት አቅጣጫ (Priority) በእቅድ ላይ የመንግሥት ሁኔታ | | | | | |
| 2 | የትምህርት ቤቱ ስትራቴጂክ እቅድ ሲዘጋጅ በግለ ግምገማ መነሻነት መሆኑ | | | | | |
| 3 | የትምህርት ቤቱ አመራር ሰለ ት/ቤቱ ራዕይ እሴት የሥነ ምግባር መርሆዎች እና አላማ ለሁሉም የት/ቤቱ ማህበረሰብ እንዲሰርጸ የማድረግ ደረጃ | | | | | |
| 4 | ተማሪዎች በት/ቤቱ የአመራር ሰጭነት ሚና እንዲኖራቸው የመደረጉ ሁኔታ | | | | | |
| 5 | በትምህርት ቤቱ የቡድን መንፈስ /አጋርነት/ የመዳበሩ ደረጃ | | | | | |
| 6 | የትምህርት ቤቱ በጀት ለትምህርት ቤቱ ፍላጎትና ቅድሚያ ትኩረት ለሚሰጣቸው ተግባራት የመዋሉ ሁኔታ | | | | | |
| 7 | መምህራን ለተማሪዎች ውጤት መሻሻል ተጠያቂ የመሆናቸው ደረጃ | | | | | |

2.2.4 የህብረተሰብ ተሳትፎ አብይ ርዕሰ ጉዳይ

| ተ.ቁ | ዝርዝር ተግባራት | በክ | ከ | መ | ዝ | በዝ |
|-----|--|----|---|---|---|----|
| 1 | ወላጆች ለልጆቻቸው የሚደረጉት ከትትል ደረጃ | | | | | |
| 2 | ትምህርት ቤቱ በሚያዘጋጀው ዝግጅት ላይ የሚገኙ ወላጆች ቁጥር የመጨመር ሁኔታ | | | | | |
| 3 | የወላጆች ለትምህርት ቤቱ የሚያደርጉት የገንዘብ ድጋፍ የመጨመር ሁኔታ | | | | | |
| 4 | ለትምህርት ቤቱ የማደረግ ውጫዊ ድጋፍ /External support/ ደረጃ | | | | | |
| 5 | ትምህርት ቤቱ ለአካባቢው ማህበረሰብ አገልግሎት መስጠቱ (ምሳሌ የትምህርት ቤቱን አዳራሽ፣ ወንበር፣ እና ሌሎች ፋሲሊቲዎች እንዲጠቀሙ የመደረጉ) | | | | | |
| 6 | ወላጆች በትምህርት ቤት መሻሻል እቅድና ትግበራ በንቃት የመሳተፋቸው ደረጃ | | | | | |

ክፍል ሶስት

የትምህርት ቤት መሻሻል እቅድን ትግበራ ወቅት የሚያጋጥሙ ችግሮች

3.1. የትምህርት ቤት መሻሻል እቅድ ውጤታማ እንዳይሆን የሚያደርጉ ሁኔታዎች

ከዚህ በታች የተዘረዘሩት ችግሮች የት/ቤት መሻሻል ኘሮግራም ውጤታማ እንዳይሆን ከሚያደርጉ ችግሮች /ተግዳሮት/ ውስጥ ሊካተቱ የሚችሉ ናቸው። እነዚህ ችግሮች ምን ያህል የኘሮግራሙን ተግባራዊነት እንደሚገቱና በአንተ/ች እምነት ይህ ችግር በትምህርት ቤትህ/ሽ ላይ ያለውን አሉታዊ ተፅዕኖ "በጣም እስማማለሁ" ፣ "እስማማለሁ" "እርግጠኛ አይደለሁም"፣ "አልስማማም" እና "በጣም አልስማማም" በማለት በጥያቄው ትይዩ " ✓" ምልክት በማድረግ ግለፅ/ጭ

| ተ. ቁ | ተግዳሮት /ገች ጉዳዮች/ | በጣም እስማማ ለሁ. | እስማማ ለሁ. | እርግጠኛ አይደለሁም | አልስማማም | በጣም አልስማማም |
|------|--|--------------|----------|--------------|--------|------------|
| 1 | የአመራር ብቃት ማነስ | | | | | |
| 2 | መምህራን የትምህርት ቤት መሻሻል ንግግራምን አለመበቀል/መቃወም/ | | | | | |
| 3 | የባለድርሻ አካላት የተሳተፎ መጠን ዝቅተኛ መሆን | | | | | |
| 4 | በየጊዜው የርዕስ መምህራን መቀያየር | | | | | |
| 5 | በትምህርት ቤት መሻሻል ዙሪያ በቂ ስልጠና አለመሰጠቱ | | | | | |
| 6 | የማበረታቻ/ማትጊያ/ ስርዓት አለመኖሩ | | | | | |
| 7 | ንቅናቄ በመፍጠር ሁለት ማሰባሰብ አለመቻሉ | | | | | |
| 8 | ትምህርት ቤቱ ሊፈፀመው ከሚችለው በላይ የሆነ እቅድ መዘጋጀቱ | | | | | |

3.2 የትምህርት ቤት መሻሻል ንግግራም ውጤታማ እንዳይሆን ያደረጉ ተጨማሪ ችግሮችን ያጻፉ/ፊ

3.3 ትምህርት ቤቱ ለተማሪዎች የተሻለ የትምህርት ማዕከል ለማድረግ ምን መሠራት አለበት?

ስለትብብራችሁ በቅድሚያ የላቀ ምስጋናየን አቀርባለሁ!!

Appendix F

Sample Population

| Students | | | | | | | | | | | | | | |
|------------------|-----------------|---------|------|------|----------|------|------|----------|------|------|----------|------|------|-------|
| Sub city | Name of Schools | Grade 9 | | | Grade 10 | | | Grade 11 | | | Grade 12 | | | Total |
| | | M | F | T | M | F | T | M | F | T | M | F | T | |
| Akaki kaliti | Derartutulu | - | - | - | - | - | - | 330 | 374 | 704 | 288 | 290 | 578 | 1282 |
| | Beseka | 420 | 466 | 886 | 357 | 352 | 709 | - | - | - | - | - | - | 1595 |
| | Bulbula | 340 | 428 | 768 | 224 | 278 | 502 | - | - | - | - | - | - | 1270 |
| Kolfe Kerenio | Ayer tena | 384 | 420 | 804 | 500 | 580 | 1080 | 326 | 496 | 822 | 253 | 367 | 620 | 3326 |
| | Kolfe | 505 | 502 | 1007 | 392 | 419 | 811 | | | | | | | 1818 |
| | Millennium | 303 | 315 | 618 | 269 | 242 | 511 | 273 | 356 | 629 | 227 | 330 | 557 | 2315 |
| Nefas Silk Lafto | Sedil | 280 | 315 | 595 | 209 | 247 | 456 | - | - | - | - | - | - | 1051 |
| | Ginbot 20 | 238 | 246 | 484 | 271 | 197 | 468 | 107 | 196 | 303 | - | - | - | 1255 |
| | Higher 23 | - | - | - | - | - | - | 428 | 504 | 932 | 171 | 357 | 528 | 1460 |
| | Total | 2470 | 2692 | 5162 | 2222 | 2315 | 4537 | 1464 | 1926 | 3390 | 939 | 1344 | 2283 | 15372 |

| Staffs | | | | | | | | | | | | | | |
|------------------|--------------|---------------|---|----|-----------------|-----|-----|---------|---|---|-------|-----|------|--|
| Sub city | Schools | Master degree | | | Bachelor degree | | | Diploma | | | Total | | | |
| | | M | F | T | M | F | T | M | F | T | M | F | T | |
| Akaki kaliti | Derartu tulu | 6 | 2 | 8 | 66 | 8 | 74 | - | - | - | 72 | 10 | 82 | |
| | Beseka | - | - | - | 60 | 19 | 79 | - | - | - | 60 | 19 | 79 | |
| | Bulbula | - | - | - | 70 | 19 | 89 | - | - | - | 70 | 19 | 89 | |
| Kolfe Kerenio | Ayer tena | 4 | - | 4 | 89 | 26 | 115 | - | - | - | 93 | 26 | 119 | |
| | Kolfe | 2 | - | 2 | 68 | 11 | 79 | - | - | - | 70 | 11 | 81 | |
| | Millennium | 3 | - | 3 | 81 | 28 | 109 | - | - | - | 84 | 28 | 112 | |
| Nefas silk Lafto | Sedil | - | - | - | 57 | 14 | 71 | - | - | - | 57 | 14 | 71 | |
| | Ginbot 20 | - | - | - | 44 | 16 | 60 | - | - | - | 44 | 16 | 60 | |
| | Higher 23 | - | - | - | 72 | 11 | 83 | - | - | - | 72 | 11 | 83 | |
| | Total | 15 | 2 | 17 | 607 | 152 | 759 | - | - | - | 622 | 154 | 776* | |

*NB school leaders are included here; therefore 776-27=749 is the number of teachers

ADDIS ABABA EDUCATION BUREAU
Distribution of General Education Quality Improvement Program (GEQIP) School
Grant Share Based On 2000 Ethiopian Academic Calendar

ድገማ የሚሰጣቸው የት/ቤቶች ዓይነት/ Ownership : Government + Public

| ተ.ቁ. | ክፍለ ከተማ | የመጀመሪያ ደረጃ/Primary | | 2ኛ ደረጃ/ Secondary | | መሰረታዊ ትምህርት/ABE | | አጠቃላይ የተመደበ የገንዘብ መጠን ብር |
|------|----------|--------------------|-----------------------------|-------------------|-----------------------------|-----------------|-----------------------------|--------------------------|
| | | የተማሪዎች ብዛት | የተመደበ ገንዘብ መጠን (በተማሪ 15 ብር) | የተማሪዎች ብዛት | የተመደበ ገንዘብ መጠን (በተማሪ 20 ብር) | የተማሪዎች ብዛት | የተመደበ ገንዘብ መጠን (በተማሪ 15 ብር) | |
| 1. | አዲስ ከተማ | 25230 | 378450 | 8195 | 163900 | 5465 | 81975 | 624,325 |
| 2. | አቃቂ ቃሊቲ | 23664 | 354960 | 5749 | 114980 | 4998 | 74970 | 544,910 |
| 3. | አራዳ | 24582 | 368730 | 12088 | 241760 | 4740 | 71100 | 681,590 |
| 4. | ቦሌ | 19614 | 294210 | 7057 | 141140 | 6726 | 100890 | 536,240 |
| 5. | ጉሰሌ | 27608 | 414120 | 13385 | 267700 | 5179 | 77685 | 759,505 |
| 6. | ቂርቆስ | 23960 | 359400 | 10093 | 201860 | 4481 | 67215 | 628,475 |
| 7. | ኮልፌ ቀራንዬ | 46548 | 698220 | 8721 | 174420 | 8247 | 123705 | 996,345 |
| 8. | ልደታ | 23163 | 347445 | 5999 | 119980 | 4350 | 65250 | 532,675 |
| 9. | ንፋስ ስልክ | 32690 | 490350 | 9379 | 187580 | 4524 | 67860 | 745,790 |
| 10. | የካ | 32175 | 482625 | 10304 | 206080 | 6816 | 102240 | 790,945 |
| | ድምር | 279,234 | 4,188,510 | 90,970 | 1,819,400 | 55,526 | 832,890 | 6,840,800 |
| | የካ | 1055 | 15,825 | - | - | - | - | 15,825 |
| | ኮልፌ ቀራንዬ | - | - | *337 | *6745 | - | - | 6,745 |
| | ጠቅላላ ድምር | 280,289 | 4,204,335 | 91,307 | 1,826,145 | 55,526 | 832,890 | 6,863,370 |

የ2002 ዓ/ም የ3ኛ እና 4ኛ ሩብ አመት የትምህርት ቤት ድጎማ በጀት ክፍፍል በክፍለ ከተማ (2002 E.C Q3 and Q4 school Grant Breakdown by Sub-City)

| ተ.ቁ. | ክፍለ ከተማ | የመጀመሪያ ደረጃ ት/ቤት (የመንግስትና ህዝብ) | | ሁለተኛ ደረጃ ት/ቤት (የመንግስትና ህዝብ) | | የመሰረታዊ ትምህርት ጣቢያ | | ጠቅላላ የትምህርት ድጎማ የገንዘብ መጠን ብር |
|------|-------------|-------------------------------|---------------------|-----------------------------|---------------------|------------------------|---------------------|------------------------------|
| | | ተማሪዎች ብዛት (በ2001 ዓ/ም) | የተመደበው የገንዘብ መጠን ብር | የተማሪዎች ብዛት (በ2001 ዓ/ም) | የተመደበው የገንዘብ መጠን ብር | የተማሪዎች ብዛት (በ2001 ዓ/ም) | የተመደበው የገንዘብ መጠን ብር | |
| 1 | አዲስ ከተማ | 23337 | 195097.3 | 6634 | 73969 | 6466 | 54055.76 | 323122.2 |
| 2 | አቃቂ ቃለቲ | 24202 | 202328.7 | 6831 | 76166 | 3277 | 27395.72 | 305890.1 |
| 3 | አራዳ | 22937 | 191753.3 | 12353 | 137736 | 4085 | 34150.6 | 363639.9 |
| 4 | ቦሌ | 19772 | 165293.9 | 6849 | 76366 | 5965 | 49867.4 | 291527.7 |
| 5 | ጉለሌ | 26912 | 224984.3 | 11485 | 128058 | 6339 | 52994.04 | 406036.1 |
| 6 | ቂርቆስ | 20404 | 170577.4 | 9904 | 110430 | 2558 | 21384.88 | 302391.9 |
| 7 | ኮልፌ ቀራኒያ | 46495 | 388698.2 | 9835 | 109660 | 5945 | 49700.2 | 548058.7 |
| 8 | ልደታ | 19346 | 161732.6 | 7047 | 78574 | 3407 | 28482.52 | 268789.1 |
| 9 | ንፋስ ስልክ ላፍቶ | 29426 | 246001.4 | 8578 | 95645 | 1694 | 14161.84 | 355807.9 |
| 10 | የካ | 33569 | 280636.8 | 8871 | 98912 | 5932 | 49591.52 | 429140 |
| | ድምር | 266400 | 2,227,104 | 88387 | 985,515 | 45668 | 381,784.5 | 3,594,404 |

መግለጫ፡ ይህ የድጎማ በጀት መጀመሪያ ከተለቀቀው በጀት አነስተኛ በመሆኑ ስለቱ የተሰጠው በት/ቤቶች በድጎማ በጀት መመሪያ መሰረት ለመጀ/ደረጃ ት/ቤቶችና ለመሰረታዊ ትምህርት ጣቢያዎች ብር 15 እንዲሁም ለሁለተኛ ደረጃ ት/ቤቶች ብር 20 በሚለው መነሻ በ2001 የመንግስትና የህዝብ ት/ቤቶች ተማሪ ንጽጽር ሲሆን በዚህ መሰረት ለመጀመሪያ ደረጃና ለመሰረታዊ ትምህርት ጣቢያዎች በተማሪ ቁጥር ብር 8.36 እንዲሁም ለሁለተኛ ደረጃ ት/ቤቶች ብር 11.15 ይሆናል።

Appendix H

Raw Data

| No | Teaching and Learning Domain | VH | H | M | L | VL | T |
|----|--|-----|-----|-----|----|----|-----|
| 1 | The extent to which active learning strategy was practiced by teachers | 103 | 137 | 71 | 7 | 11 | 329 |
| 2 | The degree to which action research was conducted by school community to solve school problems. | 5 | 24 | 54 | 22 | 23 | 128 |
| 3 | The level of teachers participation in professional development programs | 49 | 40 | 36 | 1 | 2 | 128 |
| 4 | The extent to which students achievement were improved from the initial point | 59 | 123 | 94 | 42 | 11 | 329 |
| 5 | The extent to which continuous assessment were applied by teachers | 64 | 100 | 109 | 31 | 25 | 329 |
| 6 | The extent of evaluation of curriculum material (e.g. text, teachers guide) by teachers | 11 | 32 | 27 | 36 | 22 | 128 |
| 7 | The level of support given to students by subject teacher / e.g. tutorial/ | 118 | 89 | 78 | 28 | 16 | 329 |
| 8 | The extent to which teachers' become role model to their students. | 59 | 97 | 96 | 38 | 39 | 329 |
| 9 | The degree to which teachers relate the teaching learning process to real life experience of students | 55 | 109 | 107 | 43 | 15 | 329 |
| 10 | The level of students participation in the teaching learning process | 62 | 84 | 114 | 53 | 18 | 329 |
| 11 | The level of laboratory services provided to students | 20 | 50 | 77 | 84 | 98 | 329 |
| 12 | The extent of library services provided to school community | 63 | 72 | 75 | 66 | 53 | 329 |
| | Safe and Conducive Environment Domain | VH | H | M | L | VL | T |
| 1 | The extent of giving attention to female students | 124 | 118 | 59 | 18 | 10 | 329 |
| 2 | The extent of school responsiveness to students' with special needs | 52 | 84 | 97 | 62 | 34 | 329 |
| 3 | The degree to which students had been demonstrated appropriate behavior | 20 | 74 | 140 | 69 | 25 | 328 |
| 4 | The level to which students being responsible, self confident & relaxed | 37 | 82 | 113 | 81 | 16 | 329 |
| 5 | The level of student participation in decision making | 64 | 87 | 101 | 54 | 23 | 329 |
| 6 | The extent to which enough latrine were allocated to girls and boys | 159 | 101 | 39 | 23 | 7 | 329 |
| 7 | The extent to which classrooms become suitable learning place so as to increase student interest to learn | 23 | 43 | 46 | 13 | 3 | 128 |
| 8 | The degree to which school had become safe and secured | 113 | 86 | 86 | 27 | 17 | 329 |
| 9 | The extent to which school compound become attractive | 69 | 75 | 86 | 49 | 50 | 329 |
| 10 | Availability of clearly defined, consistent and mutually accepted student governing rules and the extent of its practicality | 89 | 95 | 76 | 44 | 16 | 329 |

| | | | | | | | |
|----|---|-----------|----------|----------|----------|-----------|----------|
| 11 | The extent of relationship among teachers and students | 73 | 90 | 110 | 36 | 19 | 328 |
| | School Leadership Domain | VH | H | M | L | VL | T |
| 1 | The extent to which school priorities were reflected in the outlined goals | 75 | 136 | 83 | 22 | 13 | 329 |
| 2 | The level to which strategic plan of the school was prepared based self evaluation | 44 | 116 | 96 | 48 | 25 | 329 |
| 3 | The extent to which school consistently implemented activities as planned | 21 | 44 | 46 | 14 | 3 | 128 |
| 4 | The degree to which school leaders acquainted with school vision, values and ethical guideline to school community | 83 | 91 | 94 | 45 | 16 | 329 |
| 5 | The degree to which adequate training opportunities were given to teachers and administrative staffs | 24 | 36 | 43 | 12 | 13 | 128 |
| 6 | The degree to which team spirit had been developed among the school community | 48 | 99 | 105 | 50 | 27 | 329 |
| 7 | The level of teachers involvement in decision making /promotion of teacher leadership/ | 42 | 99 | 95 | 65 | 28 | 329 |
| 8 | The degree to which financial resources were allocated as per the needs & priorities of the school | 40 | 82 | 108 | 63 | 36 | 329 |
| 9 | The extent to which human , material & financial recourses were used in a manner that assisted students to achieve higher results | 15 | 44 | 38 | 25 | 6 | 128 |
| 10 | The extent to which teachers had become accountable for student achievement/ success/ | 90 | 114 | 75 | 25 | 25 | 329 |
| | Community Participation Domain | VH | H | M | L | VL | T |
| 1 | The extent of parents' follow-up of their child | 61 | 130 | 75 | 36 | 27 | 329 |
| 2 | The extent of participation parents in school events | 39 | 83 | 110 | 67 | 30 | 329 |
| 3 | The extent of parents' contribution in fund raising activities to school | 49 | 86 | 97 | 53 | 44 | 329 |
| 4 | The extent of external assistance given to school to support school improvement initiative | 34 | 82 | 112 | 63 | 38 | 329 |
| 5 | The level of school readiness to give service to the community/e.g. literacy program, use school facility.../ | 22 | 71 | 94 | 89 | 53 | 329 |
| 6 | The level of schools' willingness to participate in community based rehabilitation programs | - | 26 | 48 | 40 | 14 | 128 |
| 7 | The degree of school community relationship | 20 | 67 | 35 | - | 6 | 128 |
| 8 | The extent of parents participation in school SIP process | 72 | 117 | 96 | 37 | 7 | 329 |

NB: VH =Very High, H= High, M =Moderate, L= Low and VL= Very Low

Declaration

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


Name: Dr. Abdulaziz Hussien

Signature: 

Date: April 21, 2011

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

Name: Mohammed Seid Yimam

Signature: 

Date: April 21, 2011