

**PRACTICES AND PROBLEMS OF IMPLEMENTING SCHOOL
IMPROVEMENT PROGRAM: THE CASE OF PRIMARY
SCHOOLS IN SOUTH EAST ZONE OF
TIGRAY REGIONAL NATIONAL STATE**

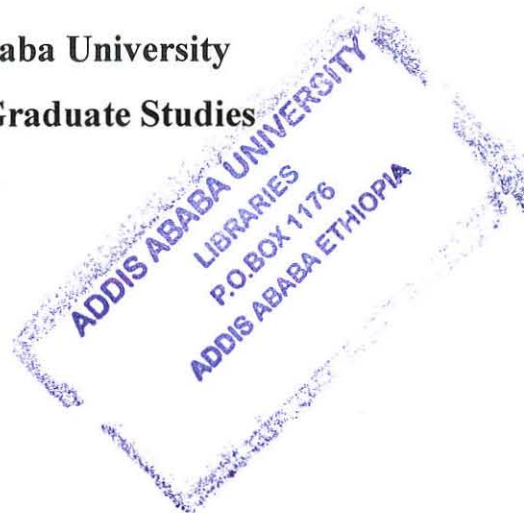
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**By
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Acronyms and Abbreviations

ACT	Australia Capital Territory
AERA	American Educational Research Association
BA/BSc	Bachelor of Art or Bachelor of Science
CPD	Continuous Professional Development
ESDP	Educational Sector Development Program
FICSI	Foundation for International Collaboration on School Improvement
GEQIP	General Education Quality Improvement Program
ICSEI	International Congress for School Effectiveness and Improvement
ICT	Information and Communications Technology
IQEA	Improving the Quality of Education for All
ISIP	International School Improvement Project
MA/MSc	Master of Arts or Master of Science
MoE	Ministry of Education
NCSL	National College for School Leadership
PTSA	Parent Teacher Student Association
SER	School Effectiveness Research
SIP	School Improvement Program
TDP	Teachers Development Program
TGE	Transitional Government of Ethiopia
WEOS	Woreda Education Office Supervisor

ABSTRACT

The purpose of this study was to assess the practices and problems of implementing school improvement program in second cycle primary schools of South East Zone of Tigray Regional National State. To accomplish this purpose, the study employed a descriptive survey method. South East Zone has four woredas. Out of these woredas, three woredas, namely Seharti Samre, Enderta and Hintalo Wejerat were randomly selected to have an equal chance of being selected. Thus, two primary schools from woreda Seharti Samre, three primary schools from Enderat and four primary schools from Hintalo wajerat, that is, a total of nine second cycle primary schools were selected using random sampling technique. In addition, 108(82%) school teachers using stratified random sampling able to get more precise information; 36(44%) Parent Teacher Student Association (PTSA) members using purposive sampling; 180(4%) of students with the possible inclusion of both sexes were selected purposefully from each second cycle primary schools and grade levels who made school self – evaluation and since these students understand the questionnaire to reply and 6 cluster school supervisors and 6 woredas supervisors were selected using purposive sampling. The data gathering instruments included questionnaires, interviews, document reviews and observation of classrooms and school environments. Data obtained through questionnaires were quantitatively described and interpreted using frequency counts, percentages, mean values and chi-square tests. The result of the study indicated that: the school improvement program during its preparation was lack of awareness or clear understanding with relative weighted mean value of 2.92; the practices of school improvement domains have been implemented moderately in line with the school improvement program framework based on each performance indicators with relative weighted mean values of 3.52 (except school community involvement domain with relative weighted mean of 3.18, which is near to the average values); considerable number of activities for school improvement conditions lack the necessary awareness about their practices; and majority of problems encountered in implementing school improvement activities had been negatively affect the school improvement program with relative weighted mean values of 2.51. Furthermore, it can be concluded that there is lack of clear understanding in implementing of school improvement domains; low involvement or commitment of school communities and stakeholders and poor system of monitoring and evaluation mechanism hinder proper implementation of school improvement program. Finally, it is recommended that the regional education bureau, the woreda education office in collaboration with NGOs, universities and colleges need to take wise decision making to provide long and short term trainings to enhance the practice of school improvement program and schools should also provide short term trainings and experience sharing activities. Besides, school leaders and supervisors collaboration with school teachers should exert maximum effort in providing effective learning outcomes.

CHAPTER ONE

1. Introduction

1.1 Background of the Study

A school is a social organization with an important role to play in the society. As in other organizations, a school prescribes many of the activities of its individual and members. Thus, schools are the “formal agencies of education” where the future citizens are shaped and developed through the process of teaching and learning. So schools need to help all students to develop their potentials to the fullest level. This requires the effectiveness and commitment of all the stakeholders particularly of the teachers and the school leadership and management (Dodd and Konzal, 2002). Therefore, schools must improve their basic functions of teaching and learning process aiming at helping and improving all students to raise their broad outcomes through school improvement program.

Accordingly, the International School Improvement Project (ISIP) developed by a consortium of fourteen countries to focus on school improvement has come up with the following definitions: School improvement is a systematic, sustained effort aimed at change in learning conditions and other related internal conditions in one or more schools, with the ultimate aim of accomplishing educational goals more effectively (Van Velzen et al. 1985 in Reynolds, 1996).

Strengthening this idea, ‘Improving the Quality of Education for All’ (IQEA) (cited in Hopkins, 2002) asserted that, school improvement project has, over the last twelve years, produced and evaluated a model of development that strengthens the schools’ ability for providing high quality education for all by building their pupils on existing good practice. School improvement program works on the assumption that schools are most likely to strengthen their ability to provide enhanced outcomes for all pupils when they adopt ways of working that are consistent both with their own aspirations as a school community and the current reform agenda (Hopkins, 2002:21).

At American Educational Research Association (AERA) conference 1992 in San Francisco, the board of the Foundation for International Collaboration on School Improvement (FICSI)

decided it would be useful to make formal links with other networks. The connection of International Congress for School Effectiveness and Improvement (ICSEI) made it possible to bring together for the first time two different ways of approaching the phenomenon of creating more effective schools. These include involving on the one hand the research knowledge on effectiveness and on the other hand the practical and research knowledge about school improvement (Reynolds, 1996).

In addition, the school improvement research field has become a powerful influence in both educational policy and practice. The message that schools make a difference has provided the rationale for various school improvement programs and reform efforts (Harris, 2002). These have varied in scope and scale but all have been focused upon increasing student performance and achievement (Harris, 2002). One common way in which governments across many countries have sought to improve schools is through restructuring the education system. Within the United States, in particular, school restructuring has been a central component of educational reform and has dominated school improvement efforts (Ibid, 2002:6).

According to Hopkins' (2002 in Gamage, 2006) approach to educational change leading to the enhancement of student outcomes or school improvement as well as strengthening the school's capacity for managing change is based on the need to change the school culture as an important factor in school improvement. Even Barth (1990 in Gamage, 2006) asserts that what needs to be improved about schools is their culture by affecting changes to the quality of interpersonal relationships and the nature and quality of learning experiences. Stoll and Fink (1996 in Gamage, 2006) concurring with the above position, suggest that there is a need for supporting organizational conditions as a part of the focus on improving student outcomes. These conditions include need for capacity building by determining a clear direction while developing strategies that enable a school to achieve its goal. The school should also have the ability to address those school-based conditions that will facilitate change to be effected and the monitoring and evaluation of progress towards the realization of the shared vision of the school.

As indicated by the MoE, to alleviate the problems observed on the general education system, the MoE designed General Education Quality Improvement Program (GEQIP), which includes

As Edmonds, (1979 cited in Hulpia, 2005:5) who has listed salient features of effective schools: a strong leadership, high expectations of pupils' achievement, an orderly atmosphere conducive to learning, an emphasis on basic-skill acquisition, and frequent monitoring of students' progress.

To summarise, the current effectiveness research focuses on the effectiveness of education, and context, school, teacher and classroom characteristics are taken into account. This kind of research is guided by integrated research models (Hulpia, 2005:7). . In current effectiveness research attention is also paid to international studies. Reynolds (2000 cited in Hulpia, 2005) states: "The benefits of international studies are potentially very great - in the chance to examine a greater range of educational factors and in the chance to generate middle range theory based upon the analyses generated by seeing which effectiveness factors are important in which country cultural contexts" (Hulpia, 2005:7).

2.1.2 Historical Development of School Improvement

In North America, particularly within the United States, there exists perhaps the closest of the international relationships between school effectiveness and school improvement. Over half of American school districts are currently running improvement programs based upon, or linked to, the school effectiveness knowledge base. In addition, Stoll and Fink (1989) also describe that: Canada, likewise, there are programs which involve the utilization of school effectiveness knowledge within school improvement programs.

According to Hopkins & Reynolds (2001 cited in Hulpia, 2005:4), the historical development of the school improvement movement can be described in five stages. The first stage is set in the mid 1960s and labeled as the curriculum reform movement. It was characterized by an emphasis on the adoption of fitting curriculum materials for schools. This reform movement failed to have a long-lasting impact on teaching since teachers were not involved in the production process and in-service training for teachers was often rudimentary. Also, hardly questions were asked about what was expected to happen after the adoption of the new curriculum materials.

The second stage reflected a period of documenting the failure of the initial school improvement research approach. As Fullan (1989 cited in Hulpia, 2005:4), for instance, states:

“We learned more about what not to do than anything else (don’t ignore local needs; don’t introduce complex, vague innovations, don’t ignore training needs; don’t ignore local leaders and opinion makers; and so forth.)”. It became apparent that the implementation of changes was a complex and lengthy process that required a sensitive combination of strategic planning, individual learning and teacher commitment.

During the third phase, a series of several successful school improvement projects were set up and studied. Evidence of success was defined as increases in student achievement, degree of institutionalization or teacher practical mastery, teacher change and teacher commitment. Much was learned about the “dynamics of change” in the projects; however, the clear descriptions were not very helpful to manage the change processes (Fullan, 1989 cited in Hulpia, 2005:5).

The shortcomings of the former stage are dealt within the next developmental stage of the school improvement research. Researchers and practitioners tried to relate their knowledge about dynamics of change to the school realities. There is a shift from the “study of change” to the actual participation in school development. Attention is paid to influencing changes in the educational processes instead of focusing solely on school management issues or organizational characteristics. A bottom up approach is applied, in which problem owners at the school level are actively involved in implementing improvement attempts.

In current school improvement research, attention is paid to focus on school level and the classroom level. There is an emphasis on changing both school processes and pupil outcomes. Staff development, capacity-building, medium-term strategic planning, change strategies which utilize pressure and support and the intelligent use of external support agencies are considered to be of importance. Current school improvement research adopts a mixed methodological orientation in which bodies of quantitative data plus qualitative data are used to determine quality. These data are also passed on to the schools. As such, feedback-loops can be developed to support improvement processes of schools (Hulpia, 2005:6).

According to Van Velzen et al., (1985, in Hulpia, 2004:7), school improvement relies on a number of assumptions. These are: “the school is the centre of change. Reforms need to be sensitive to the context of the individual school and classroom; there is a systematic approach

to change. School improvement is a carefully planned and managed process; the key focuses for change are the internal conditions of schools. These include for example the teaching-learning activities in the school, the schools' procedures, role allocations and resource use that support the teaching and learning process; schools must accomplish educational goals more effectively. The educational goals reflect the mission of the school. This suggests a broader definition of outcomes than scores on achievement tests. Schools also have to serve the more general developmental needs of students, the professional development needs of teachers and the needs of the community; there is a multi-level perspective. If quality has to be achieved, then the school is embedded in an educational system that works collaboratively. The roles of all actors should be defined and committed to the process of school improvement; integrated implementation strategies are used. There is a link between top down and bottom up strategies. The former strategy provides a framework, resources and alternatives; the latter provides the energy and the school-based implementation and there is a drive towards institutionalization. Implementation must be a part of the natural behavior of the actors" (Ibid: 7).

Underlying the two distinctive bodies of scholarship and the separation the two groups of scholars are tow very distinctive intellectual traditions and histories. School improvement in the 1960s and 1970s had a number of paradigmatic characteristics, as shown in the following table:

Table 2.1: Characteristics of two School Improvement Paradigms

Characters	1960s	1970s
Orientation	Top down	Bottom up
Knowledge base	Elite knowledge	Practitioner knowledge of 'folk lore'
Targeting	Organization or curriculum base	Process based
Outcomes	Pupil outcome oriented	School process oriented
Goals	Outcomes as given	Outcomes problematic, to be discussed
Focus	School focus	Teacher focused
Methodology of evaluation	'Hard' quantitative evaluation	'Soft' naturalistic, qualitative evaluation
Site	Course, outside school	School
Focus	Part of the school	The whole school

Source: (Dimmock, 1993:188)

2.1.3 Controversies about School Effectiveness Research

The school effectiveness approach has provoked a number of controversies in the literature. Three types of criticisms have been raised: methodological, ideological and pragmatic criticisms (Hulpia, 2004). From a methodological point of view four issues of concern are being discussed. First, the school effectiveness paradigm adopts a very mechanistic methodology and an instrumentalist approach to educational processes that fits into the 'school accountability' movement; school effectiveness research, when it comes to student performance-builds mainly on performance tests that reflect a narrow knowledge domain: mathematics and literacy tests. Moreover, mostly only cognitive skills are being measured. This emphasis on examination results and test scores as key performance indicators results in a narrow analysis of what is considered as a good school; there are concerns about the possibility to generalize findings of school effectiveness research. Ouston (1999 cited in Hulpia, 2004) wonders whether the features of effective schools really relate to all schools or just to those researched; a fourth methodological concern fits in the debate about quantitative versus qualitative research traditions. In most SER there is an over-reliance on large-scale quantitative research at the expense of studies employing more detailed qualitative methodologies (Thrupp, 2001 cited in Hulpia, 2004).

Secondly, there are critiques that centre on ideological issues. School effectiveness research does hardly pay attention to the overall goals of schools and education. Only the most obvious goal is taken into account, namely cognitive achievement. The diversity of school aims is neglected (Van Petegem, 1997 cited in Hulpia, 2004). There is also an ideological concern that centre on assumptions about cause and effect. Are the characteristics of effective schools the result of being effective or the cause of the effectiveness? (Ouston, 1999 cited in Hulpia, 2004) School effectiveness research is also criticized for the absence of a sound theoretical base. Researchers often randomly select factors to be studied without a priori postulation that indicate the nature of the relationships. A number of the ideological criticisms can be countered by adopting the more recent integrated models for school effectiveness research. A second pragmatic point of criticism is the limited value of the promising school effectiveness research features to guide school and classroom practices; a third point of criticism is the failure of the school effectiveness movement to control the political abuse of its findings (Hulpia, 2004).

2.1.4 Differences of School Effectiveness and School Improvement ✓

School effectiveness and school improvement can and should learn from each other (Hopkins, 1995 cited in Bert et al., 1997), but the differences between the two may be so large that unlinking seems more rational. This depends, of course, on the actual kinds of differences. School effectiveness ultimately directed at developing knowledge based on questions, theories, and research results about phenomena in educational practice. School effectiveness is directed to understand, to know objectively how education works, and to explain its process and outcomes in terms of stable causes and efforts (Hopkins, Ainscow, and West, 1994 cited in Bert et al., 1997). Educational practitioner, policy makers and school improvers are focused on changes in education (Hopkins, 1995 cited in Bert et al., 1997)). They do not focus on the stability of characteristics, but are interested in the possibilities to change them (Hopkins et al., 1994). Making changes in education, in schools and in classrooms always includes the cooperation of schools, teachers and society in general.

Finally school improvement has shifted its focus to student learning and classrooms level processes. Recent studies are paying more attention to the actual teaching and learning processes in classrooms and schools. School improvement, however, has shown an expanding universe of factors, levels, and participants. School improvement has expands, starting out from the school level to encompasses other educational levels, such as the school context. This has led to a proliferation of variables and supposedly important factors for improvement, and to the participation of, among others, parents, communities, and school district personnel (Mortimore, 1991, and Muphy, 1992 cited in Bert et al., 1997).

Table 2.2: Differences between School Effectiveness and School Improvement

School effectiveness	School improvement
program for research	Program for innovation
No time limits	Need for immediate action
Focus on theory and explanations	Focus on change and problem solving
Searching for stable causes an effects	Dealing with changing goals and means
Searching for objective knowledge	Dealing with subjective knowledge
Strictness in methodology and analysis	Design or development instead of evaluation
Focus on student learning or classroom	Expanding universe of factors and participants

Sources: (Bert et al., 1997. school effectiveness and school improvement sustaining link)

✓ 2.1.5 Merging school effectiveness and school improvement research

One important reason for merging school effectiveness and school improvement could be that from the start school improvement or effectiveness had its roots not only in theory and research but in educational practice as well, improvement project introduce effective factors in schools (Edmonds, 1979 cited in Hulpia, 2004). School effectiveness has led to major shifts in educational policy in many countries by emphasizing the accountability of schools and the responsibility of educators to provide all children with possibilities for high achievement, thereby enhancing the need for school improvement (Mortimore, 1991 cited in Hulpia, 2004).

School effectiveness pointed at the need for school improvement in particular by focusing on alterable school factors (Murphy, 1992 cited in Hulpia, 2004). The school effectiveness and school improvement studies build on separate bodies of knowledge and research traditions. This is not surprising, considering the rise of the school improvement movement as a reaction against the school effectiveness movement. In general, the school effectiveness movement investigates what constitutes school effectiveness, whereas the school improvement movement examines how schools improve or change.

The discrepancies between the school effectiveness and the school improvement research are especially situated at the theoretical level. From a practical point of view both approaches are rather complementary since both aims at improving the quality of education. School effectiveness research and school improvement research might benefit from one another. However, in reality this relationship is rather troublesome. For example, the information needed to guide improvement is not always available in school effectiveness research. Furthermore, the take up of improvement and effectiveness knowledge by practitioners has been patchy, partial and unsystematic (Creemers et al., 1998 in Hulpia, 2004). Therefore, the need has grown to adapt findings of effectiveness research in function of their use in the context of school improvement. The school improvement research about the use of school performance feedback in a school improvement policy intends to overcome these discrepancies between the school effectiveness and the school improvement movement and might contribute to the integration of both research paradigms (Hulpia, 2004:9-12).

2.2 The Concept of School Improvement

There are a number of ways in which the phrase “school improvement’ is used (Zepeda, 2004:16). Unfortunately, there is not a neat and all-encompassing definition of school improvement, and Lousis et al. (1999 in Zepeda, 2004) assert that the term “school improvement” is an ambiguous and problematic to define. The ambiguity in defining school improvement is related to the uniqueness of the school setting and the students served within each building. In relation to this Dimmock (2002 in Zepeda, 2004) explains that “attention is currently turning to how schools might redesign themselves to best serve their students in full recognition that each school is a unique mix of student and contextual conditions” that affect school improvement efforts (Zepeda, 2004:16).

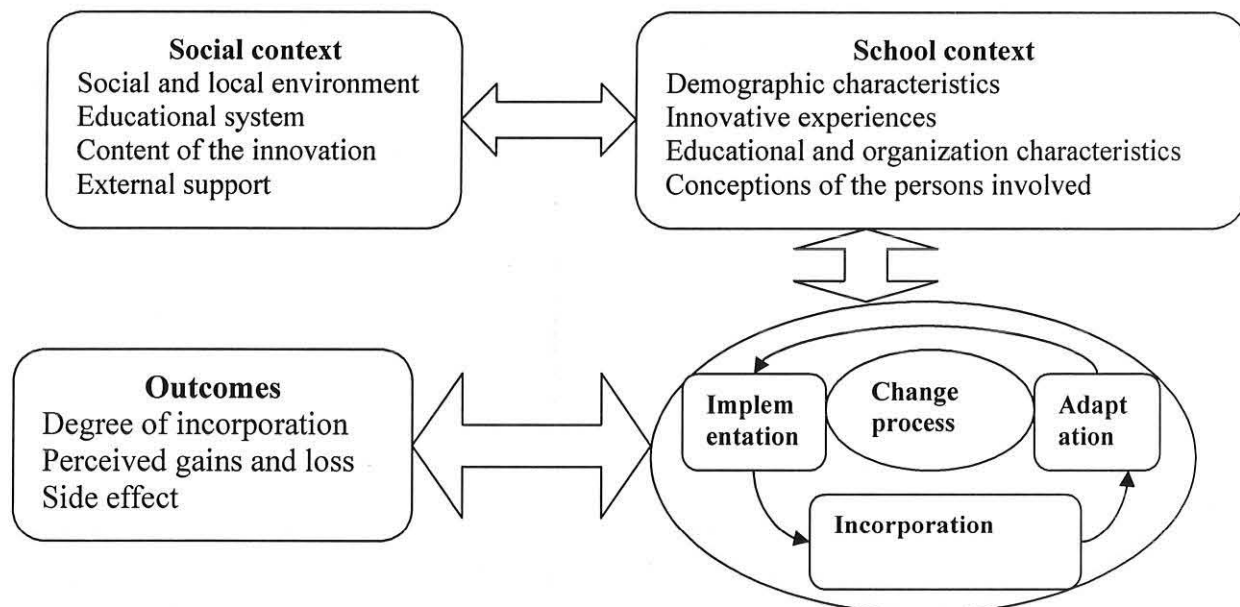
Gray et al., (1999 in Fullan, 2001) describes an effective school, ‘as one which secures year-on-year improvement in the outcomes of successive cohorts of similar pupils ... In other words it increases its effectiveness over time.” By way of contrast Peter Mortimore has recently describe school improvement as the process of “improving” the way school organizes, promotes and supports learning ... It includes changing aims, expectations, organizations, (sometimes people), ways of learning, methods of teaching and organizational culture”. A more recent and concise definition of school improvement refers to raising all students outcomes and focusing on teaching and learning. This definition also puts emphasis improving the capacity of school improvement to guide and handle school change process properly (Stoll and Fink, 1996). Hopkins, Ainscow and West (1994 in Hoy, Bayne-Jardine and Wood, 2000), point out the same notion about school improvement as described by earlier authors. Their views are as follows:

We regard school improvement as a distinct approach to educational change that enhances student outcomes as well as strengthening the schools capacity for managing change. In this sense school improvement is about raising student achievement through focusing on teaching and learning process and the conditions which support it. It is about strategies for improving the schools capacity for providing quality education in time of change.

Finally, all the above definitions confirm that school improvement is a complex educational change approach that targets school as a centre of change. This planned change focuses on teaching and learning as well as empowering school capacity for managing change. The technical meaning of school improvement program is to think over the ways how schools can

enhance teaching-learning process as well as empowering school management. The explicit and ultimate aim of school improvement is to make schools provide quality education for all students. Therefore, school improvement has to be the program of all schools and they need to work effectively to attain their goals. Besides, the process of school improvement is a collaborative effort dependent on a culture and climate that support growth and development unless there is alignment of the needs of both the pupil and the organization itself.

Figure 2.1: Process of Change for School Improvement



Source: process of school improvement (Lagerweij, 1986 in Hulpia, 2004:8)

2.3 The Need for School Improvement

School improvement is an important aspect of the school system. It contributes a lot to the efficiency and quality of the educational provision. As indicated in MoE (2007 b) and ACT Government (2004) school improvement helps to create a learning environment that welcomes all learners. It enables teachers to be responsive to the diverse learning needs of students in their teaching-learning approaches. Moreover, school improvement is essential to enhance the involvement of parents and the community in the school activities and to improve the effectiveness of the school's management. In summary, school improvement helps to realize the provision of quality education for all children by making the overall practices and functions of schools more responsive to the diverse students' needs.

According to Hopkins (1998) the term 'school improvement' has two main interpretations. On the one hand, it refers to the general efforts to make schools better places in which students learn. On the other, it is perceived as a distinct approach to those educational changes that that enhances student outcomes while strengthening the schools capacity for managing change.

Across many countries, economic, social and political forces have combined to create a climate in which educational reform is expected and in which schools feel continued pressure to improve. The global drive for improved educational performance has resulted in a form of accountability that places tightly prescribed targets at the centre of systematic change. World-wide educational reform has embraced standardization as the solution to raising standards and improving economic competitive. As Elmore (2000:4) notes:

Standards-based reform has a deceptively simple logic: schools and school systems should be held accountable for their contributions to student learning. It explicitly locates responsibility for student learning with the school and those who work within it, emphasizing that all students can learn.

According to, Hargreves (2004 in Harris, 2005), while 'soulless standardization' certainly promoted successive waves of systematic change in many countries, improved educational performance has been much more elusive. Part of the failure to deliver sustainable improvements in teaching and learning lies in the particular pattern of reform adopted, which is essentially one of increased accountability and restructuring as a route to school improvement (Harris, 2005:2)

Hence, school improvement is a type of purposeful change, and Harris (2002 in Zepeda, 2004:10) believes that "successful school improvement is dependent upon the school's ability to manage change and development". Therefore, the purposeful nature of change and school improvement is critical to distinguish as change as envisioned. Harris is related directly to building capacity by "enhancing student achievement and strengthening the schools capacity for change (Zepeda, 2004:10).

2.4 Principles of School Improvement

School improvement process is a systematic approach that follows its own principles. Luneburg and Ornstein (1991:294-5) have listed the following principles that need to be followed in school improvement practice: schools should employ a set of goals and missions

which are easy to understand; students' achievement must be continuously checked and evaluated; schools need to help all students especially the low achievers need to be tutored and enrichment programs should be opened for high talented students'; principals and staff should be actively involved in continuous capacity building to up date their knowledge, information and to develop positive thinking; every teacher needs to contribute to successful implementation of school improvement program; teachers must involve actively in staff development by planning and implementing it; school environment has to be safe and healthy; school-community relationships should be strengthened so that community and parents need to involve in school improvement program implementation; and school leadership should be shared among staff, students and parents.

2.5 The Three Phases of School Improvement

The three phase of school improvement process has at its core unrelenting focus on learning and attainment. The school improvement strategy encompasses both classroom practices, particularly the expansion of teacher's teaching repertoire, and the building of capacity at the school level, especially the redesign of staff development. Many of the activities involved will bring short-as well as medium-term gains. The three phases are: establishing the process; going whole school; and sustaining momentum (Hopkins, 2002:52-65).

2. 5. 1 Phase One: Establishing the Process

As Improving the Quality of Education for All (IQEA) is not a short-term approach, it is important that careful deliberation is given to the decision to embark on this way of working. Preparing for the project involves generating commitment, planning and gathering data on the school level conditions. Although it is important to move into action as soon as is practicable, it is vital that the school improvement group is fully established and familiar with management of change and teaching-learning strategies, and has carefully planned the whole school improvement strategy. This phase involves: commitment to the school improvement approach; selection of school improvement group or committee; enquiring into the strengths and weaknesses of the school; designing the whole school program; seeking partners and seeding the whole school approach (Hopkins, 2002:58-65).

2.5.2 Phase Two: Going Whole School

This cycle of activity usually lasts between two and three terms. During this phase the focus is upon specific teaching and learning issues and on building the capacity within the school to support this way of working. These strategies usually involve a certain level of external support and comprise: innovations in teaching and learning that are new to most staff and are informed and supported by external knowledge and support; and the sharing of and building of good practice within the school. The activities in this phase are: the initial whole school days; establishing the curriculum and teaching focus; establish the learning teams; the initial cycle of enquiry and sharing initial success and impact on student learning on the curriculum (Hopkins, 2002:59-65).

2.5.3 Phase Three: Sustaining Momentum

The capacity for change at school and classroom level becomes more secure. Learning teams become an established way of working and there is an expansion of the range of teaching strategies used throughout the curriculum. This activity includes: establishing further cycles of enquiry; building teacher learning into the process; sharpening the focus on student learning; finding ways of sharing success and building network; reflecting on the culture of the school and department (Hopkins, 2002:57-65).

2.6 Framework for School Improvement Program

Currently in the UK, the educational agenda is being dominated by a concern to make sense of and implement the radical reform agenda of the last decade (Hopkins, 2002:18). This quest to regain stability, however, is being conducted against a background of continuing change, as expectations for student achievement rise beyond the capacity of the system to deliver (Hopkins, 2002:18).

For the schools themselves, it is becoming increasingly apparent that change and improvement is not necessarily synonymous (Hopkins, 2002:18). Although it is true that external pressure is often the cause, or at least the impetus, for most educational change, this is not to imply that such change is always desirable (Hopkins, 2002:18). The single most important criterion for the introduction of any change into a school should be its potential for positive impact on student learning. If there is little prospect of a change having such an impact, then

implementation needs to be questioned, rather than simply 'added on'. The research on student achievement and on school effectiveness, in that the greatest impact on student progress is achieved by those innovations or adaptations of practice that intervene in, or modify, the learning process. Changes in the curriculum, teaching methods, grouping practices and assessment procedures have the greatest potential impact on the performance of students, and so provide a key focus for school improvement efforts (Ibid:18).

It is exactly because change is a process where by individuals need to 'alter their ways of thinking and doing' that most change fail to progress beyond early implementation. It is this phenomenon that Fullan (2001 cited Hopkins, 2002:19) has graphically referred to as 'the implementation dip' incorporates that constellation of factors which creates the sense of anxiety and those feelings of incompetence so often associated with relearning and meaningful change. This is the phase of dissonance, of 'internal turbulence', that is as predictable as it is at the same time uncomfortable. Many research studies have found that without a period of destabilization, successful and long-lasting change is unlikely to occur. The implication for school improvement is that conditions need to be created within the school that ensure that individuals are supported through this inevitable but difficult and challenging process (Ibid:19).

Therefore, the Improving the Quality of Education for All (IQEA) program school improvement works best when a clear and practical focus for development is linked to simultaneous work on the internal conditions within the school. Conditions are the internal features of the school, the 'arrangements' that enable it to get work done. Without an equal focus on conditions, even development priorities that directly affect classroom practice quickly become marginalized. Examples of the conditions that support school improvement are: collaborative planning, staff development, enquiry and reflection, and the involvement of students. Experience on the IQEA program suggests that work on these conditions results in the creation of opportunities for teachers to feel more powerful and confident about change (Ibid:19).

Many schools use development planning as a means of managing change (Hopkins, 2002:22). Indeed, development planning itself is commonly regarded as an important preliminary step to

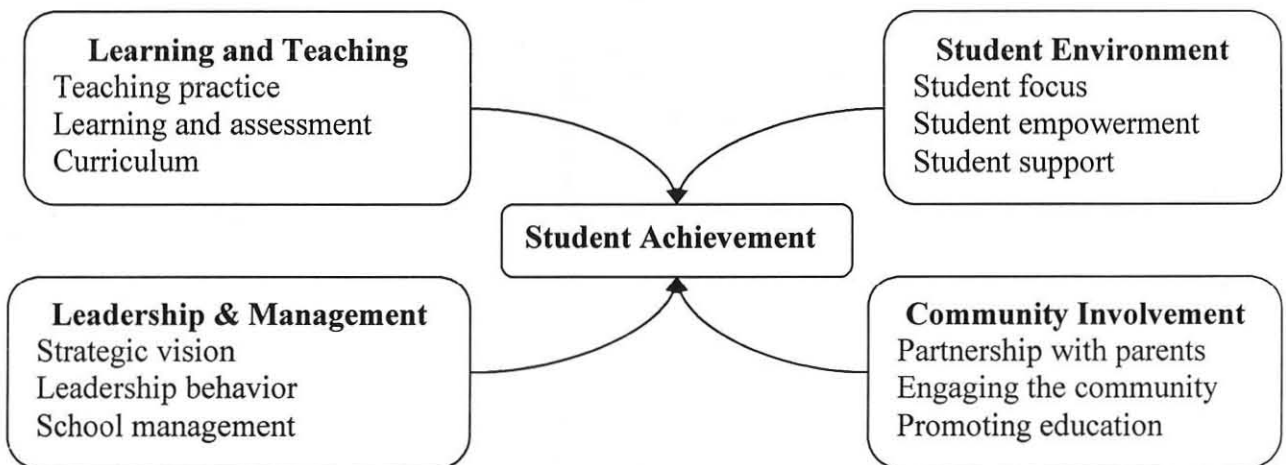
school improvement. Working through the planning cycle, however, is likely to involve the school in generating a number of 'priorities' for action, often too many to work on. This means that decisions about 'priorities' must be made moving from the separate, perhaps even conflicting priorities of individuals or groups, to a systematically compiled set of priorities which reflect the over all needs of a whole school community. Two principles should guide this process of choice amongst priorities as Hargreaves and Hopkins (1991 cited in Hopkins, 2002:22) describes that: manageability: - how much can we realistically hope to achieve? Coherence: - is there a sequence which will ease implementation? In relation to this, Hopkins et al., (1994 cited in Hopkins, 2002) noted that a third principle can help to guide school through what is often a difficult series of choices: consonance: - the extent to which internally identified priorities coincide or overlap with external pressures for reform (Hopkins, 2002:22).

According to, the Australia Capital Territory (ACT) Government for public schools, the school improvement framework provides a structure for raising quality, achieving excellence and delivering better schools for better futures (Canberra, 2009:8). The framework sets up a dynamic relationship between research and planning that will assist schools to undertake self-assessment, which is context-specific, evidence-informed and outcomes-focused. All ACT public schools will 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. Thus, framework will help schools to: make best use of evidence-informed processes and tools to evaluate their performance; self-assess to identify school priorities; develop a four year school plan and an annual operating plan with a focus on improvement over time; establish accountability measures and targets that indicate their improvements and inform further planning; and report on their progress regularly (Canberra, 2009:8).

Since schools are the basis for the assurance of educational quality, it is unquestionable to improve their ways of dealing their activities. Therefore, to assure the quality of education, experts of the MoE and the region together by gathering best experiences from the schools of our county and by adopting other countries experiences prepared a framework of school improvement to be implemented by all schools of the country (MoE, 1999:1).

In consistency of this, according to, MoE, (1999), the school improvement framework context is a system which has tools or instruments enable to measure to what extent schools is achievable using the standards. The framework provides principles that help schools enable to know their level know what should do fore the future and planed what kind of concrete or performance result they need. Besides, the main instruments are: tools that provide schools to evaluate and make decisions of their level according the main domains of schools; tools that help to make survey research, that enable to collect information from students, teachers, personnel and parents (school communities); tools and forms used to collect construct and report for essential issues. Using these tools can be able to evaluate, plan, implement, follow up and control, investigate, revise and report the implementing of school improvement program to the stakeholders (MoE, 1999:4).

Figure 2.2: Domains and Elements of Schooling



Source: MoE, (1999 E.C. p.2)

Therefore, effective implementation of the school improvement framework will see schools developing a cyclic approach to achieving and sustaining school improvement. The progress will be evident across four domains of school improvement: learning and teaching; leading and managing; student environment; and community involvement (Hopkins, 2002:23). The domains represent the four key areas in which school improvement takes place. They describe the essential characteristics of an effective school. They form a structure with which schools can review, question and analyze their systems and processes. School improvement relies on having sound measuring, monitoring and reporting processes in place for each of the domains. Moreover, the SIP domains have divided in to three elements as indicated in figure-1 above that have further classified in to a number of standards and performance indicators.

2.6.1 The Domains and Elements of School Improvement

The current school improvement program was developed based on the result of the review of the best practices of the schools all over the country, related literatures and positive experiences obtained from its pilot program implemented in 2006 (MoE, 2007 b). This program focuses on four major domains of schools.

2.6.1.1 Teaching and Learning Process

The quality of teaching is at the heart of successful schooling (Sammons et al., 1985 in Harris and Muijis, 2005:10). In successful schools, teachers are well organized and lessons are planned in advance, are well structured and have clear objectives which are communicated to the students. Successful teachers are sensitive to differences in the learning style of the students and adapt their teaching style accordingly. In relation to this, Hargreaves and Goodson (1996 in Harris, 2005) argued that teaching today is increasingly on complex work, requiring the highest standards of professional practice to perform it well. It is the core profession, the key agent of change in today's knowledge society. Teachers are the midwives of the knowledge society. Without them, or their competence, the future will be malformed and still born (Harris, 2005:12).

Therefore, the teaching and learning process 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. The elements describe how teachers apply their contemporary and professional knowledge to establish highly effective learning environments; teachers set expectations, plan for success and assess learning outcomes; and school curriculum design and delivery establishes explicit and high standards for learning.

2.6.1.2 School Leadership and Management

In England and many other Western countries, there has been a renewed interest in the power of leadership to generate and sustain school improvement (Harris and Muijis, 2005:4). A premium has been placed upon the potential of school leadership to contribute to school improvement and to create the conditions in which the best teaching and learning can occur. The establishment of National College for School Leadership (NCSL) both symbolized and

reinforced a widespread belief in the ability of school leaders to deliver high performance and system-wide transformation. It also firmly located leadership and leadership development at the centre of system renewal and change (Harris and Muijis, 2005:4).

Leadership can be defined as providing vision, direction and support towards a different and preferred state-suggesting change (Harris and Muijis, 2005:4). Thus, leadership, change and school improvement are closely related. It could be said that leaders are change makers and development necessarily need to reside at the top of an organization. Louis and Miles (1990 in Harris and Muijis, 2005) reported that successful change leaders consistently articulated a vision for their schools so that every one understood the vision, most importantly; they shared influence, authority, responsibility and accountability with the staff in shaping the vision so that they shared ownership of the vision (Harris and Muijis, 2005:6).

According to Fullan (1993 in Harris, 2005), the superhero images of leadership do not work. And it remains that mandates and incentives are not powerful enough to function as engines that will drive our efforts to improve schools. In tomorrow's world, success will depend upon the ability of leaders to harness the capacity of locals, to enhance sense and meaning and to build communities of responsibility (Harris, 2005:1)

Therefore, the school leadership and management 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. These elements describe how school vision is collaboratively developed to be realistic, challenging and futures oriented; leaders use reflective practices to appropriately manage people to achieve improvements to teaching and learning and the school's leadership team demonstrates effective resource management to achieve results.

2.6.1.3 School Community Involvement

Harris recent work has shown how a key aspect of delivery of school improvement lies not in the widely advocated structural reforms, but in the cultural change: investment in the professional learning and the generation of practice and collaboration (Harris, 2005:5). The

practice of effective community participation in school is facing a number of problems. Admitting this, Marsh (1988:48) states that despite its paramount importance, the efforts of promoting active community participation has been hindered by different factors. These major factors that are associated with the school principal are lack of competence and commitment, refusal to encourage the school board and association for participation, degrading the decision making capacity of community representatives, lack of clearly defined roles and responsibilities of the school committee, and long distance of houses of community members from schools that brought about reluctance of school board from active participation in school activities.

Therefore, school 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. These elements describe how schools develop effective relationships with parents to support student engagement with learning; the school enriches the curriculum through partnerships and activities involving the local community and resources and the school celebrates successful learning outcomes and promotes its achievements across the wider community.

2.6.1.4 Safe and Health School Environment

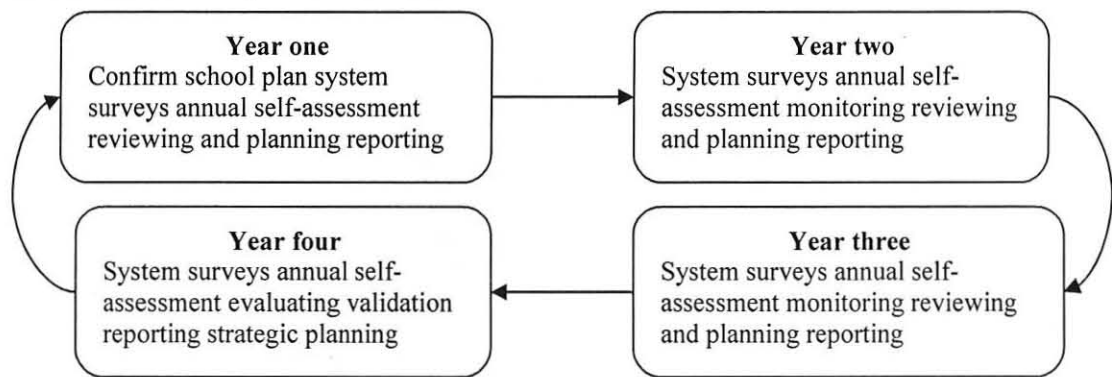
Milles (in Sergiovanni, and Starratt, 2007:335) describes the “healthy” school as one that exhibits reasonably clear and accepted goals (goal focus), communication that is relatively distortion-free vertically, horizontally, and across boundary lines (communication adequacy); equitable distribution of influence to all levels of the organization (optimal power equalization); and effective and efficient use of inputs both human and material (resource utilization). The healthy school reflects a sense of togetherness that bonds people together (cohesiveness), a feeling of well-being among the staff (morale), self-renewing properties (innovativeness), and an active response to its environment (autonomy and adaptation). Finally, the healthy school maintains and strengthens its problem-solving capabilities (problem-solving adequacies) (Sergiovanni, and Starratt, 2007:335).

Safe and health school 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. These elements describe how quality learning environments are created to focus on student needs and foster potential skills and interests; schools create opportunities for students to develop into self-regulating learners within and beyond the classroom and schools value participation, and encourage student expression of new knowledge and understanding.

2.6.2 The School Improvement Cycle

Research has identified that schools improve when they draw on a range of evidence from a variety of sources to inform their decision-making. Coordination of this evidence base is a continuous process, designed to efficiently and effectively distribute effort and resources to best meet changing needs and address school and system priorities. While processes, strategies and timeframes within the four-year cycle are largely managed by each school to best address their particular contexts, the timing of annual surveys, completion of school plans, publication of annual school board reports and external validation are generally at fixed points within the cycle. Each school will develop a strategic four-year school plan and an annual operating plan, self-assess on an annual basis and report the outcomes against this plan to the school community. Each school will also participate in external validation in the fourth year of the cycle to gain an objective evaluation of its achievements and standards of performance and to inform future planning for continuous improvement (Canberra, 2009:11).

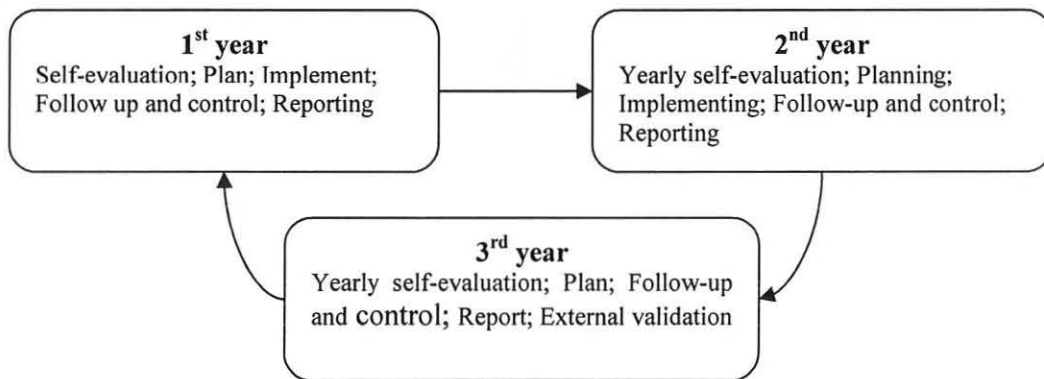
Figure 2.3: The school improvement cycle



Source: (Canberra, 2009:11)

With a four-year review cycle, schools will move through different stages of self assessment and reflection. At each stage there is a range of support strategies, personnel and tools available to assist schools as they: develop and update school plans; implement programs and strategies to meet the goals and targets of the school plan; monitor, review and evaluate inputs, outputs and outcomes; report student achievement to parents; report progress towards the achievement of goals through annual school board reporting, and undergo an external validation of their progress over time in the fourth year of the cycle (Canberra, 2009:11). The key components of the school improvement cycle sit alongside an action research and planning continuum. The action-oriented continuum is the core component of reflective practice and a feature of improvement models promoting school review, school effectiveness and school development (Canberra, 2009:12). Key deliverables are scheduled over a calendar year. These components are: Gathering, Planning, Reporting and Validating (Canberra, 2009:12). However, according to, MoE (1999), the school improvement cycle is implemented within a three-year review cycle, and schools will move through different stages of self assessment and reflection.

Fig 2.4: School improvement cycle



Source: (school improvement framework, MoE, 1999:4)

2.6.3 Conditions for School Improvement Program

It is very difficult to plan and implement any school activity within a state of turmoil and unstable conditions. Those in charge of preparing and putting into action school improvement plan, therefore, need to feel that they are working in a state of relatively stable environment. Ubben and Hughes (1997:176), indicates that the maximally productive environment for learning and positive student control where clear firm? higher teacher and administrator expectation, consistent rules and consequences that directly related to breaking these rules and

well implemented emphasis on the self-esteem of all students, and public and private acknowledgement and rewarding of positive behavior by students.

Therefore, schools need sustainable approaches that build internal and external capacity for improvement. 'Capacity' is a well-worn term, we take it to mean the ability within schools to learn continuously in order to respond creatively to rapidly changing and unpredictable socio-political environments and local variables and vicissitudes, with holding fast to shared principles and values. This requires schools to have confidence in their own values and purposes and to develop ways of working that celebrate human diversity whilst being inclusive of every one's need and promoting learning for all. It requires knowledge about the complex relationship between student, professional and organizational learning and also about process of change. This learning and change depend ultimately on teachers, supported in turn by their principals, drawing on a web of internal and external support. According to, Frost and Durrant (2003 in Durrant and Gary, 2006), schools aspiring to be learning communities must therefore include 'collegial decision making' in notions of capacity building (Durrant and Gary, 2006).

2.6.3.1 Internal Conditions for School Improvement

School internal conditions are the internal features of schools, or 'arrangement' which enable schools to get work done (Hopkins, 2002:20).

2.6.3.1.1 School-Based Staff Development

Staff development is inextricably linked to school improvement. In the quest for school improvement, powerful strategies are required which integrate these two areas in a way that is mutually supportive. Staff development attention to school-focused in-service has been endorsed in national policy in England and Wales. Schools are, therefore, expected to have a policy for staff development, with time and resources allocated to support its implementation. Powerful strategies that link staff development to school improvement need to fulfill two essential criteria. First, they need to relate to and enhance on-going practice in the school, and second, they should link to and strengthen other internal features of the school's organization (Hopkins, 1994:113).

To promote a systematic and integrated approach to staff development, considering that the professional learning of teachers is central to the notion of school improvement, and that the

classroom is as important centre for teacher development. Therefore, the range of staff development activities involved in school improvement approaches include:- whole staff in-service days on teaching-learning and school improvement planning as well as 'curriculum tours' to share the work done in departments or working groups; inter departmental meeting to discuss teaching strategies; workshops run inside the school on teaching strategies by school improvement committee members and external support, partnership teaching and peer coaching; the design and execution of collaborative enquiry activities, which are, by their nature, knowledge-generating (Hopkins, 2002:36).

2.6.3.1.2 Involvement of Students

In a research literature there is strong evidence on effective schools that success is associated with a sense of identification and involvement that extends beyond the teaching staff. This involves the students, parents, and, indeed, other members of the local community. Student involvement can occur at an organizational level, by involving students in decision making and encouraging them to take responsibility for day-to-day routines; and at the classroom level, when students can be encouraged to take responsibility for their own learning and, through involvement, to learn organizational planning, discussion, decision-making and leadership (Stoll, 1991 in Hopkins, 1994:126). When students are given the opportunity to take responsibility for their own learning and become involved in decision making at the level of the governing body as well as other school structures, they are likely to develop more positive attitudes towards the school. This could result in a reduction of negative behavior while achievement levels could improve (Baldwin, 2004 in Gamage, 2006:73). However, when students are less involved, it is likely that their attitudes to school will be much more negative. Then, when changes are introduced, they may well become barriers to participate. Their resistance may not be open and tangible but nevertheless their intuitive reactions may create the negative atmosphere that discourages staff from pursuing their goals.

2.6.3.1.3 Collaborative Planning

The quality of school level planning has been identified as a major factor in a number of studies of school effectiveness. For instance, Purkey and Smith (1983 in Hopkins, 1994:178) describe that both collaborative planning and clear goals as key process dimensions. Caldwell and Spinks (1988 in Hopkins, 1994:178) also indicate that goal-setting and planning as two of

the phases of the collaborative school management model which, linking these two activities within one cycle of the management process. Thus, the aim of collaborative planning is, then, to secure improvements in the quality of teaching and learning by identifying appropriate educational and organizational goals, and improving the way the necessary changes are managed to achieve these goals.

2.6.3.1.4 Leadership

School effectiveness researches make frequent reference to the important of leadership. For instance, Persell et al. (1982 in Hopkins, 1994:153) have noted that 'strong personalities', 'dynamic' and 'energetic' are descriptions often associated with successful school leaders. School effectiveness research provides clear evidence that challenging traditional order and promoting a more dynamic and decentralized approach to leadership has often been associated with school improvement. Jones (1987 in Hopkins, 1994:155) summarizes the implications of his recent reassessment of the head's leadership role:

giving other people genuine authority does not mean giving up one's own authority; empowering others does not mean enfeebling oneself; encouraging others to give creative leadership does not mean abdicating from having ideas of one's own; giving others real responsibility does not mean leaving them to sink or swim, but rather to support them in developing the best possible way of going forward.

Therefore, the role of leadership is considered as a net work which informs and supports staff as they seek to bring to life the values and goals of the school community in their day-to-day activities. In addition, to develop within our schools a set of leadership practices which complement management behavior, and bring life to the concepts of participation and collaboration.

2.6.3.1.5 Coordination

Schools produced communication systems and procedures, and the ways in which groups can be created and sustained to coordinate improved effort across a range of levels or departments. Their particular importance are specific strategies for ensuring that all staff are kept informed about development priorities and activities, as this information is vital to informed self-direction. Weick (1985 in Hopkins et al., 1994:166), indicate that schools are sometimes referred to as 'loosely coupled systems'. The looseness of the coupling occurs because schools consist of units, processes, actions and individuals that tend to operate in isolation from one

another. Loose coupling is also encouraging by the goal ambiguity that characterizes schooling. Johnson and Johnson (1989 in Hopkins, 1994:166), also has been suggested that, school relationships may be structured in one of these three ways: individualistically, competitively or cooperatively.

Clearly, therefore, the organizational approach which is most likely to create a positive working atmosphere is one that emphasizes cooperation. The aim of cooperation must be to encourage a more tightly coupled system within which the efforts of individuals are coordinated in order to maximize their impact.

2.6.3.2 External Conditions for School Improvement

An external condition refers to environmental conditions of the school, policy context, intervention strategy and local capacity.

2.6.3.2.1 Environmental Conditions

Every organization exists in an environment with which it is interdependent. In case of a school, the local community, the school district, region, state and the national system can be considered as its environment. It is important to think of schools in the context of their environments, requiring the heads of schools to spend more time managing transactions between their schools and environments, especially when the authority is developed on to the schools and all relevant stakeholders in the school community are given opportunities to participate (Gamage, 1996c in Gamage, 2006:47).

Gamage (1998 a,b in Gamage, 2006:), indicates that, school leaders have a responsibility to build bridges between different categories of stakeholders enabling them to build trust and place confidence in each other. School based management is one of the best approaches to help build mutual understanding and improve the public image of a school. Naturally, participation leads to ownership and commitment, whereby, board members as well as the parents will project a good of the school.

2.6.3.2.2 Capacity Building

According to Stoll and Fink (1996:43), a more recent and concise definition of school improvement refers to raising all students' outcome and focusing on teaching and learning,

which also puts emphasis on improving the capacity of school management to guide and handle school change process properly.

However, the management of change has thus itself become an inadequate or outmoded concept (Harris, 2002:85). Similarly, the establishment of an appropriate culture and climate is still a necessary but nonetheless an insufficient condition for success. Contemporary discussions are focusing far more the concept of 'school capacity'. Capacity is the key construct in creating the conditions within to enhance both teaching and learning. School capacity can be defined as the collective competency of the schools as an entity to bring about the effective change. ... It is now clear that for school improvement, leadership needs to focus on two dimensions: the teaching-learning focus and the capacity building (NCSL, 2001 in Harris, 2002:85).

2.6.3.2.3 Policy Issues

The last ten or fifteen years of this century have been a time of great challenge as well as considerable excitement for educational systems around the world. Governments everywhere have been embarking on substantial programs of reform in an attempt to develop more effective school systems and raise levels of student learning and achievement. Schools in many countries have been subject to a barrage of legislation and policy that has meant change in curriculum, assessment, governance and financing. A general strategy has been to centralize educational policy while at the same time planning the responsibility for implementation on the school (Hopkins, 2001:5). In addition, Creemers (2002:1) also has a similar idea about school improvement, but he adds that school improvement is 'practice and policy oriented' educational change that aims at guiding and developing education in needed direction.

The failure of standards-based reform to secure widespread system improvement has prompted a dramatic shift in educational policy in England. Following a decade or so of increased centralization, accountability and standardization, educational policy is now firmly fixed on securing school improvement through creating interdependency between schools. Currently, schools are being actively encouraged to embrace new forms of cooperation and collaboration with the promise of extra resource for their efforts. The Department for Education and Skills promoting collaborative networks of schools and, more specifically, supporting school partnerships in the form of 'tight' or 'loosely' coupled federation (Harris, 2005:2).

Therefore, the clear implications for policy are that any strategy to promote student learning needs to give attention to engaging students and parents as active participants, and expanding the teaching and learning repertoires of teachers and students respectively; and focusing on insufficient condition for school improvement.

2.6.3.2.4 School Culture

In the school improvement literature, the school is viewed as an organic and dynamic culture. A key assumption within the literature is that improvement strategies can result in changing school culture and that leadership has an important part to play in defining and shaping culture. School improvement researchers have tended to emphasize certain norms and values that shape individual and collective activity at the school level. The type of school cultures that tend to improve schools are those that are collaborative, have collegiate working relationships and have a climate for change (Hopkins, 2003:12). Establishing a positive climate for change is an important pre-requisite for school improvement. This climate facilitates learning within the organization and support those engaged in the learning. Building a positive climate involves: establishing trust amongst colleagues; inviting them to participate; affirming their ideas; and providing opportunities for innovation and risk-taking (Hopkins, 2003:12).

According to Walker et al. (1998 in Harris, 2003:13) based on an improving school trust suggest that trust is a necessary element for building a learning community. As people working together to sustain healthy practice and build new ways of learning and relating to one another, it does not take long for the subject of trust or trustworthiness to enter the conversation. At the very least, the importance and pervasiveness of trust are implicit in our very effort to establish communities of learners and the generative setting for the expression of our shared educational ambitions.

Therefore, according to these writers trust is a required element for generating school improvement. It is the social glue that links a learning community and allows teachers to work collaboratively. The centrality of collegiality and trust in pursuit of school improvement is undisputed but there are many schools where the culture is far from collegial.

2.7 Practices and Problems of School Improvement Program

2.7.1 Practices of School Improvement Program

In Ethiopia, with the intention to improve the quality of education, much effort has been exerted. For instance, during inception of the program, many efforts were made to assess the experience of the best promoting schools within the country and the experience of other countries. Different guide lines and frame works were developed and awareness raising training was conducted at different levels (MoE, 2007:47). Thus, the primary schools are expected to successfully implement the school improvement program.

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

Implementation in the first year: preparation- the school improvement unit decides how to implement and guide the framework. The school improvement committees and all stakeholders of the school will help for the implementation of the framework and schools' preparation; collect evidences regarding the school domains; Making system survey: system survey regarding current schools work efficiency assesses the views of stakeholders (students, parents and teachers). It is a duty which schools engage feedback regarding the four domains of school using the survey; decide and reach in agreement by investigating the collected data for the school work efficiency: the key stakeholders should participate in the annual school evaluation. And other units of stakeholders also participate in the investigation of the data assessed and in the decision making process. In this respect the school improvement framework implementation will relate with teaching and learning activities; and prepare plan of the school: the improvement unit, using the result of the evaluation, will prepare plan for three years and annual plans. The plan incorporates goals and objectives, and also priorities of the activities. A school can prepare a plan for more than three years and improve it where there are situations to be prioritized.

Implementation of the school plan:- implementing of the plan will start when the school improvement committee is believed that the plan prepared is ready for implementation. This means that using feedback transfer from the previous plan and new improved plan; follow up and control: the committee itself and other stakeholders will make follow up and control system; report of the implementation: the school improvement committee will present the annual report for the school community and for the responsible persons.

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

Implementation of the third year: - Schools will control their improvement through evaluation; implementation of the strategic plan will continue; making follow up and evaluation; schools activities and results will be evaluated and provided feedback by out of school unit using the concrete evidences of the schools by identifying their strengths and weaknesses. Recommendation will be provided and the feedback will be reported to the school (MoE, 1999:6).

2.7.2 Problems of School Improvement Program

In different countries implementation of school improvement program has encountered in problems by various factors. For example, Stoll and Finnk (1996:55) indicate that, lack of adequate preparation, capacity and lack of commitment as the major problems to school improvement program. Duffie and Balkon in Marzano (2003:16) also indicate that, in South Africa the initiatives of school improvement program was faced by lack of material resources; limited capacity of educational leaders; poor participation and lack of safe environment. Similarly, Harris (in Hopkins, 2002:19) has noted the difficulty to change school management and working culture as a problem to school improvement program in developing countries.

Similarly, the nature of educational goals often creates difficulties for planning, because they can be difficult to measure, or so broadly defined as to be meaningless. Sometimes, measurable goals are not measured, and where goals are seen as long-term, it is often only too easy to distance these from the day-to-day life of the school. Implements of planning into action fail

because plans are often drawn up without reference to the actual resources available (Hopkins et al., 1994:178).

As a result, in Ethiopia besides the commitment of the country to improve access to primary education, the school improvement program has launched in 2006 aiming at improving the quality of education through enhancing students learning achievement and outcomes (MoE, 2007:57). Hence, student achievement is a reason for any educational change. Unfortunately, the process of translating policy in to practice is so difficult to achieve, the reality, as opposed to the rhetoric, of change is often only loosely connected to the progress of students (Hopkins et al., 1994:12). That is why, the implementing of school improvement program is challenging due to the following factors:

(a) Lack of committed school Leaders: most of the principals who are in the leading position did not get adequate training of educational leadership. Even those who are trained also are not effective in leading the schools. Due to this reason they lack the ability to design common vision and coordinate the school community so as to lead for the attainment of the goals.

(b) Lack of conducive school environment: basically, schools should be conducive for the students' (female and male students) ethical improvement and academic achievement. Schools should be prepared based on the needs and interests of students secured their school environments. If students feel safe they attend their schooling with of interest.

(c) Lack of educational inputs (in quality and quantity): currently schools lack the required instructional inputs. And the commitment of schools society and non governmental organizations are not enough to solve the problem by providing instructional materials and other financial supporting.

(d) Lack of stakeholders' participation in strategic plan: strategic plan for schools need the participation of all stakeholders, but most of the time the school plan is prepared by principals. Therefore, the school mission and vision is not visible to all stakeholders and the intended students' outcome and ethical-centered activities are not achieved without participation (MoE, 1999:21-24).

CHAPTER THREE

3. Research Design and Methodology

3.1 Research Method

The purpose of this study was to assess the practices and problems of school improvement program. To realize this, descriptive survey method was employed. According to Best and Kahn (2003:20) “descriptive survey method is appropriate to describe and interpret conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing.” Therefore, the method particularly important for the study to draw conclusions from the facts observed. It also helped the researcher to make detailed description and analysis of the practices and problems of implementing school improvement program with reference to second cycle primary schools of South East Zone of Tigray.

3.2 Sources of Data

Both primary and secondary data sources were used in the study. Primary data was gathered from school principals, teachers, cluster school supervisors, woreda supervisors and Parent Teacher Student Association (PTSA) members and students, by virtue of their roles in the schools assumed to have better information. As to complement and supplement results from the primary data sources, secondary data sources were also examined. In this case, pertinent documents available in the selected sample schools were used. For instance, school strategic plans, reports, school improvement manuals, school policy, classroom facilities and school environments were assessed in the schools.

3.3 Sample and Sampling Techniques

There are seven administrative zones in Tigray Regional National State. South East Zone of Tigray is one of these zones. It has four woredas. Out of four woredas of the zone, three (75% of the) woredas, namely Seharti Samre, Enderta and Hintalo Wejerat were randomly selected to give equal chance. According to Best and Khan (2003:20) “the more the sample the more the representative it will be”. Currently, there are 64 second cycle primary schools in the sample woredas. Thus, two from Seharti Samre woreda, three from Enderta and four from

Hintalo wajerat, that is, totally nine second cycle primary schools were randomly selected to have an equal chance of being selected.

Moreover, since the school principals, cluster school supervisors and woreda supervisors are also more responsible to exercise school improvement practices, all the school principals, cluster school supervisors and woreda supervisors of the sample schools were selected using purposive sampling. Accordingly, 9 school principals, 6 cluster school supervisors and 6 woreda supervisors were included in the study.

In addition to this, for the Parent Teacher Student Association (PTSA) members, who were selected among 81 PTSA members of the sample schools, 36(44%) PTSA members were included based on purposive sampling techniques, which are 9 school principals, 9 parent representatives, 9 teacher representatives and 9 student representatives. In purposive or judgments sampling, the researcher decides as to who can provide the best information to achieve the objective of the study (Kumar, 1990). Hence, this helped the researcher to gain adequate and necessary information due to their participation in management and leadership of the process of school improvement program.

As of Best and Khan (2003:20), pointed out “when sample of groups are divided into small groups to be compared, the researcher initially should select large enough samples, so that the groups are of adequate size for his purpose”. Accordingly, after the teachers had been stratified based on their sex able to get more precise information; out of 132 second cycle primary school teachers 56(51.85%) of males and 52(48.15%) of females, which a total of 108(82%) school teachers were included in the study.

Furthermore, regarding student respondents, currently there were 5488 students in the sample schools. Since, the population size is beyond 5000, then a total of 180(4%) students were selected based on their sex from grade five and above grade levels purposefully who made school self – evaluation and since these students understand the questionnaire to reply than the lower grade levels. Therefore, 32(17.8%) of grade 5, 32(17.8%) of grade 6, 58(32.2%) of grade 7 and 58(32.2%) of grade 8, which a total of 92(51.1%) of males and 88(48.9%) of females were included in the study.

3.4 Instruments of Data Collection

To obtain relevant information four types of data collection instruments were used in the study. These were questionnaires, interviews, observation checklist and document review.

3.4.1 Questionnaire

Questionnaires were preferable to involve large size sample of the population. Koul (2006) explains questionnaire as “a device consisting a series of questions dealing with ... social, educational; etc, topics sent or given to an individual or a group of individuals, with the objective of obtaining data with regard to some problems under investigation”. This study also was employed questionnaire to obtain tangible information to respond to the basic questions. Both open ended and closed ended questionnaire were developed as a main instrument of data collection from the school teachers, PTSA members and students. The close-ended type of questionnaires were yes or no answers, select from the alternatives given, or in the form of Likert-scale model, by which the researcher had the chance to get a greater uniformity of responses of the respondents that helped him to make it easy to be processed.

In addition to this, open-ended questionnaires were employed in order to give opportunity to the respondents to express their feelings, perceptions, problems and intentions related to school improvement practice in the schools. Besides, three types of questionnaires that is, one for PTSA members; one for the school teachers, and one for students were prepared in English and translated in to the local language (Tigrigna). This helps to alleviate unnecessary complications in responding to the items. Most of the questionnaires were closed-ended items set in five rating scales.

3.4.2 Interviews

Interview is the major way in which a qualitative evaluator seeks to understand the perceptions, feelings and knowledge of people in programs through in-depth, intensive interviewing (Best and Kahn, 1989). Both the structured and unstructured interview was used as a method of data collection in order to get pertinent information from the school principals, cluster school supervisors, woreda supervisors and PTSA members in the zone. Hence, while the structured interview was employed to obtain similar information from the four groups of interviewees, which assures the comparability of the data gained from questionnaires, the unstructured interview was employed to elicit more information. The instruments mainly consisted of 12 interview questions.

The interview was held in English since the respondents (school principals & supervisors) were degree holders. Besides, the interview was also conducted orally on one-to-one way by the student researcher and recorded the responses of the interviewees.

3.4.3 Observation Checklists

Observation is a process in which the investigator observes what is occurring in some real life situation. In observation, the observer can classify and record pertinent occurrences according to some planned scheme. The main advantage of this method is that biases can be eliminated, if observation is done accurately and the information obtained under this method relates to what is currently happening. Observation methods have occupied an important place in descriptive educational research (Koul, 1996 and Kothari, 1990).

Therefore, observation checklists were employed to observe the accessibility of classroom facilities, learning facilities, school documents and the attractiveness of school environment for children's. Forms of observation checklists were designed to observe classroom facilities and school environments.

3.4.4 Document Reviews

In order to substantiate data obtained through other instruments, the researcher reviewed documents such as: strategic and annual plan, reports from the schools and education offices, assessment formats and policy documents. The central theme for the document review was to identify what was planned and what was implemented regarding school improvement program.

3.5 Pilot Testing

A pilot testing of the questionnaires was carried out in two randomly selected primary schools (at Aynalem and Hawatsu complete primary schools) with 20 teachers and 20 students prior to the actual field work to keep the reliability of the instrument. Hence, the reliability coefficient was 0.902. Based of the analysis of the pilot study, some repeated and confusing items were modified and discarded to make the questionnaires clear.

3.6 Procedures of Data Collection

After contacts had been made with the woreda supervisors, with the school principals and cluster school supervisors, the structured and unstructured interview were administrated by the student researcher so as to get adequate information.

As of the school teachers and students, after they had been identified from each school, the open-ended and close-ended questionnaires were distributed to the 108 school teachers and 180 students of the 9 sample schools. The student researcher together with the assistant data collectors (the unit leaders) administrated the questionnaires that helped all the two groups of respondents filled in and returned the questionnaires, and to provide the necessary clarification for questions raised on some of the items from respondents. On the other hand, the questionnaires were filed-in by the PTSA members.

3.7 The Method of Data Analysis

In analyzing the data obtained from the school teachers, PTSA members and students, the questionnaires distributed were collected and filled in to SPSS sheet and interpretations were made with the help of percentages to show the total respondents response on each items out of 100; mean values to show average values of respondents; chi-square tests to analyze if there is any significant difference between responses of respondents about practices and problems of school improvement program implementation process and one way ANOVA test to see if there exists and significant difference between the groups. And it was supplemented by qualitatively analyzed data from the open-ended questionnaires.

3.8 Ethical Considerations

After contacts had been made with the woreda supervisors, cluster school supervisors and school principals, information was given to the respondents about the purpose of the research project. The respondents were also told about the confidentiality of the data obtained through the interview made with them. Hence, after gaining verbal consents, the interview was conducted, and pseudo names were used to quote the response collected from the interviews.

CHAPETR FOUR

4. Presentations and Analysis of Data

This chapter of the study deals with the analysis and interpretation of data collected for the study and has two sections. The first section reports on the characteristics of the respondents. The second deals with the presentation, analysis and interpretation of the data collected from the respondents through different data gathering tools on school improvement program. In doing so, while respondents were asked to rate using the five point Likert-scales that say strongly agree (5), agree (4), undecided (3), disagree (2) and strongly disagree (1). Based on the five point Likert-scales in to three options that is, disagreed, undecided and agreed interpreted the data analysis. Level of agreement for means score value: “ < 2.50 = strongly disagreed; $2.50 \leq \text{Mean} < 3.00$ = disagreed; $3.00 =$ undecided; $3.00 < \text{Mean} < 3.75 =$ moderately agreed and $\geq 3.75 =$ strongly agreed.”

4.1 Characteristics of the Respondents

Different categories of respondents were included in the study to diversify the source of information. Accordingly, 108 school teachers, 36 PTSA members, 180 students, 6 cluster school supervisors and 6 woreda supervisors were selected for the study.

As indicated in table 4.1 below, the sex of respondents, all primary school principals, cluster school supervisors and woreda expert (supervisors) were males. The gender parity indexes for students show 92(51.1%) were males and 88 (48.9%) were females. This shows fair distribution of student respondents along their sex is kept in the study and the student respondents were taken from the upper primary schools or above grade 5 (from the second cycle). The teacher respondents, 56(51.85%) were males and 52(48.15%) were females. The majority of Parent Teacher Student Association (PTSA) members 27(75%) were males and 9(25%) were females.

Concerning the age of respondents, about 69(63.89%) teacher respondents and 7(17.44%) of Parent Teacher Student Association (PTSA) member respondents were found to be on the age range of 21-30 years. 33(30.56%) of teacher respondents and 12(33.33%) of Parent Teacher

Student Association (PTSA) member respondents were also found to be on the age range of 31-40 years. Again, about 6(5.55%) of teacher respondents and 8(22.22%) of Parent Teacher Student Association (PTSA) member respondents were found to be on the age range of 41-50 years while the majority of the rest respondents' (cluster school supervisors, school principals and woreda supervisors) age fall between 31-40 years.

Table 4.1: Sex, Age, Qualification, Work experience, Grade level and SIP related training

Variables		Respondents											
		Teachers		PTSA members		Students		principals		Cluster school supervisors		WOES	
		N	%	N	%	N	%	N	%	N	%	N	%
Sex	Male	56	51.85	27	75	92	51.1	--	--	6	100	6	100
	Female	52	48.15	9	25	88	48.9	--	--	--	--	--	--
	Total	108	100	36	100	180	100	--	--	6	100	6	100
Age	Below 21	--	--	9	33.33	180	100	--	--	--	--	--	--
	21-30 years	69	63.89	7	25.92	--	--	--	--	--	--	--	--
	31-40 years	33	30.56	5	18.52	--	--	7	77.78	6	100	6	100
	41-50 years	6	5.55	6	22.22	--	--	2	22.22	--	--	--	--
	Total	108	100	27	100	180	100	9	100	6	100	6	100
Qualification	Certificate	--	--	--	--	--	--	--	--	--	--	--	--
	Diploma	98	90.74	10	27.78	--	--	--	--	--	--	--	--
	1 st Degree	10	9.26	9	25	--	--	9	100	6	100	6	100
	Others	--	--	17	42.22	--	--	--	--	--	--	--	--
	Total	108	100	36	100	--	--	9	100	6	100	6	100
Work experience	1-4 years	33	30.55	25	69.44	--	--	4	44.44	--	--	--	--
	5-8 years	40	37.04	7	19.44	--	--	1	11.11	1	16.67	--	--
	9-12 years	18	16.67	2	5.56	--	--	3	33.33	3	50.00	4	66.67
	>12 years	17	15.74	2	5.56	--	--	2	22.22	2	33.33	2	33.33
	Total	108	100	36	100	--	--	9	100	6	100	6	100
Grade level	Grade 5	--	--	--	--	32	17.8	--	--	--	--	--	--
	Grade 6	--	--	--	--	32	17.8	--	--	--	--	--	--
	Grade 7	--	--	--	--	58	32.2	--	--	--	--	--	--
	Grade 8	--	--	--	--	58	32.2	--	--	--	--	--	--
	Total	--	--	--	--	180	100	--	--	--	--	--	--
SIP training	Yes	40	37.04	17	47.2	19	10.6	8	88.89	6	100	6	100
	No	68	62.96	19	52.8	161	89.4	1	11.11	--	--	--	--
	Total	108	100	36	100	180	100	9	100	6	100	6	100

Where: WOES = Woreda Office Education Supervisors

Concerning the age of respondents, about 69(63.89%) teacher respondents and 7(17.44%) of Parent Teacher Student Association (PTSA) member respondents were found to be on the age range of 21-30 years. 33(30.56%) of teacher respondents and 12(33.33%) of Parent Teacher Student Association (PTSA) member respondents were also found to be on the age range of 31-40 years. Again, about 6(5.55%) of teacher respondents and 8(22.22%) of Parent Teacher

Student Association (PTSA) member respondents were found to be on the age range of 41-50 years while the majority of the rest respondents' (cluster school supervisors, school principals and woreda supervisors) age fall between 31-40 years.

As table 4.1 shows, the educational level of the respondents, that is, all woreda supervisors, cluster school supervisors and school principals were degree holders. The vast majority 90.74% of the teacher's respondent were diploma holders. In support of this, each woredas education office report shows, the total second cycle primary school teachers are diploma holders. About 9.26% were degree holders. 27.78% and 25% of Parent Teacher Student Association (PTSA) members were diploma and degree holders respectively. Whereas, the remaining of 42.22% of Parent Teacher Student Association (PTSA) members respondents were students and parents, which their level of qualification falls between grade four and eight.

Regarding respondents work experience, the majority of teacher respondents, 37.04% were found in the service category of five to eight years. 30.55% of teachers' respondents' service category below five years and 16.67% of teachers' work experience were found between 9 up to 12 years category. The rest of teacher respondents 15.74% work experience fall above 12 years. Although, the majority of Parent Teacher Student Association (PTSA) member respondents', work experience (69.4%) of the total respondents were found in the work experience category of 1-4 years. Moreover, 25% of the total respondents were found in the work experience category of 5-12 years. Whereas, the remaining Parent Teacher Student Association (PTSA) member respondents' work experience as PTSA members were found in the work experience category of above 12 years.

In addition, the majority of school principals' work experiences, 44.44% of the total respondents were found in the work experience category of 1-4 years. Moreover, 1(11.11%) of the total respondents was found in the work experience category of 5-8 years. Furthermore, the remaining respondents' work experience falls above 8 years. Moreover, almost the majority of woreda supervisors (66.67%) and cluster school supervisors (66.67%) respondents were found in the work experience category of 9-12 years respectively. 33.33% of the respondents were found in the work experiences of above 12 years for each.

Regarding grade level of respondents, as indicated in table 4.1, the majority of student respondents (64.4%) were taken from grade 7 and 8 proportionally. The remaining 35.5% of the respondents were also taken from grade levels of 5 and 6. This implies that they are likely to have better understanding of issues under study though they may be capable to provide the required information properly.

Moreover, in relation to school improvement program training, the majority of the total school teacher respondents (62.96%), PTSA members (52.8%), and students (89.4%) were not obtained school improvement program related training. However, the rest school teacher respondents (37.04%), PTSA members (47.2%), (with school principals), and students (10.6%) were obtained school improvement program related training with in teaching-learning process. On the other hand, all of the woreda supervisors, cluster school supervisors and school principals (except one) were attended training on school improvement program.

In their responses to the open-ended question, the respondents have suggested the following possible solutions for the perceived problems:

- ✚ Providing short term training for all stakeholders
- ✚ Allocate adequate resources
- ✚ Exercising continuous follow up and evaluation mechanisms
- ✚ Developing experience sharing activities among schools
- ✚ Strengthening collaboration with other sectors, parents and influential groups
- ✚ Encouraging and reinforcing school leaders and school teachers, etc.

4.2 Preparation for School Improvement Program

The school communities and stakeholders in the schools were expected to know the practice of school improvement program in solving teaching-learning problems. In doing so, they were supposed to have ample knowledge and capacity on objectives and preparations of school improvement process and how to prepare and plan its practices. Hence, as presented in table 4.2 and table 4.3 the data obtained from the filled were analyzed using percentages, which were supported by the data collected through interview, document review and observation.

Table 4.2: Objectives of School Improvement

No.	Activities	R e s. T P S Tot	Alternative frequency						mean value	X ² calculated
			disagreed f %	undecided f %	agreed f %					
1	Strengthening school internal capacity for school improvement	T	2	1.8	10	9.3	96	88.8	4.27	18.555
		P	4	11.1	10	27.8	22	61.1	3.75	
		S	13	7.2	34	18.9	133	73.9	3.97	
		Tot	19	5.8	54	16.7	251	77.5	4.05	
2	Establishing the quality of teaching learning process	T	3	2.8	17	15.7	88	81.4	4.19	8.891
		P	3	8.3	8	22.2	25	69.4	3.83	
		S	11	6.1	29	16.1	140	77.8	4.06	
		Tot	17	5.2	54	16.7	253	78.1	4.08	
3	Creating democratic leadership and management system	T	7	6.5	12	11.1	89	82.4	4.12	16.890
		P	3	8.3	13	36.1	20	55.6	3.61	
		S	16	8.9	38	1.1	121	70.0	3.88	
		Tot	26	8.0	63	19.4	235	72.5	3.93	
4	Improving quality of student learning outcomes	T	32	29.7	18	16.7	58	53.7	3.37	10.989
		P	9	25	10	27.8	17	47.2	3.28	
		S	58	32.3	37	20.6	85	47.3	3.15	
		Tot	99	30.6	65	20.1	160	49.4	3.24	
5	Improving parent and community school relations	T	31	28.7	9	8.3	68	62.9	3.45	42.439
		P	21	58.3	9	25.0	6	16.7	2.50	
		S	84	46.7	28	15.6	68	37.0	2.90	
		Tot	136	41.9	46	14.2	142	43.8	3.04	

The table value $X^2 = 15.5073$ at significant level of 0.05 with eight degrees of freedom

Key: Res = Respondents f = frequency T = Teacher S = Student P = PTSA Tot = Total

As can be seen from table 4.2, the data respective to item 1, 2 and 3, the majority groups of the total respondents, 77.5%, 78.1% and 72.5% reported that an agreement on the strengthening objectives of school internal capacity for school improvement; establishing the quality of teaching learning objectives and creating objectives of democratic leadership and management system were highly exercised at the school level with weighted mean values of 4.05, 4.08 and 3.93 respectively. On the other side, 5.8%, 5.2% and 8.0% of the total respondents implied that they didn't agree on the effective practices of these activities. Again, the remaining percent of the total respondents also replied undecided. Hence, it is possible to say that these activities were sufficiently exercised at the school level and their existence are found to be an opportunities for improving school improvement program. As can be observed from the data respective to items 4 of table 4.2, 53.7% of school teachers, 47.2% PTSA members, and 47.3% of students reported that their agreement on objectives to

improve quality of student learning outcomes were exercised moderately at the school level with weighted mean values of 3.24. This indicates that the contribution of this item for school improvement was not enough as intended.

With regard to item 5 of the same table, the three groups of respondents rated differently about improving parent and community school relation objective. Hence, 62.9% of the school teachers rated as agrees with weighted mean value of 3.45 which is above average, while 58.3% of PTSA members and 46.7% of students rated disagree with mean values of 2.50 and 2.90 which are below average.

A Chi-square test was computed to see whether there is a difference in response among respondents. Accordingly, the computed Chi-square values $X^2 = 18.555$, $X^2 = 16.890$ and $X^2 = 42.439$ for items 1, 3 and 5 of the table respectively are larger than the table value $X^2 = 15.5073$ at significant level of 0.05 with eight degrees of freedom. This implies that there is a significance difference among the response of the three groups of respondents concerning the purpose or objectives of school improvement program for effective implementation.

In this regard, the data obtained from the interview conducted with the school principals, cluster school supervisors, woredas supervisors and PTSA members, except the PTSA members were revealed that almost all they have a clear idea on the general purposes and objectives of school improvement program. This could be the reflection of the fact that participants may have a clear understanding on the key purpose and objective of school improvement program and it is an opportunity to achieve better result in teaching learning process. Therefore, from the results of the Chi-square tests and the data gained from interview, it is possible to conclude that the majority groups of respondents aware of the objective or purposes of school improvement program.

Table 4.3: School Readiness and Preparation

No.	Activities	R	Alternative frequency						mean value	X ² value
			disagree		undecided		agree			
		e	f	%	f	%	f	%		
1	Leaders ability in understanding of SIP implementation	T	49	45.3	17	15.7	42	38.9	2.88	14.966
		P	18	50	13	36.1	5	13.9	2.53	
		S	79	33.8	31	17.2	70	38.9	2.93	
		Tot	146	45	61	18.8	117	36.1	2.87	
2	Leaders capacity to exert efforts to enhance staff commitment	T	52	48.1	24	22.2	32	29.7	2.76	2.874
		P	15	41.7	9	25	12	33.3	2.97	
		S	90	50	38	21.1	52	28.8	2.77	
		Tot	157	48.4	71	21.9	96	29.7	2.79	
3	Schools efforts to mobilize resources and allocation time for discussion of SI activities	T	43	39.9	21	19.4	44	40.8	3.06	14.153
		P	15	41.7	8	22.2	13	36.1	2.97	
		S	94	52.2	30	16.7	56	31.1	2.66	
		Tot	152	46.7	59	18.2	113	34.9	2.83	
4	Efforts in identification of change agent before implementation	T	25	23.2	22	20.4	61	56.5	3.45	24.518
		P	17	47.2	9	25	10	27.8	2.86	
		S	33	18.3	64	35.6	83	46.1	3.35	
		Tot	75	23.2	95	29.3	154	47.5	3.33	
5	Efforts made to map and understand the existing school culture for change	T	55	50.9	17	17.7	36	33.3	2.70	14.749
		P	12	33.4	9	25	15	41.7	3.17	
		S	86	47.7	38	21.1	56	31.2	2.81	
		Tot	153	47.2	64	19.8	107	33.0	2.81	

The table value $X^2 = 15.5073$ at significant level of 0.05 with eight degrees of freedom

Key: Res = Respondents f = frequency T = Teacher S = Student P = PTSA Tot = Total

In item 4 of the table 4.3, the three groups of respondents rated differently about efforts in identification of change agent before implementation. Hence, 56.5% of the school teachers and 46.1% of students rated as agrees with weighted mean values of 3.45 and 3.35 which are above average, while 47.2% of PTSA members rated disagree with mean value of 2.86 which is below average. The computed Chi-square value $X^2 = 24.518$ is far higher than the table value $X^2 = 15.5073$ at significant level of 0.05 with eight degrees of freedom. Hence, there is a significance difference among the response of the three groups of respondents concerning efforts in identification of change agent before implementation of school improvement program.

As has been illustrated in table 4.3, from the total groups of respondents, the majority of the school teachers, PTSA members and students that account, (45.0%), 48.4%, 46.7% and

47.2%, for items 1, 2, 3 and 5 respectively showed their disagreement that leaders ability in understanding of school improvement implementation; leaders capacity to exert efforts to enhance staff commitment; schools' effort to mobilize resources and allocation time for discussion of school improvement activities and efforts made to map and understand the existing school culture for change were rated as low with weighted 2.87, 2.79, 2.83 and 2.81 which are below average.

The computed Chi-square value $X^2 = 14.966$, $X^2 = 2.874$, $X^2 = 14.153$ and $X^2 = 14.749$ for items 1, 2, 3 and 5 respectively are less than the table value $X^2 = 15.5073$ at significant level of 0.05 with eight degrees of freedom, which show there is no significance difference among the response of the three groups of respondents concerning these activities. Hence, based on the response of the majority, it may be possible to conclude that there was inadequate practice of school improvement process during its preparation time.

Similarly, the principals, cluster school supervisors, and woreda supervisors reported that, during preparation for school improvement program there was no full of understanding, training was not given sufficiently for all stakeholders and even the school principals were not manage its preparation. Therefore, based on the results of the chi-square tests and the data gained from interview, it is possible to understand the school improvement process may negatively affect its practice during the period of readiness and preparation at the primary schools.

Generally, it is possible to say from the obtained responses and interview guides that the majority of activities related to school readiness and preparation are not practiced effectively. This difference among respondents might create due to the fact that, the schools effort in identification of change agent before implementation were not as such effective or the respondents may not have an equal awareness on the practice of school readiness and preparation activities. Hence, the existence of poor understanding on readiness and preparation considered as a problem for success of school improvement program. And it may minimize the opportunity for the schools in the way teachers, students and PTSA members are aware of their existence and implementation of school improvement activities.

4.3 Practices of Implementing School Improvement Domains

The review of literature revealed that the focus of the school improvement program is to enhance quality of student learning and achievement. Therefore, under this section the main features of school improvement program, extent to which practices of implementing school improvement program domains, conditions for success of school improvement program and problems encountered for school improvement program has been presented and analyzed.

4.3.1 Learning and Teaching Process

The main objective of school improvement is maximizing the learning outcomes of all learners. To attain its objectives the process of school improvement needs to focus on specific priorities of concern among school improvement domains. In relation to this, the school improvement framework of MoE (2007b) suggests that teachers need to adjust their teaching approach according to the needs of the students. Therefore, the school improvement efforts focus on the learning needs of students and to apply appropriate teaching methods.

Table 4.4: Respondents' Response for Teachers Related Process

No.	Activities	R e s.	Alternative frequency						mean value	X ² calculated
			disagreed		undecided		agreed			
			f	%	f	%	f	%		
1	Allocation of the instructional period to instructional purposes	T	11	10.2	11	10.2	86	79.6	4.04	23.064
		P	8	22.2	10	27.8	18	50	3.42	
		S	21	11.7	22	12.2	137	76.1	4.00	
		Tot	40	12.4	43	13.3	241	74.4	3.95	
2	Teachers effort in preparing learning lessons of teaching-learning process	T	14	12.9	11	10.2	83	76.9	4.05	30.856
		P	8	22.2	13	36.1	15	41.7	3.31	
		S	26	14.4	21	11.7	133	73.9	3.88	
		Tot	48	14.8	45	13.9	231	71.2	3.87	
3	Teachers practice in using different active teaching methods and teaching aids	T	35	32.4	13	12	60	55.6	3.32	20.000
		P	20	55.5	6	16.7	10	27.7	2.69	
		S	99	55	22	12.2	59	32.8	2.74	
		Tot	154	47.5	41	12.7	129	39.8	2.93	
4	Students are active with different teaching strategies used by teachers	T	41	38	12	11.1	55	50.9	3.40	18.506
		P	7	19.4	9	25	20	55.5	3.58	
		S	74	41.2	32	17.8	74	41.1	3.09	
		Tot	122	37.7	53	16.4	149	46.0	3.25	
5	Teachers participation in school curriculum design and evaluate	T	17	15.8	20	18.5	71	65.8	3.75	18.287
		P	12	33.3	11	30.6	13	36.1	3.11	
		S	33	18.3	36	20	111	62.2	3.58	
		Tot	62	19.2	67	20.7	195	60.2	3.59	

The table value $\chi^2 = 15.5073$ at significant level of 0.05 with eight degrees of freedom

Key: Res = Respondents f = frequency T = Teacher S = Student P = PTSA Tot = Total

The data corresponding to items 1 and 2 of table 4.4, indicates that the majority of respondents, 74.4% and 71.2% reported that the whole allocation of the instructional period were used to instructional purposes and teachers effort in preparing learning lessons of teaching-learning process were rated as high with weighted mean values of 3.95 and 3.87. The data also indicated that 12.4% and 14.8% of the participants didn't agree that the whole allocation of the instructional period to instructional purposes and teachers effort in preparing learning lessons of teaching-learning process. The respondents who replied undecided also cover 13.3% and 13.9% respectively. Besides this, the weighted mean value of item 1 in table 3 is 4.03. This shows that the allocation of the instructional period and teachers' effort in preparing learning lessons of teaching-learning process were highly practiced to instructional period strongly in these schools.

The computed Chi-square value $X^2 = 23.064$ and $X^2 = 30.856$, for items 1 and 2 respectively are larger than the table value $X^2 = 15.5073$ at significant level of 0.05 with eight degrees of freedom, which show there is a significance difference among the response of the three groups of respondents concerning the whole allocation of the instructional period were used to instructional purposes and teachers effort in preparing learning lessons of teaching-learning process.

In addition the data in items 4 and 5, of table 4.4, also clearly indicated that the majority number of respondents 46.0% and 60.23% responded their agreement that activity of students with different teaching strategies used by teachers and teachers participation in school curriculum design and evaluate were moderately practiced. The data also reveals that considerable amount of respondents, 37.7% and 19.7% reported that they didn't agree on the activity of students with different teaching strategies used by teachers and teachers' participation in school curriculum design and evaluate at the school level. 16.4% and 20.7% of respondents also replied undecided.

Besides this, the weighted mean value of items 4 and 5 in table 4.4, are 3.25 and 3.59. Therefore, it is possible to say that these activities were moderately practiced in the primary schools. The computed Chi-square value $X^2 = 18.506$ and $X^2 = 18.287$, for items 4 and 5

respectively are larger than the table value $X^2 = 15.5073$ at significant level of 0.05 with eight degrees of freedom, which show there is a significance difference among the response of the three groups of respondents concerning the activity of students with different teaching strategies used by teachers and teachers participation in school curriculum design and evaluate.

In item 3 of table 4.4, the three groups of respondents rated differently about teachers practice in using different active teaching methods and teaching aids. Hence, 55.6% of the school teachers rated as agrees with weighted mean value of 3.32 which is above average, while 55.5% of PTSA members and 55% of students rated disagree with mean values of 2.69 and 2.47 which are below average. The computed Chi-square value $X^2 = 20.000$ is higher than the table value $X^2 = 15.5073$ at significant level of 0.05 with eight degrees of freedom. Hence, there is a significance difference among the response of the three groups of respondents concerning teachers practice in using different active teaching methods and teaching aids of school improvement activity.

The data gathered from an interviewed of principals, cluster schools supervisors, and woredas supervisors participants also indicated that the activity of students with different teaching strategies used by teachers; teachers participation in school curriculum design and evaluate and teachers practice in using different active teaching methods and teaching aids were not adequately practiced at the schools.

Hence, based the results of the chi-square test and the data gained from interview, it is possible to conclude that the practices of these activities were moderately practiced in the sample primary schools. Except, those PTSA members and students of participants were not aware of these activities for school improvement implementation.

Table 4.5: Respondents' Response for Students Related Process

No.	Activities	R	Alternative frequency				mean value	X ² value		
			disagree	undecided	agree					
		s.	f	%	f	%	f	%		
1	Students self confidence in their ability to learn	T	29	26.9	17	15.7	62	57.4	3.41	
		P	12	33.3	11	30.6	13	36.1	3.06	
		S	50	27.8	40	22.2	90	50.0	3.31	
		Tot	91	28.1	68	21	165	51	3.31	8.087
2	Engagement of students based on the quality of their work	T	27	25.0	17	15.7	64	59.2	3.51	
		P	14	38.9	7	19.4	15	41.7	3.11	
		S	71	39.4	32	17.8	77	42.8	3.03	
		Tot	112	34.5	56	17.3	156	48.1	3.19	16.885
3	Expectation of the school, students to do their best by setting standards to meet better outcomes	T	11	10.2	9	8.3	88	81.4	4.05	
		P	1	2.8	5	13.9	30	83.4	4.08	
		S	31	17.3	32	17.8	117	65	3.72	
		Tot	43	13.3	46	14.2	235	72.5	3.87	15.338
4	Teachers feedback is quick and targeted to all forms of students' learning assessment, class work, ...	T	13	12.1	10	9.3	85	78.9	3.95	
		P	4	11.1	8	22.2	24	46.7	3.86	
		S	30	16.6	27	15	123	68.3	3.79	
		Tot	47	14.5	45	13.9	232	71.6	3.85	8.351
5	Formal ways of students to negotiate and comment on curriculum	T	22	20.4	19	17.6	67	61	3.64	
		P	16	44.5	8	22.2	12	33.3	2.94	
		S	37	20.6	22	12.2	121	67.3	3.64	
		Tot	75	23.1	49	15.1	200	61.7	3.56	28.982
6	Students understand how to relate what they learn at school to real-life situations	T	29	26.9	11	10.2	68	63.0	3.60	
		P	19	52.8	8	22.2	9	25.0	2.69	
		S	57	31.7	36	20	87	48.4	3.21	
		Tot	105	32.4	55	17	164	50.6	3.28	26.417

The table value $X^2 = 15.5073$ at significant level of 0.05 with eight degrees of freedom

Key: Res = Respondents f = frequency T = Teacher S = Student P = PTSA Tot = Total

As it has been shown in items 3 and 4 of table 4.5, the majority groups of the school teachers, PTSA members and student respondents, with total percentages of 72.5% and 71.6% respectively for items 3 and 4, reported their agreement that the expectation of the school, students to do their best by setting standards to meet better outcomes and teachers' timely feedback to all forms of students' learning assessment, class work, home work and examinations were adequately practiced at the sample primary schools. Again, with the total percentages of 13.3% and 14.5% for items 3 and 4 expressed their disagreement to these activities. The remaining 14.2% and 13.9% of the respondents also replied undecided on these issues.

The computed Chi-square value $X^2 = 15.338$ and $X^2 = 8.351$ for items 3 and 4 respectively are less than the table value $X^2 = 15.5073$ at significant level of 0.05 with eight degrees of freedom, which show there is no significance difference among the response of the three groups of respondents concerning the expectation of the schools' students to do their best by setting standards to meet better outcomes and teachers' timely feedback to all forms of students' learning assessment, class work, home work and examinations were adequately practiced at the sample primary schools. Hence, based on the response of the majority, it may be possible to conclude that there were adequate practices of these activities at the level with weighted mean values of 3.87 and 3.85 respectively for items of 3 and 4.

On the other hand, the data corresponding to item 5 of table 4.5, indicates that great number of respondents, 61.7% reported that their agreement on formal ways of students to negotiate and comment on curriculum at classroom. Again, 15.1% of the total respondents also replied that undecided. The remaining 23.1% of respondents responded that they didn't agree that on formal ways of students to negotiate and comment on curriculum at classroom. This implies that, the activity was moderately practiced with weighted mean value of 3.56.

In addition to this, the majority groups of the school teachers, PTSA members and student respondents, with total percentages of 51.0%, 48.1% and 50.6% respectively for items 1, 2 and 6, reported their agreement that students self confidence in their ability to learn; engagement of students based on the quality of their work; and students understand how to relate what they learn at school to real-life situations were moderately practiced at the sample schools. Whereas, with total percentages of 28.1%, 34.5% and 32.4% for items 1, 2 and 6 expressed their disagreement to these activities. The remaining 21%, 17.3% and 17% of the respondents also replied that undecided on these issues. The computed Chi-square value $X^2=8.087$ and $X^2 = 14.885$ for items 1 and 2 respectively are less than the table value $X^2=15.5073$ at significant level of 0.05 with eight degrees of freedom, which show there is no significance difference among the response of the three groups of respondents concerning these issues. Based on this, it is possible to say the implementation of the activities was moderately practiced with weighted mean values of 3.31, 3.19 and 3.28. However, data gathered from an interviewed of principals, cluster schools supervisors, and woredas supervisors participants indicated that the level of progress or change observed at the school

level in teaching-learning process as such not clearly stated or documented using expectations (standards) on their school. Besides, based on an interview of these participants, each school were not documented their school rank during the past three years result, to understand whether or not a change at their school level in teaching-learning process. Therefore, it is possible to conclude that, the respondents might not have clear information on the progress of teaching-learning process for effective implementation of school improvement program.

4.3.2 Leadership and Management Domain

School leadership and management bodies are essentially expected to effectively set clear direction for the school, prepare strategic plan based on effective and through evaluation and set priorities for improvement leading to high quality education. They also establish link with parents, other organizations and the wider community to promote the care of students and enhance learning (ACT Government, 2004:22).

Table 4.6: Leadership and Management (management related)

No.	Activities	R e s.	Alternative frequency						mean	X ² calculated
			disagree		undecided		agree			
			f	%	f	%	f	%		
1	Ability to set directions and guide the school community in alignment with SIP	T	26	24	18	16.7	64	59.2	3.42	25.155
		P	5	13.9	7	19.4	24	66.7	3.81	
		S	66	36.7	35	19.4	79	43.9	3.04	
		Tot	97	30	60	18.5	167	51.5	3.25	
2	The identified ongoing improvement problems are given immediate response by the school management	T	34	31.5	10	9.3	64	59.2	3.45	17.165
		P	14	38.9	11	30.6	11	30.6	3.03	
		S	61	33.9	42	23.3	77	42.7	3.19	
		Tot	123	38.0	63	19.4	138	42.6	3.16	
3	School leadership practice in articulating clear vision in school strategic plan	T	12	11.2	17	15.7	79	73.2	3.76	38.534
		P	17	47.3	10	27.8	9	25	2.83	
		S	28	15.5	33	18.3	119	66.1	3.72	
		Tot	57	17.6	60	15.5	207	63.8	3.63	
4	School leadership practice in communicating school vision, mission, goal, ...	T	10	9.3	25	23.1	73	67.6	3.80	14.017
		P	2	5.6	9	25.0	25	69.5	3.92	
		S	40	22.3	43	23.9	97	53.9	3.45	
		Tot	52	16.1	77	23.8	195	60.2	3.62	

The table value X² = 15.5073 at significant level of 0.05 with eight degrees of freedom

Key: Res = Respondents f = frequency T = Teacher S = Student P = PTSA Tot = Total

As it has been shown in items 3 and 5 of table 4.6, the majority groups of the school teachers, PTSA members and student respondents, with total percentages of 63.8% and 60.2% respectively for items 3 and 5, reported their agreement that school leadership practice in articulating clear vision in school strategic plan and communicating school vision, mission, goal, and objectives to all stakeholders were moderately practiced at the sample primary schools. Again, with the total percentages of 17.6% and 16.1%, for items 3 and 5 expressed their disagreement to these activities. The remaining 15.5% and 23.8% of the respondents also replied that undecided on these issues. The computed Chi-square value $X^2 = 38.534$ and $X^2 = 16.017$ for items 3 and 5 respectively are larger than the table value $X^2 = 15.5073$ at significant level of 0.05 with eight degrees of freedom. Hence, there is a significance difference among the response of the three groups of respondents concerning school leadership practice in articulating clear vision in school strategic plan and communicating school vision, mission, goal, and objectives to all stakeholders.

Similarly, the school principals, cluster school supervisors and woreda supervisors, during the interview conducted with them and reviewed document school leadership practice in articulating clear vision in school strategic plan and communicating school vision, mission, goal, and objectives to all stakeholders were tried to show on their school. Though, there was moderate contribution at the school level for implementing school improvement program.

As can be observed from the data respective to items 1 and 2 of the table 4.6, some of the total respondents, 51.1% and 42.6% reported their agreement on the ability to set directions and guide the school community in alignment with school improvement program and giving immediate solution for ongoing improvement problems by the school management which were expressed as moderately practiced. On the other side, 18.5% and 19.4% of the total groups of respondents expressed their disagreement on the effective implementation of these activities. Considerable amount of the total respondents, 51.5% and 42.6 were also replied undecided. The computed Chi-square value $X^2 = 25.155$ and $X^2 = 17.165$ for items 1 and 2 respectively are larger than the table value $X^2 = 15.5073$ at significant level of 0.05 with eight degrees of freedom. Hence, there is a significance difference among the response of the three groups of respondents concerning school leadership practice in articulating clear vision

in school strategic plan and communicating school vision, mission, goal, and objectives to all stakeholders.

Therefore, as indicated in the chi-square results, from the data gained in the interview reviewed document, it is possible to conclude that the majority items of management relation activities of leadership and management were not sufficiently contribute in improving school improvement practice.

Table 4.7: Leadership and Management (stakeholder's related issues)

No.	Activities	R e s. T P S Tot	Alternative frequency						Mean value	X ² calculated
			disagree		undecided		agree			
			f	%	f	%	f	%		
1	Schools strategic plans are developed as a result of self assessment	T	10	9.3	15	13.9	83	76.8	3.94	8.572
		P	6	16.7	4	11.1	26	72.2	3.81	
		S	28	15.6	36	20.6	116	64.4	3.70	
		Tot	44	13.6	55	17.0	225	69.4	3.79	
2	The values, ethics, guide principles and purpose of the school are defined by the whole school commu.	T	16	14.9	22	20.4	70	64.8	3.69	12.301
		P	11	30.6	10	27.8	15	41.7	3.25	
		S	40	22.2	33	18.3	107	59.4	3.53	
		Tot	67	20.7	65	20.1	192	59.3	3.55	
3	The commitment of school community to realize vision of the school	T	48	44.4	19	17.6	41	38.0	2.74	5.662
		P	16	44.5	10	28.8	10	28.8	2.94	
		S	91	50.5	40	22.2	49	27.2	2.83	
		Tot	155	47.8	69	21.3	100	30.9	2.83	
4	Stakeholders commitment to realize vision of the school	T	28	26	17	15.7	63	58.3	3.44	18.912
		P	20	55.5	12	33.3	4	11.1	2.47	
		S	77	42.8	50	27.8	53	29.5	2.87	
		Tot	165	50.9	80	24.7	79	24.4	2.73	
5	Monitoring and evaluation on SI implementation process is evident among the school mgt and all stakeholders	T	25	23.1	18	16.7	65	60.2	3.54	24.520
		P	16	44.5	15	33.3	8	22.2	2.75	
		S	57	31.7	38	21.1	85	47.2	3.16	
		Tot	98	30.2	68	21	158	48.8	3.24	

The table value $X^2 = 15.5073$ at significant level of 0.05 with eight degrees of freedom

Key: Res = Respondents f = frequency T = Teacher S = Student P = PTSA Tot = Total

As can be seen from table 4.7, the data respective to item 1 indicates that the majority of respondents, 69.4% reported that their agreement schools' strategic plan were developed as a result of self assessment practice. On the other side, 13.6% of the participants replied that the schools' strategic plan were not developed as a result of self assessment practice 17.0% of the participants also replied that undecided for this item. The computed Chi-square value $X^2 = 8.572$ for item 1 which is less than the table value $X^2 = 15.5073$ at significant level of

0.05 with eight degrees of freedom, which show there is no significance difference among the response of the three groups of respondents concerning schools' strategic plan preparation as a result of self assessment practice. Based on this, schools' strategic planning preparation as a result of self assessment practice was highly practice with weighted mean value of 3.79.

The data in items 2 and 5 of table 4.7, the data corresponding to these items reveals that great amount of the total respondents, 59.3% and 48.8% reported that the values, ethics, guide principles and purpose of the school and monitoring and evaluation on school improvement implementation process were rated as moderately defined and known by the whole school community and all stakeholders. But on the other side, from those of total respondents who replied strongly disagree and disagree accounts 20.7% and 30.2% for items 2 and 5 respectively. Those respondents who replied undecided also cover 20.1% and 21% of the total respondents. The weighted mean score for these items are 3.55 and 3.24; this implies that these activities have been fairly practiced in the schools.

As can be observed from the data respective to items 3 and 4 of the same table, some of the total respondents 47.8% and 50.9% reported that their disagreement on the commitment of school community and stakeholders to realize vision of the school were inadequately practiced at the schools. On the other side, the commitment of school community and stakeholders to realize vision of the school was rated as an agreement by a group of respondents, 30.9% and 24.4% on the effective implementation of these activities. Considerable amount of the total respondents, 21.3% and 24.7% also replied undecided. This implies that the commitment of school community and stakeholders to realize vision of the school was rated as low with weighted mean values of 2.86 and 2.73 which are below average.

According to the observed document review, all the sample primary schools' strategic plans have included, out comes, strategies, resources and measures of achievements. The problem was that these schools have never clearly put the required out comes, strategies, resources and measures of achievements. In addition, all the sample schools' strategic plan incorporates goals, values, ethics, guiding principles and purpose of the school improvement program.

The reviewed documents have also showed that from total sample schools, Zban-albe, Mynebri and Adi-gudom were tried to link educational standards to teachers expectation and student performance in their strategic plan. But, majority of the schools were not considered to link educational standards to teachers expectation and student performance. Furthermore, 6 of the schools were documented the number of staff involved in professional learning and its frequency. However, 3 of the schools (Arena, Mymekden and Myshipti) were not clearly documented the staff involvement and its frequency in professional learning.

Generally, it is possible to interpret from the obtained responses that the majority of activities related to leadership and management domain are moderately practiced in the sample schools. This might be considered as an opportunity successful implementation of the school improvement program. However, two of these activities are negatively affect the school improvement process. As the result, these activities need to be improved for successful implementation in the study area.

4.3.3: School Community Involvement Domain

As Sergiovanni (1998, in Dimmock, 2000:281) claims, schools reflect the values of their particular communities such as students, parents, teachers etc. and each will be different for understanding of school improvement practices. Therefore it is vital to mobilize pupils, parents and other members of the community in support of school activities (Hopkins, 1994:141). In relation to this, Lave and Wenger (1991 in Harris, 2008:134) propose that when learning in communities of practice, participants gradually absorb and are absorbed in a 'culture of practice', giving them exemplars, leading to shared meanings, a sense of belonging and increased understanding.

Table 4.8: School Community Involvement

No.	Activities	R e s. s.	Alternative frequency						mean value	X ² value
			disagree		undecided		agree			
			f	%	f	%	f	%		
1	The school develop effective r/ship with parents to support student engagement with learning	T	22	20.4	23	21.3	63	58.3	3.51	29.074
		P	15	41.7	7	19.4	14	38.9	3.08	
		S	86	47.8	26	14.4	68	37.8	2.97	
		Tot	123	37.9	56	17.3	145	46.8	3.16	
2	Teachers held consultation with parents of students' at least once a month	T	37	34.3	18	16.7	53	49.0	3.20	26.939
		P	16	44.5	9	25	11	30.6	2.83	
		S	108	60	23	12.8	49	27.2	2.58	
		Tot	161	49.7	50	15.4	113	34.9	2.82	
3	Parents are serving on committees of the school management body effectively	T	42	38.9	20	18.5	36	42.6	3.02	21.912
		P	12	33.4	10	27.8	14	38.9	3.03	
		S	62	40	52	28.9	56	31.1	2.83	
		Tot	126	38.9	82	25.3	116	35.8	2.91	
4	Continuous evaluation of the school's parent involvement program is part of the school's	T	19	17.6	23	21.3	66	61.1	3.55	16.730
		P	14	38.9	8	22.2	14	38.9	3.08	
		S	69	38.3	37	20.6	74	41.1	3.09	
		Tot	102	31.5	68	21	154	47.5	3.16	
5	Parents and communities are involved in self assessment	T	23	21.3	16	14.8	69	63.9	3.62	22.274
		P	12	33.3	10	27.8	14	38.9	3.11	
		S	25	13.9	44	24.4	111	61.6	3.61	
		Tot	60	18.5	70	21.6	194	59.9	3.56	
6	Regular schedule is arranged to report students progress and achievement	T	21	19.4	14	13	73	67.6	3.69	9.868
		P	10	27.8	7	19.4	19	52.8	3.36	
		S	42	23.3	35	19.4	103	57.3	3.42	
		Tot	73	22.6	56	17.3	195	60.1	3.51	

The table value $X^2 = 15.5073$ at significant level of 0.05 with eight degrees of freedom

Where: Res = Respondents f = frequency T = Teacher S = Student P = PTSA Tot = Total

The data corresponding to items 1, 4, 5 and 6 of table 4.8, indicates that the majority groups of respondents, 46.8%, 47.5%, 59.9%, and 60.1% reported that they agreed on the development of effective relationship with parents to support student engagement with learning at the school; continuous evaluation of school parents involvement in self assessment program and arrangement of regular schedule to report students progress and achievement. On the other side some number of the total respondents, 37.9%, 31.5%, 18.5%, and 22.6% for items 1, 4, 5 and 6 replied that they didn't agree on these activities. The respondents who replied undecided also cover 17.3%, 21.0%, 21.6% and 17.3%. Therefore, this implies that the development of effective relationship with parents to support student

engagement with learning at the school; continuous evaluation of school parents involvement in self assessment program and arrangement of regular schedule to report students' progress and achievement activities were moderately practiced in the sample schools with weighted mean values of 3.16, 3.16, 3.56 and 3.51 for items 1, 4, 5 and 6 respectively.

As can be seen from table 4.8, the data respective to items 2 and 3 indicates that large portion of respondents, 49.7% and 38.9% of the total respondents replied that they didn't agree on consultation of teachers with parents of students at least once a month and serving of parents on committees of the school management body effectively. On the other side, considerable number of respondents, 34.9% and 35.8% described their agreement on the issues. And remarkable amount of respondents, 15.4% and 25.3% for these items also reported that lack of awareness in these activities. The weighted mean value of items 2 and 3 of table 4.8 indicated 2.82 and 2.91 respectively. From this point of view we can interpret that consultation with parents of students at least once a month and involvement of parents in the schools' management body were practiced as low in the sample schools.

According to the observed document review, 7 of the total sample schools didn't have a plan for welcome parents and to make them feel part of the school. Form an interview school's principals said that, as usual those activities were performed at the beginning of a year. But, 2 of the schools (Zban-albe and Mynebri) have been a written document about this activity at each quarter of a year.

Generally, based on the results of the chi-square tests and the data gained from reviewed document, it could be suggested that the majority of activities related to school community involvement were moderately practiced at the sample schools. However, consultation of teachers with parents of students at least once a month and serving of parents on committees of the school management body effectively were negatively affect the school improvement program though their contribution to improve achievement of students were not as such required.

4.3.4 Safe and Health School Environment

Educational environments need to be safe, supportive, welcoming and inclusive for all learners regardless of their differences. In line with this, Nielson (1997 in Belay, 2010:14)

suggests that creating a positive and comfortable learning environment is essential if the educational experiences are to be successful and rewarding for all students.

Table 4.9: Safe and Health School Environment (Students' related issues)

No.	Activities	R e s. P S Tot	Alternative frequency						mean value	X ² calculated
			disagree		undecided		agree			
			f	%	f	%	f	%		
1	Classroom is created as safe and secure learning environment	T	33	30.6	12	11.1	63	58.3	3.37	17.741
		P	10	27.8	9	25	17	47.3	3.25	
		S	37	20.5	23	12.8	120	66.6	3.63	
		Tot	80	24.7	44	13.6	200	61.8	3.50	
2	There is mutual understanding b/n and among students, teachers, and school community	T	44	31.5	12	11.1	62	59.4	3.31	15.321
		P	15	41.7	9	25	12	33.4	2.98	
		S	71	39.5	34	18.9	75	41.7	3.02	
		Tot	120	37.1	55	17	149	46.00	3.11	
3	Participation of students in extra-curricular activities	T	33	30.5	9	8.3	66	61.1	3.41	12.690
		P	11	30.6	6	16.7	19	52.8	3.28	
		S	40	22.2	41	22.8	99	55.0	3.40	
		Tot	84	26.0	56	17.3	184	56.8	3.39	
4	Well care for school facilities, furniture and laboratory equipments is evident	T	21	19.4	15	13.9	72	66.7	3.70	8.192
		P	5	13.9	9	25	22	61.1	3.61	
		S	44	24.4	26	14.4	110	61.2	3.58	
		Tot	70	21.6	50	15.4	204	63.0	3.62	

The table value $X^2 = 15.5073$ at significant level of 0.05 with eight degrees of freedom

Key: Res = Respondents f = frequency T = Teacher S = Student P = PTSA Tot = Total

As it has been shown in items 1, 2, 3 and 4 of table 4.9, the majority groups of the school teachers, PTSA members and student respondents, with total percentages of 61.8%, 46.0%, 56.8% and 63.0% respectively for items 1, 2, 3 and 4, mentioned their agreement that classroom is creation of safe and secure learning environment at classroom; existence of mutual understanding between and among students, teachers, and school community; participation of students in extra-curricular activities and well care of school facilities, furniture and laboratory equipments were rated as moderate practice. Again, with the total percentages of 24.7%, 37.1%, 26.0% and 21.6%, for items 1, 2, 3 and 4 respectively expressed their disagreement to these activities. Moreover, 13.6%, 17.0%, 17.3% and 15.4% of the respondents also replied that undecided on these issues. The computed Chi-square value $X^2 = 15.321$, $X^2 = 12.690$, and $X^2 = 8.192$ for items 2, 3, and 4 which is less than the table value $X^2 = 15.5073$ at significant level of 0.05 with eight degrees of freedom, which show there is no significance difference among the response of the three groups of

respondents concerning the given issues. This implies that, the activities had not been successfully implemented at the schools with weighted mean values of 3.50, 3.11, 3.39 and 3.62 for each item respectively.

As the researcher observed from reviewed documents concerning safe and enabling school environment domains, the reviewed documents have indicated that the majority of the sample schools, 7 were relatively fair with the existence of facilities and safe and secure learning environment. In addition to this, the reviewed documents were not showed the participation of students in health and relationship programs. Except, Mynebri and Zban-albe were tried to participate in health and relationship program with health center to take first aid training program. Therefore, from the results of the chi-square tests of the majority items and the data obtained from reviewed document, one possibly concludes that the majority of these activities were not implemented as they intended at the sample schools.

Table 4.10: Safe and Health School Environment (Leaders' related issues)

No.	Activities	Res.	Alternative frequency						mean	X ² value
			disagreed		undecided		agreed			
			f	%	f	%	f	%		
1	Encouragement of students with special needs to have equal access to learning outcomes	T	30	27.7	15	13.9	63	58.3	3.34	28.890
		P	8	22.2	13	36.1	15	41.7	3.31	
		S	86	46.8	31	17.2	63	35	2.80	
		Tot	124	38.2	59	18.2	141	43.5	3.04	
2	Leaders ability to create opportunity to use external change for internal change	T	22	20.4	23	21.3	63	58.4	3.56	11.831
		P	12	33.3	8	22.2	16	44.4	3.22	
		S	52	28.9	42	23.3	86	47.8	3.24	
		Tot	86	26.5	73	22.5	165	50.9	3.35	
3	School leaders commitment to promote a learning community	T	10	9.3	11	10.2	87	80.6	3.95	16.127
		P	4	11.1	10	27.8	22	61.1	3.72	
		S	28	15.5	44	24.4	108	60.0	3.62	
		Tot	42	13.3	65	20.1	177	67.0	3.74	
4	The school mgt' informs teachers and students about the detailed records of disciplinary problems	T	40	37.1	20	18.5	48	44.4	3.20	9.134
		P	13	36.1	12	33.3	11	30.6	3.00	
		S	74	41.1	37	20.6	69	38.3	3.08	
		Tot	127	39.2	69	21.3	128	39.5	3.11	
5	Treatment of students by teachers in attending classes	T	29	26.9	8	7.4	71	65.8	3.50	15.475
		P	12	33.3	7	19.4	17	47.2	3.28	
		S	45	25	28	15.6	107	59.5	3.41	
		Tot	86	26.6	43	13.3	195	60.2	3.42	

The table value X² = 15.5073 at significant level of 0.05 with eight degrees of freedom

Where: Res = Respondents f = frequency T = Teacher S = Student P = PTSA Tot = Total

As shown in items 3 of table 4.10, the majority groups of respondents, with total percentages of 67.0% were made an agreement with school leaders' commitment to promote a learning community. On the contrary a few number of respondents, 13.3% showed their disagreement on these activities. 20.1% also cover by those groups of respondents who responded undecided. The weighted mean value of this given item is 3.74. Hence, this implies that school leaders' commitment to promote a learning community was strongly practiced in the sample schools.

The calculated chi-square value $X^2 = 16.127$ for item 3 which is larger than the table value $X^2 = 15.5073$ at significant level of 0.05 with eight degrees of freedom. Hence, there is a significance difference among the response of the three groups of respondents concerning school leaders' commitment to promote a learning community.

The data corresponding to items 1, 2, 4 and 5 of table 4.10, remarkable portion of participants, with total percentages of 43.5%, 50.9%, 39.5% and 60.2% mentioned that their agreement on encouragement of students with special needs to have equal access to learning outcomes; leaders' ability in create of opportunities to use external change for internal change; informing detailed records of disciplinary problems to school teachers and students by the school management and treatment of students by teachers in attending classes. On the other side, considerable amount of the total respondents, with to total percentage of 38.2%, 26.5%, 39.2% and 26.6% reported that these school improvement activities were not practically applied on the sample schools. The participants who responded undecided also cover 18.2%, 22.5%, 21.3% and 13.3% respectively. This implies that the given leaders related issues of the activities were rated as moderately practiced with weighted mean values of 3.04, 3.35, 3.11 and 3.42 for items 1, 2, 4 and 5 respectively.

A Chi-square test was calculated to check whether opinion difference exists among the three groups or not, on all these items. Accordingly, the calculated value $X^2 = 11.831$, $X^2 = 9.134$, and $X^2 = 15.457$ for items 2, 4, and 5 which is less than the table value $X^2 = 15.5073$ at significant level of 0.05 with eight degrees of freedom, which show there is no significance

difference among the response of the three groups of respondents concerning the given issues. This implies that, the activities had not been fully practiced at the schools.

As the researcher observed from reviewed documents concerning safe and enabling school environment domains, the reviewed documents have indicated that all 9(100%) of the sample schools were placed a written policy and disciplinary cases at the level of their school. The reviewed document also showed that, 7(77.78%) of the sample schools did not have an awareness on a professional code of practice and a conflict resolution document /mechanism/ in able to use as a guide for the future. The remaining 2(22.22%) of the schools (Zban-albe, and arena) were tried to documented a professional code of practice and a conflict resolution mechanism. In line with this, concerning a detail record of all accidents or disciplinary problems occurred in the school to prevent their repetition, the reviewed document showed that none of these schools were recorded accidents or disciplinary problems occurred in the school.

Finally, based on the results of the chi-square tests, the data gained from interview and reviewed document, it is possible to conclude that the majority of activities related to save and health school environment practices were moderately practiced at the sample schools though their contribution to improve school improvement program were not as such required.

4.4 Conditions for School Improvement

The school communities and stakeholders in the schools were expected to know the practice of school improvement program in solving teaching-learning problems. In doing so, they were supposed to have ample knowledge and capacity on internal and external conditions of school improvement process and how to implement its practices. Hence, as presented from table 4.11 up to table 4.18 the data obtained from the filled were analyzed using percentages, which were supported by the data, collected through interview, document review and observation.

4.4.1 Internal Conditions

In the pursuit of changes that enhance the achievement of students, the internal conditions of the school have much more chance of success for school improvement (Hopkins, 2002:20).

Therefore, the internal school conditions (in staff development, student involvement, collaborative planning and school leadership are interrelated as a series of concentric rings and when all these are pulling in the same direction, then the aspiration of school improvement have much more chance of success.

4.4.1.1 School-Based Staff Development

It is vital strategies for staff development should be linked to school improvement. Schools with successful staff development arrangements tend to have long-term policies that link individual needs to school improvement efforts (Hopkins, 1994:125).

Table 4.11: School-Based Staff Development

No.	Activities	R e s.	Alternative frequency						Mean value	X ² calculat ed
			disagree f	%	undecided f	%	agree f	%		
1	Professional learning is valued for school improvement (such as, CPD)	T	18	16.7	11	10.2	79	73.2	3.77	12.959
		S	53	29.5	34	18.9	93	51.7	3.37	
		Tot	71	24.7	45	15.6	172	59.7	3.35	
2	Classroom is considered as the centre of staff development	T	14	12.9	17	15.7	77	71.3	3.80	9.366
		S	47	26.1	36	20	97	53.9	3.45	
		Tot	61	21.2	53	18.4	174	60.4	3.39	
3	Encouragement of individual staff efforts for their professional development	T	17	15.8	21	19.4	70	64.8	3.70	3.688
		S	32	17.8	51	28.3	97	53.9	3.43	
		Tot	49	17.0	72	25	167	58.0	3.41	
4	Need assessment is practiced for staff development to improve learning outcomes	T	55	50.93	20	18.51	33	30.55	2.83	2.488
		S	82	45.55	48	26.66	50	27.78	2.78	
		Tot	137	47.6	68	23.6	83	28.8	2.81	
5	Collaborative way of working r/ship, sprit of team work and communication among staff	T	9	8.3	13	12	86	79.6	3.90	39.539
		S	73	40.5	27	15	80	44.4	3.12	
		Tot	82	28.5	40	13.9	166	57.6	3.29	
6	School allocate sufficient time for staff development	T	46	42.6	15	13.3	47	23.5	3.08	22.846
		S	105	58.3	43	23.9	32	17.8	2.55	
		Tot	151	52.4	58	20.1	79	27.4	2.75	
7	Staff involvement in action research is increased to solve school improvement process	T	21	19.5	16	14.8	71	65.7	3.61	17.913
		S	63	35	45	25	72	40	3.05	
		Tot	84	29.2	61	21.2	143	49.7	3.20	

The table value X² = 15.5073 at significant level of 0.05 with eight degrees of freedom

Where: Res = Respondents f = frequency T = Teacher S = Student P = PTSA Tot = Total

The data corresponding to items 1, 2, 3, 5 and 7 of table 4.11, shows that the majority groups of respondents, with total percentages of 59.7, 60.4, 58.0, 57.6 and 49.7 reported that value of professional learning (CPD) for school improvement; use of classroom as the centre of staff development; encouragement of individual staff efforts' for their professional development; collaborative way of working relationship, sprit of team work and communication among the

staff and involvement staff of in action research to solve school improvement process were moderately practiced. On the contrast, 24.7%, 21.2%, 17.0%, 28.5% and 29.2% of the total number of respondents, for items 1, 2, 3, 5 and 7 replied that they didn't agree on these issues, which their practice is low. 15.6%, 18.4%, 25%, 13.9% and 21.2% covered by participants who responded undecided. Therefore, this implies that value of professional learning (CPD) for school improvement; use of classroom as the centre of staff development; encouragement of individual staff efforts' for their professional development; collaborative way of working relationship, spirit of team work and communication among the staff and involvement staff of in action research to solve school improvement process were inadequately practiced at the school level with weighted mean values ranging from a minimum value of 3.20 up to a maximum value of 3.41.

In addition, the data in items 4 and 6 of table 4.11, also clearly indicates that majority number groups of respondents, with percentages of 47.6% and 52.4%, they didn't agree on practice of need assessment for staff development to improve learning outcomes and allocation of sufficient time for staff development at the schools. On the contrary, the data also indicated that remarkable number of respondents, 28.8% and 27.4% agreed on the practice of need assessment for staff development to improve learning outcomes and their schools for allocation of sufficient time to staff development. Again, 23.6% and 20.1% of participants rated that undecided. Hence, the practices of the activities were rated as low with weighted mean value of 2.81 and 2.75 for each item respectively, which are below the expected mean value.

The calculated chi-square value $X^2 = 9.366$, $X^2 = 3.66$ and $X^2 = 2.488$ for items 2, 3 and 4 respectively, which are smaller than the table value $X^2 = 9.4877$ at significant level of 0.05 with four degrees of freedom. This implies that there is no significance difference among the response of the three groups of respondents regarding practice of need assessment for staff development to improve learning outcomes. On the other hand, the computed chi-square value $X^2 = 12.959$, $X^2 = 39.539$, $X^2 = 22.846$ and $X^2 = 17.913$ for items 1, 5, 6 and 7 are greater than the table value $X^2 = 9.4877$ at significant level of 0.05 with four degrees of freedom. This means that there is a significance difference among the response of the three groups of respondents regarding allocation of sufficient time for staff development at the

schools. Supporting this idea, the information obtained from the school principals, cluster school supervisors, and woreda supervisors, except the PTSA members revealed that use of professional learning (CPD) for school improvement; encouragement of individual staff efforts for their professional development and collaborative way of working relationship, spirit of team work and communication among the staff were tried to applied at the primary schools.

Generally, based on the results of the chi-square testes and the data collected, it is possible to suggest that the three groups of respondents had aware of with majority of school based-staff development activities. This in turn will have good opportunity to practice school improvement process at the primary schools. However, two of these activities negatively affect the school improvement practice.

4.4.1.2 Students Involvement

According to Hopkins (1994:141), an emphasis on cooperative learning in the classroom is a way of facilitating student involvement. This involvement can also improve academic standards, self-esteem, social relationships and personal development.

Table 4.12: Students Involvement

No.	Activities	R e s.	Alternative frequency						mea n value	X ² calculated
			disagree		undecided		agree			
			f	%	f	%	f	%		
1	Students participation is encouraged, it is integral to all activities	T	16	14.8	7	6.5	85	78.7	3.91	16.730
		P	5	13.9	6	16.7	25	69.5	3.86	
		S	23	12.8	21	11.7	136	75.5	3.92	
		Tot	44	13.6	34	10.5	246	76.0	3.91	
2	Students feel happy in their involvement of school policies and decisions	T	14	13	27	25	67	62.7	3.64	11.687
		P	9	25	8	22.2	19	52.7	3.47	
		S	34	18.9	32	17.8	114	63.3	3.52	
		Tot	50	17.6	67	20.7	200	51.7	3.56	
3	Staffs feel happy with their participation in school decisions	T	6	5.6	10	9.3	92	85.1	4.17	18.220
		P	6	16.7	8	22.2	22	61.1	3.58	
		S	22	12.2	32	17.8	126	70	3.82	
		Tot	34	10.5	50	15.4	240	74.1	3.91	
4	Schools create opportunities for students in to self-regulating and value their participation	T	16	14.8	21	19.4	71	65.8	3.70	15.171
		P	16	44.4	9	25	11	30.6	2.92	
		S	43	23.9	32	17.8	105	58.3	3.44	
		Tot	75	23.2	62	19.1	187	57.7	3.24	

The table value $X^2 = 15.5073$ at significant level of 0.05 with eight degrees of freedom

Where: Res = Respondents f = frequency T = Teacher S = Student P = PTSA Tot = Total

As can be seen from table 4.12, the data respective to items 1 and 3 shows that the great majority of respondents, 76.0% and 51.7% of the total respondents reported that encouragement of students participation in all activities and participation of students in school decisions were strongly practiced. The data also reveals that minor amount of respondents, 113.6% and 10.5% responded that the participants didn't agree that encouragement of students' participation in all activities and participation of students in school decisions were high. The respondents who replied undecided also cover 10.5% and 15.4%. And the weighted mean value of items 1 and 3 in table 4.12 showed 3.86 and 3.91 respectively. Therefore, the respondents agreed that there were effective encouragement of students' participation in all activities including school decisions.

In addition, the data the data in items 2 and 4 of table 4.12, indicates that great portion of respondents, with total percentages of 51.7% and 57.7% replied that students feel happy in their involvement of school policies and opportunities created by schools for students in to self-regulating were practiced moderately. On the other side, the data shows that, considerable amount of the total respondents, 17.6% and 23.2% responded that these activities were not practiced as required. A few numbers of respondents, 20.7% and 19.1% were rated as undecided. As a result, large numbers of respondents agreed that students feel happy in their involvement of school policies and opportunities created by schools for students in to self-regulating activities were implemented moderately with weighted mean value of 3.56 and 3.24 for items 2 and 4 respectively.

The computed Chi-square value $X^2 = 11.687$ and $X^2 = 15.171$ for items 2, and 4 which is less than the table value $X^2 = 15.5073$ at significant level of 0.05 with eight degrees of freedom, which show there is no significance difference among the response of the three groups of respondents concerning the given issues. This implies that, the activities had not been successfully implemented at the schools with weighted mean values of 3.50, 3.11, 3.39 and 3.62 for each item respectively.

Therefore, based on the results of the chi-square tests and the data gained, it could be suggested that the critical analysis and discussion of the data indicated in table above could enable the researcher to generalize that the efforts exerted to enhance the involvement of

students in school decisions and the opportunities created by schools for students in to self-regulating activities were sufficiently exercised as required in the internal conditions of school improvement activities though this might be considered as an opportunity for effective implementation school improvement process.

4.4.1.3 Collaborative Planning

Hopkins and Jackson (2003 in Harris, 2008:134) note that ‘successful schools create collaborative environments which encourages involvement, professional development, mutual support and assistance in problem solving’. Hence, collaborative planning preparation is the best possible way of implementing school improvement program.

Table 4.13: Collaborative Planning

No.	Activities	R e s. T P S Tot	Alternative frequency						W. mean	X ² calculated
			disagreed f	%	undecided f	%	agreed f	%		
1	The collective planning culture is encouraged	T	23	21.3	15	13.9	70	64.8	3.68	6.487
		P	8	22.2	9	25	19	52.8	3.53	
		S	35	19.5	26	14.4	119	66.1	3.69	
		Tot	66	20.4	50	15.4	208	64.2	3.67	
2	School communities are aware of the priorities of school improvement program	T	23	21.3	24	22.2	61	56.4	3.53	22.246
		P	15	41.7	9	25	12	33.3	3.00	
		S	27	15	51	28.3	102	56.7	3.54	
		Tot	65	20.1	84	25.9	175	54.1	3.48	
3	School communities collaborative is encouraged in reviewing and modifying SIP	T	21	19.5	20	12.5	67	62	3.56	14.662
		P	12	33.3	8	22.2	19	44.5	3.17	
		S	63	35	38	21.1	79	43.8	3.17	
		Tot	96	29.8	66	20.4	62	50	3.30	

The table value X² = 15.5073 at significant level of 0.05 with eight degrees of freedom

Where: Res = Respondents f = frequency T = Teacher S = Student P = PTSA Tot = Total

As depicted in items 1, 2 and 3 of table 4.13, great portion of the total respondents, 64.2%, 54.1% and 50% responded that the encouragement of collective planning culture; aware of priorities of school improvement activities by the school communities and encourage of school communities collaborative in reviewing and modifying school improvement plan were moderately practiced . On the other side, encouragement of collective planning culture; aware of priorities of school improvement activities by the school communities and encourage of school communities collaborative in reviewing and modifying school improvement plan were rated by considerable number of respondents, with to total

percentages of 20.4%, 20.1% and 29.8% for their disagree, which implies that these activities didn't exercised as intended. The rest groups of the total respondents replied undecided.

The calculated chi-square value $X^2 = 6.487$ and $X^2 = 14.662$ for items 1, and 3 which is less than the table value $X^2 = 15.5073$ at significant level of 0.05 with eight degrees of freedom, which show there is no significance difference among the response of the three groups of respondents concerning the above issues. Hence, the encouragement of collective planning culture; aware of priorities of school improvement activities by the school communities and encourage of school communities collaborative in reviewing and modifying school improvement plan were moderately practiced with weighted mean values of 3.67, 3.48 and 3.30.

Generally, the obtained responses for collaborative planning activities were moderately practiced in the schools. This might be indicated that the contribution of the activities to school improvement program was not adequately implemented.

4.4.1.4 School Leadership

Successful educational leaders develop their districts and schools as effective organization that support and sustain the performance of administrators and teachers as well as students (Bykenneth, 2006:66). Similarly, the relationship between leadership and school improvement imply that giving others responsibility and developing others is the basic possible way of the school moving forward (Day, Harris and Hadfield, 1999 in Harris, 2008:134).

As can be seen in items 1, 2, 3, 4 and 5 of table 4.14 below, the data clearly shows that use of reflective practices to appropriate managing people; giving of opportunity for others to lead school improvement activities; demonstrating of effective resource management system; school leaders' ability to solve problems and formulating and demonstrating vision and long range planning of the school were rated as moderately practiced with total percentages of 64.9, 42.0, 54.5, 62.5 and 60.8 for items 1, 2, 3, 4 and 5 respectively. Whereas, considerable portion of respondents, 19.8%, 33.3%, 25%, 22.9% and 17.7% were reported their disagreement on these issues. Again some numbers of respondents, with 15.3%, 24.7%, 20.5%, 14.6% and 21.5% reported that they didn't able to decide on the practice of these school leadership activities. As a result, the practices of school leadership activities at the

primary school were not sufficiently adequate with weighted mean values ranging from a minimum mean value of 3.09 up to a maximum mean value of 3.45 for items 1, 2, 3, 4 and 5 respectively.

Table 4.14: School Leadership

No.	Activities	R e s. s.	Alternative frequency						W. mean	X ² calculated
			disagree		undecided		agree			
			f	%	f	%	f	%		
1	Use of reflective practices to achieve SI practice	T	18	16.7	18	16.7	72	66.6	3.69	1.151
		S	39	21.7	26	14.4	115	63.9	3.57	
		Tot	57	19.8	44	15.3	187	64.9	3.45	
2	Opportunity is given for others to lead school improvement activities	T	41	38	26	24.1	41	38	3.06	1.810
		S	55	36	45	25	80	44.4	3.26	
		Tot	96	33.3	71	24.7	121	42.0	3.09	
3	School's l/ship team demonstrates effective resource mgt system to achieve learning outcomes	T	18	16.7	20	18.5	70	64.8	3.66	8.490
		S	54	30	39	21.7	87	48.2	3.26	
		Tot	72	25.0	59	20.5	157	54.5	3.30	
4	Ability to solve problems in implementing educational activities	T	16	14.8	12	11.1	80	74.1	3.74	10.082
		S	50	27.8	30	16.7	100	55.5	3.35	
		Tot	66	22.9	42	14.6	180	62.5	3.40	
5	Formulate and demonstrate vision and long range planning of the school	T	22	20.4	23	21.3	63	58.4	3.53	0.864
		S	29	16.1	39	21.7	112	62.2	3.61	
		Tot	51	17.7	62	21.5	175	60.8	3.43	

The table value $X^2 = 9.4877$ at significant level of 0.05 with four degrees of freedom

Where: Res = Respondents f = frequency T = Teacher S = Student Tot = Total

The calculated chi-square value $X^2 = 1.151$, $X^2 = 1.810$, $X^2 = 8.490$ and $X^2 = 0.864$ for items 1, 2, 3, and 5 which is less than the table value $X^2 = 9.4877$ at significant level of 0.05 with four degrees of freedom, which show there is no significance difference among the response of the three groups of respondents regarding use of reflective practices to appropriate managing people; giving of opportunity for others to lead school improvement activities; demonstrating of effective resource management system; school leaders' ability to solve problems and formulating and demonstrating vision and long range planning of the school.

Finally, it is possible to conclude that the majority of the school leadership activities had not been implemented enough at the sample schools. Hence, the respondents agreed on their relatively fair practice at improving school improvement process.

4.4.2 External Condition

4.4.2.1 Environmental conditions

It is important to think of schools in the context of their environments, requiring the heads of schools to spend more time managing transactions between their schools and environmental conditions.

Table 4.15: Environmental conditions

No.	Activities	R e s. T P S Tot	Alternative frequency						W. mea n	X ² calculated
			disagree f	%	undecided f	%	agree f	%		
1	School leaders in articulating the needs of the school to the local community to meet the community expectations	T	24	22.2	27	25	57	52.7	3.44	10.036
		P	11	30.6	10	27.8	15	41.7	3.22	
		S	32	17.8	40	22.2	108	60	3.60	
		Tot	67	20.7	77	23.8	180	55.5	3.50	
2	School leaders responsibility to build bridges b/n different categories of stakeholders for SI	T	64	59.2	16	14.8	28	25.9	2.60	7.644
		P	20	55.6	9	25	7	19.5	2.53	
		S	93	51.6	40	22.2	47	26.1	2.70	
		Tot	177	54.7	65	20.1	82	25.3	2.65	
3	Promoting the student and professional learning agenda with the media & influential community groups	T	48	44.4	20	18.5	40	37	2.85	7.643
		P	23	66.9	6	16.7	7	19.4	2.42	
		S	85	47.2	42	23.3	53	29.5	2.73	
		Tot	156	48.2	68	21	100	30.9	2.73	

The table value $X^2 = 15.5073$ at significant level of 0.05 with eight degrees of freedom

Where: Res = Respondents f = frequency T = Teacher S = Student P = PTSA Tot = Total

From item 1 to item 3 in table 4.15, respondents were asked to rate their agreement on the effective implementation of environmental conditions for school improvement activities in their respective schools, and consequently the above data was found.

As the data corresponding to item 1 of table 4.15, indicates that the majority groups of respondents, 55.5% (37.0% agree and 18.5% strongly agree), agreed that their school leaders' ability in articulating the needs of the school to the local community to meet the community expectations were as moderately practiced. The data also indicated that 20.7% (3.1% strongly disagree and 17.6 disagree) of the participants didn't agree that their school leaders in articulating the needs of the school to the local community to meet the community expectations were practiced as they need. The participants who replied undecided cover 23.8%. Hence, the weighted mean score of this item is 3.50, which is above average.

The calculated chi-square value $X^2 = 10.036$ for items 1, which is less than the table value $X^2=15.5073$ at significant level of 0.05 with eight degrees of freedom, which show there is no significance difference among the response of the three groups of respondents concerning school leaders' ability in articulating the needs of the school to the local community to meet the community expectations. Therefore, school leaders' ability in articulating the needs of the school to the local community to meet the community expectations was practiced moderately in their school.

The data in items 2 and 3 of table 4.15, reveals that the majority groups of respondents, with total percentages of 54.7% and 48.2% for items 2 and 3 respectively, reported that they didn't agree on the school leaders responsibility to build bridges between different categories of stakeholders for school improvement and ability to promote the student and professional learning agenda with the media and influential community groups. But, 25.3% and 30.9% of the total respondents agreed that the school leaders responsibility to build bridges between different categories of stakeholders for school improvement and ability to promote the student and professional learning agenda with the media and influential community groups have been made on their schools.

On the other hand, the data also showed 20.1% and 21.0% of respondents was responded undecided for items 2 and 3 respectively. A chi-square test was also computed to see whether there was difference among the response of the three groups of respondents. Hence, the computed chi-square values for items 2 and 3, $X^2 = 7.644$ and $X^2 = 7.643$ which are less than the table value of chi-square $X^2 = 15.5073$ at 0.05 significant level with eight degrees of freedom. This implies that there is no significance difference among the response of the three groups of respondents regarding the above issues. The weighted mean values of these items are 2.65 and 2.73 for items of 2 and 3 respectively, which are below average. This implies that, the efforts of school leader responsibility to build bridges between different categories of stakeholders for school improvement and ability to promote the student and professional learning agenda with the media and influential community groups were very low.

Finally, from the chi-square test results and the data obtained, it seems clear that the environmental conditions in the primary schools are not successfully to improve school

improvement program. This in turn, may show us that these activities exercised in the schools were practiced inefficiently.

4.4.2.2 Capacity Building

Without a clear focus on ‘capacity’, a school will be unable to sustain continuous improvement efforts, or to manage change effectively. From a relatively simple perspective, capacity building is concerned with providing opportunities for people to work together in a new way. And it is concerned with developing the conditions, skills and abilities to manage and facilitate productive school-level change (Harris, 2008:133).

Table 4.16: Capacity Building

No.	Activities	R e s. s.	Alternative frequency						W. mean	X ² calculated
			disagree		undecided		agree			
			f	%	f	%	f	%		
1	Commitment and readiness for change by school leaders, woreda experts ...	T	60	55.6	14	13	34	31.5	2.64	18.979
		P	16	44.4	11	30.6	9	25	2.89	
		S	73	40.5	32	17.8	75	41.7	2.97	
		Tot	149	46	57	17.6	118	36.4	2.85	
2	Provision of supervisor service, advice and clarification of policy	T	64	59.2	11	10.2	33	30.6	2.69	9.673
		P	17	47.2	8	22.2	11	30.5	2.92	
		S	83	46.1	37	20.6	60	33.3	2.88	
		Tot	164	50.7	56	17.3	104	32.1	2.82	
3	Leading experience sharing and working relationship	T	48	44.5	16	14.8	44	40.74	2.96	15.171
		P	18	50	6	16.7	12	33.4	2.89	
		S	65	36.1	32	17.8	83	45.7	3.08	
		Tot	131	40.4	54	16.7	139	42.9	3.02	
4	Capacity to allocate sufficient budget from woreda education officers	T	58	53.70	7	6.48	43	39.81	2.82	7.932
		S	85	47.22	33	18.33	62	34.44	2.92	
		Tot	143	49.7	40	13.9	105	36.5	2.87	
5	School leaders ability to provide training for professional growth	T	35	32.4	23	21.3	50	46.3	3.18	6.937
		S	34	18.9	42	23.3	104	57.8	3.49	
		Tot	69	24.0	65	22.6	154	53.5	3.30	

The table value $X^2 = 15.5073$ at significant level of 0.05 with eight degrees of freedom

Where: Res = Respondents f = frequency T = Teacher S = Student P = PTSA Tot = Total

As depicted in items 3 and 5 of table 4.16 significant portions of the total respondents, 42.9% and 53.5% responded that leaders’ ability in leading experience sharing and working relationship among schools and providing training for professional growth were rated as agreed. On the contrary, 40.4% and 24.0% of the total respondents replied their disagreement on these issues. Where as, 16.7% and 22.6% of the total respondents also reported that undecided.

The computed chi-square values for items 3 and 5 $X^2 = 15.171$ and $X^2 = 6.937$ which are less than the table value of chi-square $X^2 = 15.5073$ and at 0.05 significant levels with eight degrees of freedom, which show there is no significance difference among the response of the three groups of respondents concerning leaders' ability in leading experience sharing and working relationship among schools and providing training for professional growth. Hence, based on the response of the majority, it may be possible to interpret that the practice of leaders' ability in leading experience sharing and working relationship among schools and providing training for professional growth were relatively fair exercised at the sample schools with weighted mean values of 3.02 and 3.30 for items 3 and 5 respectively.

On the other hand, as indicated in table 4.16, among the total respondents, the majority of the school teachers, PTSA members and students with total percentages of 46%, 50.7% and 49.7% for items 1, 2, and 4 respectively rate their disagreement that school leaders' and woreda experts commitment and readiness for change; provision of supervisors service, advice and clarification of policy and allocation of sufficient budget from woredas education officers. However, 36.4%, 32.1% and 36.5% of the three groups of respondents responded agree. Again, 17.6%, 17.3% and 13.9% were also rated as undecided. The calculated chi-square values for items 2 and 4 $X^2 = 9.673$ and $X^2 = 7.932$ which are less than the table value of chi-square $X^2 = 15.5073$ and at 0.05 significant levels with eight degrees of freedom, this implies that there is no significance difference among the response of the three groups of respondents concerning the above given issues. Hence, based on the response of the majority, it may be possible to interpret that the practice of these activities were not effectively implemented with weighted mean values of 2.85, 2.82 and 2.87 for items 1, 2 and 4 respectively, which are below average.

Similarly, the school principals, cluster school supervisors, and woredas supervisors responded that, during the interview conducted, there exist lack of commitment and readiness for change; inadequate supervisory service and lack of adequate budget from the woreda levels and school communities.

Thus, based on the results of chi-square tests and the data obtained, it is possible to suggest that the majority of capacity building activities were rated as low, though school leaders' and

woreda experts commitment and readiness for change; provision of supervisors service, advice and clarification of policy and allocation of sufficient budget from woredas education officers had negatively affect the implementation of school improvement program.

4.4.2.3 Policy Issues

The existence of a clear policy and intervention strategies are vital for success of school improvement program implementation. According to Marzano (2003:116) in the context of school improvement, policy can be viewed as the implementation framework that guides the action of school activities.

Table 4.17: Policy Issues

No.	Activities	R e s.	Alternative frequency						mean	X ² value
			disagree		undecided		agree			
			f	%	f	%	f	%		
1	schools provide wide range of policy options and strategies for choice	T	19	17.6	21	19.4	68	63.9	3.61	15.171
		P	5	13.9	6	16.7	25	69.4	3.78	
		S	30	16.7	48	26.7	102	56.7	3.62	
		Tot	55	17	75	23.1	194	59.7	3.63	
2	School policies allow stakeholders participation	T	18	16.7	18	16.7	72	67.6	3.61	24.948
		P	4	11.1	9	25	23	63.9	3.75	
		S	40	22.2	38	21.1	102	56.6	3.45	
		Tot	62	19.1	65	20.1	197	60.8	3.54	
3	Clear strategies are in place to monitor and evaluate the school improvement process	T	48	44.44	23	21.30	37	34.26	2.74	3.121
		P	15	41.7	9	25	12	33.4	2.94	
		S	92	51.11	42	23.33	46	42.59	2.76	
		Tot	155	47.8	74	22.8	95	29.3	2.81	

The table value $X^2 = 15.5073$ at significant level of 0.05 with eight degrees of freedom

Where: Res = Respondents f = frequency T = Teacher S = Student P = PTSA Tot = Total

Table 4.17, depicted a sort of information on the condition of policy issues and strategies. As can be seen from items 1 and 2 of table 4.17, averagely great portion of respondents, 59.7% and 60.8% were rated as moderate practice of schools in providing a wide range of policy options for choice and the school policies allow stakeholders participation. On the other side, schools in providing a wide range of policy options for choice and participation of stakeholders in school policy were reported by remarkable amounts of respondents, 17.0% and 19.1% of the total percentages showed their disagreement on the issues. Again, 23.1% and 20.1% responded undecided for items 1 and 2 respectively. The weighted mean value of these items indicated in table 20 as 3.63 and 3.54. In line with this, schools in providing a

wide range of policy options for choice and stakeholders participation in school policy issues were moderately practiced.

The calculated chi-square values for item 1 $X^2 = 15.171$ which is less than the table value of chi-square $X^2 = 15.5073$ at 0.05 significant levels with eight degrees of freedom, this means that there is no significance difference among the response of the three groups of respondents concerning the above given issues. On the other hand, the computed chi-square value $X^2=24.948$ for item 2 is greater than the table value $X^2 = 9.4877$ at significant level of 0.05 with eight degrees of freedom. This implies that there is a significance difference among the response of the three groups of respondents regarding the above issues.

With regarding item 3, the three groups of respondents, that is, 44.44% of the school teachers, 41.70% of PTSA members and 51.11% of students responded that clear strategies were not placed at the school level to monitor and evaluate the school improvement process. The weighted mean score rated by the school teachers, PTSA members and students 2.81, which is below average. This implies that there is lack of clear strategies to monitoring and evaluating the school improvement process.

The calculated chi-square values for item 3 $X^2 = 3.121$ which is less than the table value of $X^2 = 15.5073$ at 0.05 significant levels with eight degrees of freedom, this means that there is no significance difference among the response of the three groups of respondents concerning the above given issues.

Generally, the existence of clear policy options, participation of stakeholders in school polices and clear strategies in the school have a vital role in successful implementation of school improvement activities. Hence, it can be concluded that the existence of a wide range policy options and participation of all stakeholders were practiced moderately in the sample schools. However, it is possible to say that, the existence of clear strategies was not well established to follow and evaluate the success of school improvement process at the school level.

4.4.2.4 Cultural Issues

A school's culture is dynamic and constantly evolving despite the dominant perception of stability. Successful schools consciously develop organizational culture that is supportive of the teaching-learning process. Hence, it creates strong interdependence, shared responsibility and collective commitment (Hopkins, 1994:88-93).

Table 4.18: Cultural Issues

No.	Activities	R e s	Alternative frequency						Mean value	X ² calculated
			disagreed		undecided		agreed			
			f	%	f	%	f	%		
1	Identifying solutions for social problems	T	53	49.07	18	16.67	37	34.26	2.90	9.955
		P	13	36.1	11	30.6	12	33.4	2.97	
		S	84	36.6	33	18.3	63	35	2.82	
		Tot	150	46.30	62	19.13	121	37.35	2.89	
2	Uniformity of values and practices across school districts	T	36	33.4	18	16.7	54	50	3.29	9.666
		P	6	16.7	9	25	21	58.4	3.58	
		S	67	37.2	34	18.9	79	43.9	3.14	
		Tot	109	33.6	61	18.8	154	47.5	3.14	
3	Students' cultural orientation be utilized to inform classroom practices	T	31	28.7	11	10.2	66	61.1	3.42	19.732
		P	11	30.6	6	16.7	19	52.7	3.28	
		S	50	27.7	47	26.1	83	36.1	3.22	
		Tot	92	28.4	64	19.8	168	51.8	3.29	
4	Students' aspirations, values, perceptions, and behaviors learning in the school	T	33	30.6	15	13.9	60	55.5	3.30	11.741
		P	9	25	11	30.1	16	44.4	3.31	
		S	64	35.6	30	16.7	86	47.7	3.20	
		Tot	106	32.7	56	17.3	162	48	3.17	

The table value $X^2 = 15.5073$ at significant level of 0.05 with eight degrees of freedom

Where: Res = Respondents f = frequency T = Teacher S = Student P = PTSA Tot = Total

With the opportunities given for practice and problems of school improvement program respondents were asked to rate cultural issues. As indicated in items 2, 3, and 4 of table 4.18, the three groups of respondents, with total percentages of 47.5%, 51.8% and 48.0% were agreed for uniformity of values and practices across school districts; utilization of students' cultural orientation to inform classroom practices and students' aspirations, perceptions, and behaviors learning in the school. However, 33.6%, 28.4% and 32.7% of the total respondents didn't agree on these issues. Again, with 18.8%, 19.8% and 17.3% of respondents replied undecided for items 2, 3, and 4 respectively. This implies that, uniformity of values and practices across school districts; utilization of students' cultural orientation to inform classroom practices and students' aspirations, perceptions, and behaviors learning in the school were rated as moderate practiced at the schools with weighted mean values of 3.14, 3.29 and 3.17.

The computed chi-square values for item 2 and 4 $X^2 = 9.666$ and $X^2 = 11.741$ were found to be less than the table value of $X^2 = 15.5073$ at 0.05 significant levels with eight degrees of

freedom, which implies that there is no significance difference among the response of the three groups of respondents concerning uniformity of values and practices across school districts and students' aspirations, perceptions, and behaviors learning in the school for items 2 and 4 respectively.

In the first item, they were asked the extent to which identifying solutions for social problems are practiced at their school. Accordingly, the majority of school teachers (49.07%), PTSA members (36.10%) and students (36.60%) didn't agree on the on adequate practice of identifying solutions for social problems. On the contrary, considerable amount of the school teachers (34.26%), PTSA members (33.40%) and students (35.00%) of the respondents replied their agreement. Again, school teachers (16.67%), PTSA members (30.60%) and students (18.30%) of the total respondents responded that undecided. This means that, the practice of identifying solutions for social problems was not adequately exercised at the sample schools with weighted mean value of 2.89. Hence, the computed chi-square values for item 1 $X^2 = 9.955$ were found to be less than the table value of $X^2 = 15.5073$ at 0.05 significant levels with eight degrees of freedom, which implies that there is no significance difference among the response of the three groups of respondents regarding identifying solutions for social problems.

Generally, the success of school improvement process is associated with cultural activities. In line with this, Walker et al. (1998 in Harris, 2003:13) described that the importance and pervasiveness of trust are implicit in our effort to establish communities of learners and the generative setting for the expression of our shared educational ambitions. Therefore, it is possible to suggest that the majority activities of cultural issues had not sufficiently practiced at the schools, especially the activity which identifying solutions for social problems, though its contribution is negatively affect the school improvement program.

4.5 Problems Encountered in Implementing School Improvement Program

Accordingly, as it can be seen from tables 4.19, below shown the three groups of respondents were asked to rate their level of agreement to the statements, which describe problems encountered in implementing school improvement program in primary schools.

Table 4.19: Problems Encountered in Implementing SIP

No.	activities	Respondents						One way ANOVA		
		Teachers		Parents		Students		w. mean	F value	F α
		M	SD	M	SD	M	SD			
1	Absence of consistent awareness raising about SI among the school community by the school mgt'	2.73	.882	2.67	.828	2.64	.801	2.69	0.174	Critical value of F for df 2 and 321 at $\alpha = 0.05$ is 3.02
2	Lack of clear vision about school improvement	2.84	.919	2.94	.860	2.57	.794	2.76	2.077	
3	Difficulty to change existing culture of the school	2.72	.895	2.25	.604	2.69	.816	2.68	5.327	
4	Poor SI strategic planning on the part of school management	2.40	.723	2.44	.695	2.49	.728	2.48	1.366	
5	Lack of continuous training and evaluation	2.55	.847	2.56	.772	2.52	.763	2.49	0.068	
6	transfer of high experienced teachers to other sectors	2.81	.891	2.50	.736	2.70	.862	2.71	1.763	
7	Lack of access to recent research information	2.58	.844	2.44	.607	2.82	.885	2.69	4.133	
8	Absence of effective experience sharing within and among schools	2.67	.886	2.81	.822	2.73	.884	2.73	0.521	
9	Shortage of budget and low financial support from stakeholders	2.49	.815	2.47	.696	2.78	.898	2.66	5.650	
10	Lack of encouragement for effective teachers, school leaders, parents and students	2.35	.688	2.75	.874	2.57	.792	2.38	4.524	
11	Poor practice of school leaders in searching external fund to promote SIP	2.34	.713	3.00	.862	2.59	.782	2.46	10.390	
12	Poor practice of woreda education officers in searching external fund to promote school improvement program	2.59	.854	2.36	.639	2.87	.865	2.72	7.484	
13	Poor practice of WEO officers in monitoring and supervising to progress of SIP	2.87	.938	3.36	.833	2.78	.862	2.84	6.513	
14	Low stakeholders involvement in school improvement program	2.47	.922	2.52	.811	2.78	.884	2.49	2.870	
15	Over work load on the part of teaching staff	2.57	.800	2.39	.688	2.82	.859	2.69	5.807	
16	Low commitment of local political leaders	2.41	.684	2.58	.806	2.66	.778	2.32	3.018	

Level of agreement: "≥ 3.50 = not problem at all; 2.50 -3.49 = moderate problems; < 2.50 = serious problems." If the calculated F exceeds 3.02 at $\alpha = 05$ implies that the given means are different.

As shown from table 4.19, the absence of consistence awareness rising about school improvement program among the school community by the school management; lack of clear vision about school improvement; difficulty to change the existing cultures of the school;

transfer of high experienced teachers to other sectors; lack of access to recent research information; absence of effective experience sharing within and among schools; shortage of budget and low financial support from stakeholders; poor practices of woreda education officers in searching external fund, monitoring and supervising to promote school improvement program; and over work load on the part of teaching staff were rated as moderate problems with weighted mean values ranging from a minimum mean value of 2.50 up to a maximum mean value of 2.87.

On the other hand, the notion of poor school improvement strategic planning on the part of school management; lack of continuous training and evaluation; lack of encouragement for effective teachers, school leaders, parents and students; poor practice of school leaders in searching external fund to promote school improvement program; low stakeholders involvement in school improvement program; and low commitment of local political leaders were rated as serious problems with weighted mean score values from 2.32 up to 2.49.

The comparison of the three means further tested using one way ANOVA to see if there exists and significant difference between the groups. Accordingly, with respect to items 1, 2, 4, 5, 6, 8, 14, and 16, the one way ANOVA computed at 0.05 level of significance with 2 and 321 degrees of freedom became $F=0.174$, $F=2.074$, $F=1.366$, $F=0.068$, $F=1.763$, $F=0.521$, $F=2.870$, and $F=3.018$, which are less than the critical value $F=3.020$ for each item respectively. This implies that there was no statistically significant mean difference in opinion between the responses of the three groups of respondents. Hence, the three groups of respondents have equivalent perception on the issues.

Therefore, based on the responses of the majority, it is possible to conclude that problems encountered in implementing school improvement program, like poor school improvement strategic planning on the part of school management; lack of continuous training and evaluation; lack of encouragement for effective teachers, school leaders, parents and students; poor practice of school leaders in searching external fund to promote school improvement program; low stakeholders involvement in school improvement program; and low commitment of local political leaders had been negatively affect the school improvement program.

CHAPTER FIVE

5. Summary, Conclusions and Recommendations

Under this chapter, summary of the major findings, the conclusions have drawn on the basis of major findings and recommendations that are assumed to show solutions for effective implementation of school improvement program.

5.1 Summary of the Major Findings

The general objectives of this study was to assess what is presently happening in the practices and problems of implementing school improvement program in South East Zone of second cycle primary schools. To this end, the study attempted to answer the following basic research questions:

1. To what extent the schools undertook relevant preparation before implementing school improvement program in the zone?
2. To what extent schools practice the domains of school improvement program?
3. To what extent schools do implement the conditions of school improvement program?
4. What problems did affect the implementation of school improvement program in these schools?

To meet this purpose, the study was conducted in nine second cycle primary schools in South East Zone of Tigray Regional National State. In doing so, the necessary information was gathered mainly through questionnaires filled by school teachers, Parent Teacher Student Association (PTSA) members and students. Furthermore, interview was conducted with 9 school principals, 6 cluster school supervisors, and 6 woreda experts(supervisors) to extract information that need clarification. In addition, document review and observation checklists were also employed. The data was analyzed and interpreted by using different statistical tools such as chi-square test, one way ANOVA, percentages and weighted mean values. Based on the analysis made, the major findings of the study are presented here under:

5.1.1. Characteristics of the Respondents

Sex of the respondents, all primary school principals, cluster school supervisors and woreda expert (supervisors) were males. 92(51.1%) were males students and 88 (48.9%) were females students. This shows fair distribution of student respondents along their sex is kept in the study

and the student respondents were taken from the upper primary schools or above grade 5 (from the second cycle). The teacher respondents, 56(51.85%) were males and 52(48.15%) were females which the distribution of teachers respondents along their sex is kept in the study. The majority of Parent Teacher Student Association (PTSA) members 26 (72.2%) were males.

Regarding the qualification of education, all woreda supervisors and cluster school supervisors were degree holders. 90.74% of the teacher's respondents were diploma holders. In support of this, each woreda education office report shows, the total second cycle primary school teachers are diploma holders. And 9.26% of teacher respondents were degree holders respectively. 25% of Parent Teacher Student Association (PTSA) members were degree; 27.78% of Parent Teacher Student Association (PTSA) members were diploma and 42.22% of Parent Teacher Student Association (PTSA) members respondents were students and parents, which their level of qualification falls between grade four and eight.

Concerning the age of respondents, about 69 (63.89%) teacher respondents and 10 (27.8%) of Parent Teacher Student Association (PTSA) member respondents were found to be on the age range of 21-30 years. 33 (30.56%) of teacher respondents and 20 (55.6%) of Parent Teacher Student Association (PTSA) member respondents were also found to be on the age range of 31-40 years. Again, about 6 (5.55%) of teacher respondents and 6 (16.7%) of Parent Teacher Student Association (PTSA) member respondents were found to be on the age range of 41-50 years while the majority of the rest respondents' (cluster school supervisors, school principals and woreda supervisors) age fall between 31-40 years.

Regarding respondents work experience, the majority of teacher respondents, 67.59% were found in the service category of ten or below ten years. The rest of teacher respondents (32.41%) work experience fall above 10 years. Whereas, the majority of Parent Teacher Student Association (PTSA) member respondents', work experience (69.44%) of the total respondents were found in the work experience category of 1-4 years. Whereas, the remaining Parent Teacher Student Association (PTSA) member respondents' work experience as PTSA members were found in the work experience category of 4-10 years. Moreover, in relation to

school improvement program training, the majority of the total respondents, 74.11% were not obtained school improvement program related training.

5.1.2 Preparation for School Improvement Program

5.1.2.1 Objectives of School Improvement Program

Knowing the purposes or objectives of school improvement program is a frame work for effective practice of its implementation. 88.8% of the school teachers, PTSA members (61.1%), students (73.9%) and all of the interviewees were responded that the objectives of the school depend on strengthening school internal capacity for school improvement. All the interviewees, 81.4% of the school teachers, PTSA members (69.4%) and student respondents (77.8%) reported that establishing quality of teaching learning objectives at the school level was described and its contribution was rated as high. About 82.4% of the school teachers, 55.6% of PTSA members, 70.0% of students and some of the interviewees' respondents responded that there was a stated objective to create democratic leadership and management system at the school level then its contribution was rated as high with weighted mean values of 3.93.

However, the objectives of improving quality of student learning outcomes and purpose of school community relations description at the during preparation period is not known by the groups of respondents which were rated as undecided with weighted mean values of 3.24 and 3.04 respectively, and its contribution is low.

5.1.2.2 Readiness for School Improvement

The study revealed that, a list of five items indicated school readiness before school improvement implementation. Among these five items, the efforts in identification of change agent before implementation were practiced moderately with its weighted mean values of 3.33.

However, the leaders ability in understanding of the implementing of school improvement process; leaders capacity to exert efforts to enhance staff commitment; school efforts to mobilize resources and allocation time for discussion of improvement activities and school leaders effort made to map and understand the existing school culture for change were not

understood well during preparation, which were rated as low with weighted mean values of ranging from 2.79 up to 2.87, which are below the average value.

5.1.3 Practices of School Improvement Domains

5.1.3.1 The Learning Teaching Domain

All the three groups of respondents had positive attitude towards the allocation of instructional period to instructional purposes; teachers feedback is timely to all forms of students' learning assessment, class work, home work, tests and examinations; the effort of teachers in preparing learning lessons of teaching-learning process and expectation of the schools, students to do their best by setting standards to meet better outcomes were reported highly practiced at the school level with a minimum mean values of 3.85 up to a maximum mean values of 3.95. Again, the majority of the respondents showed an agreement on the students self confidence in their ability to learn; the activity of students with different teaching strategies used by teachers; the teachers participation in school curriculum design and evaluate the shortcoming of the curriculum; the practices of formal way of students to negotiate and comment on curriculum at the classroom; the practice of engagement of student based on the quality of their work and students understanding how to relate what they learn at school to real-life situations which rated as moderately practiced with weighted mean values ranging from 3.19 up to 3.59.

However, the three groups of respondents were not understood the efforts of teachers practice in using different active learning methods and teaching aids with weighted mean values of 2.93 respectively.

5.1.3.2 Leadership and Management

All the three groups of respondents agreed that the developed schools strategic plan as a result of self assessment and encouragement of school leaders in collaborative to articulate vision of the school were highly practiced though their contribution to school improvement was rated as high with weighted mean values of ranging from 3.79 up to 3.87. Furthermore, those groups of respondents (teachers, PTSA members and students) reported for items like ability to set directions and guide the school community in alignment of its purpose and practice of the school improvement program; school leadership practice in articulating clear

vision in school strategic plan; school leadership practice in communicating school vision, mission, goal, and objectives to all stakeholders; defining the values, ethics, guide principles and purposes of the school to the whole school community; and the immediate response by the school management to solve ongoing improvement problems were moderately practiced at the school level with a minimum weighted mean values of 3.25 up to a maximum weighted mean values of 3.63.

Although high portion of the school teachers, PTSA members, students and all of the interviewees didn't agree on the commitment of school community and all stakeholders to realize vision of the school; on monitoring and evaluation of school improvement implementation process by the school management and all stakeholders though their practiced were rated as undecided with weighted mean values of ranging from 2.73, 2.83 and 3.16 respectively.

5.1.3.3 School Community Involvement

The findings of the study revealed the involvement of parents and communities in self assessment and arrangement of regular schedule for reporting students' progress and achievement were moderately practiced at the sample schools with weighted mean values of 3.56 and 3.51 respectively.

On the other side, the schools effective relationships with parent to support engagement with learning; consultation of teachers with parents of students' repeatedly and serving of parents on committees of the school management were reported as low by the groups of respondents with weighted mean values of ranging from 2.82 up to 3.16, that indicates lack of awareness on the items.

The findings of the study also showed that the majority groups of the respondents didn't agree that the continuous evaluation of the school's parent involvement program as part of the school's daily operation with weighed mean values of 2.24. Similarly, the interviewees of woreda supervisors and cluster school supervisors mentioned that the existence of weak practice in continuous evaluation of school's parent involvement program at the primary schools.

5.1.3.4 Safe and Health School Environment

The findings of the study showed that the majority of the school teachers (80.6%), PTSA members (61.1%), students (60%) and the interviewees showed that school leaders' commitment to promote a learning community were highly practiced with weighted mean values of 3.74.

The findings also revealed that the great number of respondents, teacher (averagely 62.04%), PTSA members (averagely 50.56%), and students (averagely 57.62%) were mentioned that creation of safe and secure learning environment at classroom; leaders ability to create opportunity to use external change for internal change; well care for school facilities, furniture and laboratory equipments; participation of students in extra-curricular activities; and treatment of students by teachers in attending classes as moderately practiced with a minimum weighted mean values of 3.39 up to a maximum weighted mean values of 3.62.

However, the existence of mutual understanding between and among students, teachers, and school community; encouragement of students with special needs to have equal access to learning outcomes (for instance, students with physical disabilities and impairment, fast, average and slow learners) and informs of detailed records of disciplinary problems to school teachers and students by the school management to minimize their repetition were rated as low with weighted mean values of 3.11, 3.04 and 3.11 respectively, which are near to the average value.

5.1.4 Conditions for School Improvement

5.1.4.1 School-Based Staff Development

School-based staff development is among the components of the internal condition used for improving school improvement program. Teachers/Staff development is a base for school development. Accordingly, as the findings of the study indicated that the majority groups of respondents (percentage ranging from 55.5% - 57.1%) for items 1, 2, 3 and 5 reported that their agreement in moderate practice of these activities with weighted mean values of ranging from 3.38-3.53.

On the other hand, the findings indicated that considerable amount of the total respondents did not agree on the items 4, 6 and 7 were rated as low with weighted mean values of 2.81,

2.75 and 3.20 respectively, which are lower or nearer to average value. Moreover, from the interview held with school principals, cluster school supervisors and woreda supervisors were also strengthening the weak exercises of these issues at the school levels.

5.1.4.2 Students Involvement

The majority of the school teachers (78.70%), PTSA members (69.50%) and the students (75.50%) mentioned that integration of students' participation to all activities and their participation in school decision making were highly encouraged with weighted mean values of 3.91 for each item.

Although, from the total 324 respondents, the majority of the school teachers (65.8%) and students (58.30%) reported that facilitating opportunities for students in to self-regulating activities and students value their involvement in school policies and decisions were rated as moderate exercised at the school with weighted mean values of 3.56 and 3.47, except to the PTSA members (44.4%) that didn't agree on the practice of these items.

5.1.4.3 Collaborative Planning

The school commitment to collaborative planning is one of the key components of internal enabling conditions for effective implementation of school improvement program. Concerning this issue, the majority of the total respondents, teachers (average of 65.3%) and students (average of 62.2%), except the PTSA members of respondents had a positive attitude towards moderate practice of collective planning culture and aware of the priorities of school improvement activities by school communities with weighted mean values of 3.67 and 3.48 though their contribution on success of school improvement process rated as moderate.

On the other hand, the majority groups of the majority of the school teachers (62.00%), PTSA members (44.5%) and students (43.8%), were rated as inadequately to the practice of school communities collaborative in reviewing and modifying school improvement plan at their school with weighted mean values of 3.17.

5.1.4.4 Concerning School Leadership

The school leadership management is also one of the basic component that guiding for effective internal conditions to improve school improvement program. Accordingly, the findings of the study showed that the majority groups of respondents (teachers and students) rated their agreement on moderate practice for items 1, 3, 4, and 5 with grand total percentages of 64.9%, 54.5%, 62.5% and 60.8%. Though, the contribution of these activities for success of school improvement program was rated as moderate with weighted mean values of 3.45, 3.30, 3.40 and 3.43 respectively. However, giving opportunity to others to lead school improvement activities and was rated as low with weighted mean values of 3.09. Hence, majority groups of the respondents were lack of awareness on this issue.

5.1.4.5 Environmental Condition

Environmental condition is one of the components of school external condition for improving school improvement program. As the findings of the study shows the school leaders' ability in articulating the needs of the school to meet the community expectations was found moderate practiced as rated by 55.5% the total respondents with weighted mean values of 3.50. Whereas, the school leaders' responsibility to build bridges between different categories of stakeholders for school improvement and ability to promote the students and professional agenda with the media and influential community groups were rated as low by the groups of respondents with weighted mean values of 2.65 and 2.73 respectively.

5.1.4.6 Capacity Building

Based on the findings, the school leaders' ability to providing training for professional growth was rated by the majority groups of respondents (53.5%) as moderate practice at the schools with weighted mean values of 3.30. On the contrary, a great portion of respondents, 41.7% and 50.7% for items 1 and 2 reported that they didn't agree on sufficient practice of these items in the sample schools though their contribution were rated as low with weighted mean values of 2.85 and 2.82 respectively.

Although some of the total groups of respondents were replied as low on the practices leading experience sharing and working relationships and allocation of sufficient budget

from woreda education officers with weighted mean values of 3.02 and 3.01 which almost similar to average mean score value.

5.1.4.7 Policy Issues

Regarding the policy issues of external conditions, the findings revealed that the majority groups of respondents, (59.7% and 60.8%) mentioned that the providing of wide range of policy options and stakeholders participation in school policies were rated as moderately exercised. Hence, their contribution rated as moderate for school improvement process with weighted mean values of 3.63 and 3.54. However, considerable numbers of the total respondents, on the existence of clear strategies to monitor and evaluate the school improvement process were rated as low. Therefore, its contribution to improve school improvement program is low with weighted mean values of 2.81.

5.1.4.8 Cultural Issues

The findings of the study showed that uniformity of values and practices across school districts and utilization of students' cultural orientation in classroom practices were rated by the majority groups of total respondents, (47.5% and 51.8%) as moderately exercised with weighted mean values of 3.14 and 3.29 for each item.

However, considerable number of the total respondents, (43.2%) mentioned that they didn't agree on adequate practice of schools in identifying solutions for social problems with weighted mean values of 2.89.

5.1.5 Problems Encountered in Implementing School Improvement Program

As a school system is a very complex entity in itself, and is part of the complex educational system with local and national components. Accordingly, as it is presented in table 4.19, all the items are stated negatively and the respondents were asked to respond how much such problems are assumed to be a problem or not in their respective schools. Therefore, the study has revealed that poor school improvement strategic planning on the part of school management; lack of continuous training and evaluation; lack of encouragement for effective teachers, school leaders, parents and students; poor practice of school leaders in searching external fund to promote school improvement program; low stakeholders involvement in

school improvement program; and low commitment of local political leaders were rated as serious problems with weighted mean score values from 2.32 up to 2.49. However, the remaining of these activities of problems encountered in implementing school improvement program was rated as moderate problems at the sample schools.

Although, the availability of toilet both for male and female separately; availability of water supply, lack of school fence, inadequate service of library; poor use of laboratory room, equipment, chemicals, and science kits; poor application of pedagogical centers and teaching aids and inaccessibility of self-assessment school improvement documents and data were observed as the major problems to progress school improvement program.

5.2 Conclusions

During the preparation period major possible objectives of school improvement activities had been defined. However, its preparation for implementation was not clearly undertaken based on the procedures for preparation. For instance, the schools effort in identification of change agent before implementation and leaders capacity to exert efforts to enhance staff commitment was not implemented effectively. It is highlighted fact that the existence of clear understanding of objectives and readiness for preparations is vital for success of its implementation. Hence, these activities might have negative impact on the attainment of school improvement program.

The teaching learning process activities have been highly practiced at the school levels. For instance, use of the whole instructional period to instructional purposes and teachers effort in preparation of lessons for teaching; teachers effort in preparing learning lessons of teaching-learning process; feedback of teachers to all forms of students learning assessment and expectation of the school, students to do their best by setting standards have been highly implemented and some of these activities also moderately practiced. Hence, these activities related to teaching-learning domains have a positive impact to improve the quality of education through enhancing students learning achievement and outcomes.

The findings that deal with school leadership and management domain clearly indicate the development of school strategic plans as self assessment and encouragement of school

leaders in collaborative to articulate vision of the school were highly exercised at the school levels. Therefore, it is possible to suggest that, these activities are considered as the opportunity for school improvement practices.

On the other hand, the commitment of school community and stakeholders to realize vision of the school practices was rated as low. Thus, these activities had been negatively affected to school improvement implementation. Moreover, school leaders' ability to set directions and guide the school community in alignment with school improvement program; giving of immediate response by the school management to improvement problems and monitoring and evaluation to school improvement implementation process by the school management and all stakeholders were rated as moderate. But, according to Harris, (2005:1) success will depend up on the ability of leaders to harness the capacity of locals, to enhance sense and meaning and to build communities of responsibility. As a result, the leadership and management domain activities have less contribution for success of school improvement practices.

The analysis of the school community involvement showed that the practices of school community involvement in developing effective relationship with parents to support student engagement with learning; consultation teachers with parents of students' at least once a month; serving parents on committees of the school management body effectively and continuous evaluation of the school's parent involvement program were found to be rated as low. On the other hand, the practices of involvement of parents and communities in self assessment and arrangement of regular schedule to report student's progress and achievement were also found to be moderately exercised. However, it is believed that schools are responsive to community expectations, value diversity and encourage contribution. Therefore, this leads to lack of provision of adequate training for the schools community on school community involvement and their contribution for school improvement practice is not satisfactory.

Moreover, as shown in the analysis of safe and health school environment domain, more of the activities such as school leaders' commitment to promote a learning community; the existence of safe and secure learning environment; well care of school facilities, furniture and

laboratory equipments; students' participation of in extra-curricular activities and treatment of students by teachers to attending classes were rated as moderately practiced. But, the safe and health school environment domain describes the promotion of positive and respectful relationships which are stable and inclusive. As the result, the schools are likely to miss the benefit that they need to improve success of school improvement program.

The school improvement conditions such as the practices of encouraging students' participation to all activities, especially with their participation in school decisions and encouragement of the collective planning culture were highly exercised at primary schools. However, great portion of these activities like practice of need assessment for staff development to improve learning outcomes; allocation of sufficient time for staff development; school leaders' responsibility to build bridges between different categories of stakeholders and increased staff involvement in action research to solve school improvement process rated as low and have been negatively affecting to progress of school improvement. As a result, their contribution to improve school improvement program were not as expected or less satisfactory due to

The practice of professional learning for school improvement (CPD); encouragement of individual staff efforts for their professional development; collaborative way of working relationship, spirit of team work and communication among staff; aware of the priorities of school improvement program by school communities; encouragement of school communities collaborative in reviewing and modifying school improvement; use of reflective practices to achieve school improvement practice; ability to solve problems in implementing educational activities were found to be less exercised. Hence, schools need sustainable approaches that build internal and external capacity for improvement.

As the finding of the study revealed that, poor school improvement strategic planning on the part of school management; lack of continuous training and evaluation; lack of encouragement for effective teachers, school leaders, parents and students; poor practice of school leaders in searching external fund to promote school improvement program; low stakeholders involvement in school improvement program; low commitment of local political leaders and low financial support from stakeholders were rated as serious problems.

Therefore, it is possible to suggest that majority of problems encountered in implementing school improvement program were found to be considered as a serious problem at the schools to success of school improvement program.

Finally, the purpose of school improvement program is improving the development of schooling and students' learning outcomes. However, due to lack of provision of adequate training; lack of collaboration between the schools and partner organizations; limited support and follow up of concerning bodies; lack of commitment; lack of financial resources; absence of sharing experience among or between the schools etc. the practices of school improvement program in the research area has not been implemented in line with the school improvement framework.

5.3 Recommendations

Based on the major findings and conclusions drawn concerning the practices and problems of implementing school improvement program in the Government second cycle primary schools in South East Zone of Tigray Regional National State, the following recommendations are suggested:

- School improvement need to have the necessary knowledge and skill on how to practice or implement its progress at the school levels. In line with this, most of the school principals, cluster school supervisors and woreda supervisor respondents had taken training on how to prepare and implement the school improvement program at the school levels. However, there exist a gap among these groups of respondents on how to prepare and implement its strategic plan and annual plan of the school. Therefore, the school principals, cluster school supervisors, woreda supervisors and teachers collaboratively with other stakeholders should strengthen the practice of school improvement program in order to keep its proper implementation at the school level.
- Every school improvement practice requires skilled person who have the know how on how to prepare during the first stage (preparation time), how to plan its strategic and annual plan in relation to their integration, how to correlate its domains, elements standards and indicators, how to put (arrange) priority matrix at each year and how to implement at the schools. However, the school communities and all the stakeholders

lack a well kept and adequate understanding on these components of school improvement activities. Even though, no need of understanding by the school communities and teachers. The school principals, woreda supervisors and teachers in collaboratively with universities and regional training colleges should organize training opportunities for school improvement program so as to enhance the school improvement progress. Besides, the school leaders' collaboratively with school teachers should be developed experience sharing habits among schools to facilitate or disseminate the school improvement program preparation and implementation to the whole community.

- It is too difficult to plan and implement any school activity. So as school improvement program activities need sustainable approaches that build internal and external capacity for improvement. This requires knowledge about the complex relationship between students, teaching staff, and schools and about its process of change. The learning and change process depend ultimately on teachers, supported in turn by their principals, drawing on a web of internal and external support. Hence, in school improvement, change efforts are more likely to succeed if there is agreement and consistency between principal and all the staff, a clear plan and strategy to guide action and out support for internal initiatives. Thus, the school principals, woreda supervisors and cluster school supervisors should encourage teachers, students and all stakeholders to have an understanding on school improvement program in order to achieve the students' learning outcomes. This can be done by incorporating the involvement of school-based staff development; involvement of students in school activities; initiating of collaborative planning; strengthening leadership capacity; improving coordination among different stakeholders and efforts to change negatively affected culture of the schools. Because, schools are social institutions that are made to attain certain goals of the whole society in general and the local community in particular.
- Furthermore, school inputs and learning facilities are highly essential to improve quality of students learning achievement and attainment as well as to ensure success of school improvement program. However, schools have not adequately incorporating the inputs and needs of students with school learning facilities to enhance school

improvement efforts. As a result, the schools are likely to lack that the achievable learning outcomes. In addition, the inaccessibility of the schools' learning facilities could also discourage the learning-teaching process. Therefore, adequate budget should be allocated and utilized accordingly at different levels of fulfill the learning facilities required for learning needs of learners.

- Best practices of the schools, concerning the practice of school improvement program should be organized and shared to all schools and stakeholders to enhance its progress.
- Finally, the researcher would like to recommend that further researchers need to be conducted on the practice of implementing school improvement program to come-up with wide scale and more detailed investigations.

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APPENDIX A₁
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

A Questionnaire to be filled by Teachers

General Instruction:

This study aimed to assess the practices and problems of implementing school improvement program. Therefore, this questionnaire is designed to collect relevant information on the practices and problems of implementing school improvement program. The analysis of the obtained data from field with other sources serve to identify the current practices and problems of school improvement program in second cycle primary schools of South East Zone of Tigray Regional National State. The information provided in the questionnaire will be treated confidentially and used for academic purpose only. Hence, your genuine contribution will be essential for the success of this academic endeavor. Thus, you are kindly requested to respond carefully and honestly.

N.B. 1. Not that, no need of writing your name

2. Please, follow the general directions given under each part

Part One: Personal Information

1.1 Name of the School Woreda

Instruction: please put a tick (✓) mark on the space provided for each information.

1.2 Sex: Female Male

1.3 Age: below 21 years 21–30 years 31–40 years
41 – 50years above 50 years

1.4 Qualification: MA/MSc BA/BSc/BEd Diploma
Certificate Others

1.5 Work Experience: Bellow 6 years 6 – 10 years 11 – 15 years
16 – 20 years above 20 years

1.7 Have you obtained any training on school improvement program since 2007?

Yes No.

1.8 If your answer to 1.7 is 'Yes', how many times? List down the major areas or topics covered during the training.

.....

Thank you for your cooperation!

Part Two: Establishing Momentum for School Improvement Program

2.1 Objectives of School Improvement

The following are statements about the purpose or objectives of promoting school improvement in terms of priorities. Please rate each objective to what extent these aspects given priorities in your school. Rate your response from strongly agree to strongly disagree and put a tick mark (✓) in the space provided under the

numbers which closely represents your perception. The number indicates: 5 = strongly agree; 4 = agree; 3 = Undecided; 2 = disagree; and 1 = strongly disagree

No	Objectives of School Improvement Program	Rating scales				
		5	4	3	2	1
1	Objectives of SIP that strengthen internal capacity at schools are formulated					
2	Objectives that enhance quality of teaching learning process are clearly stated					
3	Objectives of SIP which enable to create democratic leadership and management system are set properly					
4	Objectives of SIP are not stated to improve quality of student learning outcomes					
5	Objectives of SIP that help to Improve parent and community school relations are well stated					

2.2 School Improvement Preparation

The following are statements about the school improvement preparation that your school made before embarking on implementation of school improvement process. Please rate each item to what extent, given priorities in your school from strongly agree to strongly disagree and put a tick (✓) mark in the space provided under the numbers which closely represents your perception using the five point scale. The number indicates: 5 = strongly agree; 4 = agree; 3 = Undecided; 2 = disagree; and 1 = strongly disagree

No	Preparation for SIP	Rating scales				
		5	4	3	2	1
1	Leaders ability in understanding of the implementation of SIP is low					
2	Leaders capacity to exert efforts to enhance staff commitment is very low					
3	Schools efforts to mobilize resources and allocation time for discussion of improvement activities are not sufficient enough					
4	Efforts in identification of change agent before implementation is very high					
5	School leaders' effort made to map and understand the existing school culture for change is low					

Part Three: Practices of School Improvement Domains

The following items are about the practices of school improvement domains at school level. Please rate the extent of implementing school improvement process in your school from strongly agree to strongly disagree and put a tick (✓) mark in the space provided under the numbers which closely represents your perception using the five point scale. The number indicates: 5 = strongly agree; 4 = agree; 3 = Undecided; 2 = disagree; and 1 = strongly disagree

3.1 Learning and Teaching Process

No.	Items	Rating scales				
		5	4	3	2	1
1	The allocated periods to instructional purpose is fully used					
2	Students have self confidence in their ability to learn					
3	Students are engaged based on the quality of their work					
4	Teachers feedback is timely to all forms of students' learning assessment, class work, home work, tests and examinations					
5	Teachers effort in preparing learning lessons of teaching-learning process is very great					
6	Efforts of teachers practice in using different active teaching methods and teaching aids is not satisfactory					

7	Students are not active with different teaching strategies used by teachers					
8	School teachers are participated actively in curriculum design and evaluation					
9	Expectation of students' result to do their best by setting standards to meet better outcomes is described					
10	Formal ways of students to negotiate and comment on curriculum is embedded in classroom practices					
11	Students understand how to relate what they learn at school to real-life situations is very high					

3.2 Leadership and Management

No.	Items	Rating scales				
		5	4	3	2	1
1	Ability to set directions and guide the school community in alignment of its purpose and practice of the school improvement program is low					
2	Schools strategic plans are developed as a result of self assessment					
3	School leadership practice in articulating clear vision in school strategic plan					
4	School leaders encourage collaborative in articulating vision of the school is high					
5	School leadership practice in communicating school vision, mission, goal, and objectives to all stakeholders is continuously done					
6	The values, ethics, guide principles and purpose of the school are defined and known by the whole school community					
7	The commitment of school community to realize vision of the school is high					
8	Stakeholders commitment to practice vision of the school is very high					
9	The identified ongoing improvement problems are given immediate response by the school management					
10	Monitoring and evaluation on school improvement implementation process is not evidenced among the school management and all stakeholders					

3.3 Save and Health School Environment

No.	Items	Rating scales				
		5	4	3	2	1
1	Classroom is created as safe and secure learning environment					
2	Leaders ability to create opportunity to use external change for internal change is very high					
3	School leaders readiness to promote a learning community is high					
4	The school management inform teachers and students about the detailed records of disciplinary problems to prevent their repetition					
5	There exists well care of school facilities, furniture and laboratory equipments					
6	There is mutual understanding between and among students, teachers, and school community					
7	Participation of students in extra-curricular activities is high					
8	Treatment of students by teachers in attending classes is not remarkable					
9	Encouragement of students with special needs to have equal access to learning outcomes (for instance, students with physical disabilities and impairment, fast, average and slow learners) is very low					

3.4 School Community Involvement

No.	Items	Rating scales				
		5	4	3	2	1
1	The school develop effective relationships with parents to support student engagement with learning					
2	Teachers' consultation with parents of students' at least once a month is not practiced well					
3	Serving of parents on committees of the school management body is low					
4	Continuous evaluation of the school's parent involvement program is part of the school's daily operation					
5	Parents and communities are involved in self assessment					
6	Regular schedule is arranged to report students progress and achievement					

Part Four: Conditions for School Improvement

4.1 Internal Conditions

4.1.1 School-Based Staff Development

No	Items	Rating scales				
		5	4	3	2	1
1	Professional learning such as CPD is valued high for school improvement					
2	Classroom is considered as the centre of staff development					
3	Encouragement of individual staff effort help for their professional development					
4	Need assessment is practiced for staff development to improve learning outcomes					
5	There exists collaborative way of working relationship, sprit of team work and communication among the staff					
6	There exists allocation of sufficient time for staff development					
7	Staff involvement in action research is increased to solve school improvement problems as compared with the past					

4.1.2 Students Involvement (participation)

No.	Items	Rating scales				
		5	4	3	2	1
1	Students are encouraged to participate in all activities in integrated way					
2	Students feel happy in their involvement of school policies and decisions					
3	Teachers are encouraged to develop students' participation in school decision making					
4	Schools are created opportunities for students in to self-regulating and value their participation					

4.1.3 Collaborative Planning

No.	Items	Rating scales				
		5	4	3	2	1
1	The collective planning culture is encouraged and practiced					
2	School communities are aware of the priorities of school improvement program					
3	School communities collaboration is encouraged in reviewing and modifying school improvement plan					

4.1.4 School Leadership

No.	Items	Rating scales				
		5	4	3	2	1
1	School leaders ability in reflective practices of management to achieve improvement in teaching-learning process is highly initiated					
2	Opportunity is given for others to lead school improvement activities					
3	School's leadership team are demonstrated effective resource management system to achieve learning outcomes					
4	School leaders ability is high to solve problems in implementing educational activities					
5	School leaders have awareness in formulating and demonstrating vision and long range plan of the school					

4.2 External Conditions

4.2.1 Environmental Conditions

No.	Items	Rating scales				
		5	4	3	2	1
1	School leaders capacity in articulating the needs of the school to the local community to meet the community expectations is very high					
2	School leaders responsibility to build bridges between different categories of stakeholders for school improvement is low					
3	Ability to promote the students and professional learning agenda with the media and influential community groups is low					

4.2.2 Capacity Building

No.	Items	Rating scales				
		5	4	3	2	1
1	The existence of commitment and readiness for change by school leaders, woreda experts is low					
2	Provision of supervisor service, advice and clarification of policy is minimal					
3	Leading experience sharing and working relationship among schools is not practiced well					
4	Capacity to allocate sufficient budget from woreda education officers is sufficient					
5	School leaders ability to provide training for professional growth is well implemented					

4.2.3 Policy Issues

No.	Items	Rating scales				
		5	4	3	2	1
1	Written policy is provided with a wide range of policy options for choice					
3	School policies allow stakeholders participation					
5	Clear strategies are set to monitor and evaluate the school improvement process					

4.2.4 Cultural Issues

No.	Items	Rating scales				
		5	4	3	2	1
1	Identifying solutions for social problems is low					
2	There exists uniformity of values and practices across school districts					
3	Students' aspirations, perceptions, and behaviors learning in the school is good					
4	Parents have positive aspirations and perception towards their children's education.					

Part Five: Problems Encountered in Implementing School Improvement Program

Below are list_s of possible problems assumed to affect the implementation of school improvement process. Please rate to what extent these problems affect the school improvement progress as being observed currently in your school from not at all a problem to very serious and put a tick (✓) mark in the space provided under the numbers which closely represents your perception using the five point scale. The number indicates:

1 = very serious; 2 = serious; 3 = Undecided; 4 = Less serious; and 5 = not at all a problem

No.	Items	Extent of impediment				
		5	4	3	2	1
1	Absence of consistent awareness raising about school improvement among the school community by the school management					
2	Lack of clear vision about school improvement					
3	Lack of continuous training and evaluation					
4	Shortage of budget and low financial support from stakeholders					
5	Poor practice of WOE officers in monitoring and supervising to progress of SIP					
6	transfer of high experienced teachers to other sectors					
7	Lack of access to recent research information					
8	Difficulty to change existing culture of the school					
8	Lack of commitment and resistance to change by					
9	Low stakeholders involvement in school improvement program					
10	Lack of encouragement for effective teachers, school leaders, parents and students					
11	Over work load on the part of teaching staff					
12	Low commitment of local political leaders					
13	Poor school improvement planning on the part of school management					
14	Absence of effective experience sharing within and among schools					
15	Poor practice of school leaders in searching external fund to promote school improvement program					
16	Poor practice of woreda education officers in searching external fund to promote school improvement program					

5.2 Please, you are kindly requested to list down factors that hinder implementing school improvement program.

.....

5.3 What do you suggest to enhance success of school improvement program?

APPENDIX A₂
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

A Questionnaire to be Filled by PTSA Members

General Instruction:

This study aimed to assess the practices and problems of implementing school improvement program. Therefore, this questionnaire is designed to collect relevant information on the practices and problems of implementing school improvement program. The analysis of the obtained data from field with other sources serve to identify the current practices and problems of school improvement program in second cycle primary schools of South East Zone of Tigray Regional National State. The information provided in the questionnaire will be treated confidentially and used for academic purpose only. Hence, your genuine contribution will be essential for the success of this academic endeavor. Thus, you are kindly requested to respond carefully and honestly.

N.B. 1. Not that, no need of writing your name

2. Please, follow the general directions given under each part

Thank you for your cooperation!

Part One: Personal Information

1.1 Name of the School Woreda

Instruction: please put a tick (✓) mark on the space provided for each information.

1.2 Sex: Female Male

1.3 Age: 25 years and below 26 – 45 years 46 years and above years

1.4 Your current position in the school: Principal Vice principal

Teachers' representative in PTSA Parent representative in PTSA

Students' representative in PTSA

1.5 Principal's Educational Background: EdPM Non-EdPM, Major

1.6 Your current Highest Education level: 10⁺³ / 12⁺² BA/BSc/BEd

MA/MSc Others if any,

1.7 Principals Work Experience: 1-4 years 5– 8 years

9 – 12 years above 12 years

1.8 PTSA Work Experience as PTSA members: 1-4 years 5– 8 years

9 – 12 years above 12 years

1.9 Have you obtained any training on school improvement program since 2007?

Yes No.

1.10 If your answer to 1.7 is 'Yes', how many times? List down the major areas or topics covered during the training.

.....

Part Two: Establishing Momentum for School Improvement Program

2.1 Objectives of School Improvement

The following are statements about the purpose or objectives of promoting school improvement in terms of priorities. Please rate each objective to what extent these aspects given priorities in your school. Rate your response from strongly agree to strongly disagree and put a tick mark (✓) in the space provided under the numbers which closely represents your perception. The number indicates: 5 = strongly agree; 4 = agree; 3 = Undecided; 2 = disagree; and 1 = strongly disagree

No	Objectives of School Improvement Program	Rating scales				
		5	4	3	2	1
1	Objectives of SIP that strengthen internal capacity at schools are formulated					
2	Objectives that enhance quality of teaching learning process are clearly stated					
3	Objectives of SIP which enable to create democratic leadership and management system are set properly					
4	Objectives of SIP are not stated to improve quality of student learning outcomes					
5	Objectives of SIP that help to Improve parent and community school relations are well stated					

2.2 School Improvement Preparation

The following are statements about the school improvement preparation that your school made before embarking on implementation of school improvement process. Please rate each item to what extent, given priorities in your school from strongly agree to strongly disagree and put a tick (✓) mark in the space provided under the numbers which closely represents your perception using the five point scale. The number indicates: 5 = strongly agree; 4 = agree; 3 = Undecided; 2 = disagree; and 1 = strongly disagree

No	Preparation for SIP	Rating scales				
		5	4	3	2	1
1	Leaders ability in understanding of the implementation of SIP is low					
2	Leaders capacity to exert efforts to enhance staff commitment is very low					
3	Schools efforts to mobilize resources and allocation time for discussion of improvement activities are not sufficient enough					
4	Efforts in identification of change agent before implementation is very high					
5	School leaders' effort made to map and understand the existing school culture for change is low					

Part Three: Practices of School Improvement Domains

The following items are about the practices of school improvement domains at school level. Please rate the extent of implementing school improvement process in your school from strongly agree to strongly disagree and put a tick (✓) mark in the space provided under the numbers which closely represents your perception using the five point scale. The number indicates: 5 = strongly agree; 4 = agree; 3 = Undecided; 2 = disagree; and 1 = strongly disagree

3.1 Learning and Teaching Process

No.	Items	Rating scales				
		5	4	3	2	1
1	The allocated periods to instructional purpose is fully used					
2	Students have self confidence in their ability to learn					
3	Students are engaged based on the quality of their work					
4	Teachers feedback is timely to all forms of students' learning assessment,					

	class work, home work, tests and examinations					
5	Teachers effort in preparing learning lessons of teaching-learning process is very great					
6	Efforts of teachers practice in using different active teaching methods and teaching aids is not satisfactory					
7	Students are not active with different teaching strategies used by teachers					
8	School teachers are participated actively in curriculum design and evaluation					
9	Expectation of students' result to do their best by setting standards to meet better outcomes is described					
10	Formal ways of students to negotiate and comment on curriculum is embedded in classroom practices					
11	Students understand how to relate what they learn at school to real-life situations is very high					

3.2 Leadership and Management

No.	Items	Rating scales				
		5	4	3	2	1
1	Ability to set directions and guide the school community in alignment of its purpose and practice of the school improvement program is low					
2	Schools strategic plans are developed as a result of self assessment					
3	School leadership practice in articulating clear vision in school strategic plan					
4	School leaders encourage collaborative in articulating vision of the school is high					
5	School leadership practice in communicating school vision, mission, goal, and objectives to all stakeholders is continuously done					
6	The values, ethics, guide principles and purpose of the school are defined and known by the whole school community					
7	The commitment of school community to realize vision of the school is high					
8	Stakeholders commitment to practice vision of the school is very high					
9	The identified ongoing improvement problems are given immediate response by the school management					
10	Monitoring and evaluation on school improvement implementation process is not evidenced among the school management and all stakeholders					

3.3 School Community Involvement

No.	Items	Rating scales				
		5	4	3	2	1
1	The school develop effective relationships with parents to support student engagement with learning					
2	Teachers' consultation with parents of students' at least once a month is not practiced well					
3	Serving of parents on committees of the school management body is low					
4	Continuous evaluation of the school's parent involvement program is part of the school's daily operation					
5	Parents and communities are involved in self assessment					
6	Regular schedule is arranged to report students progress and achievement					

3.4 Save and Health School Environment

No.	Items	Rating scales				
		5	4	3	2	1
1	Classroom is created as safe and secure learning environment					
2	Leaders ability to create opportunity to use external change for internal change is very high					
3	School leaders readiness to promote a learning community is high					
4	The school management inform teachers and students about the detailed records of disciplinary problems to prevent their repetition					
5	There exists well care of school facilities, furniture and laboratory equipments					
6	There is mutual understanding between and among students, teachers, and school community					
7	Participation of students in extra-curricular activities is high					
8	Treatment of students by teachers in attending classes is not remarkable					
9	Encouragement of students with special needs to have equal access to learning outcomes (for instance, students with physical disabilities and impairment, fast, average and slow learners) is very low					

Part Four: Conditions for School Improvement

4.1 Internal Conditions

4.1.1 Students Involvement (participation)

No.	Items	Rating scales				
		5	4	3	2	1
1	Students are encouraged to participate in all activities in integrated way					
2	Students feel happy in their involvement of school policies and decisions					
3	Teachers are encouraged to develop students' participation in school decision making					
4	Schools are created opportunities for students in to self-regulating and value their participation					

4.1.2 Collaborative Planning

No.	Items	Rating scales				
		5	4	3	2	1
1	The collective planning culture is encouraged and practiced					
2	School communities are aware of the priorities of school improvement program					
3	School communities collaboration is encouraged in reviewing and modifying school improvement plan					

4.2 External Conditions

4.2.1 Environmental Conditions

No.	Items	Rating scales				
		5	4	3	2	1
1	School leaders capacity in articulating the needs of the school to the local community to meet the community expectations is very high					
2	School leaders responsibility to build bridges between different categories of stakeholders for school improvement is low					
3	Ability to promote the students and professional learning agenda with the media and influential community groups is low					

4.2.2 Capacity Building

No.	Items	Rating scales				
		5	4	3	2	1
1	The existence of commitment and readiness for change by school leaders, woreda experts is low					
2	Provision of supervisor service, advice and clarification of policy is minimal					
3	Leading experience sharing and working relationship among schools is not practiced well					
4	Capacity to allocate sufficient budget from woreda education officers is sufficient					
5	School leaders ability to provide training for professional growth is well implemented					

4.2.3 Policy Issues

No.	Items	Rating scales				
		5	4	3	2	1
1	Written policy is provided with a wide range of policy options for choice					
2	School policies allow stakeholders participation					
3	Clear strategies are set to monitor and evaluate the school improvement process					

4.2.4 Cultural Issues

No.	Items	Rating scales				
		5	4	3	2	1
1	Identifying solutions for social problems is low					
2	There exists uniformity of values and practices across school districts					
3	Students' aspirations, perceptions, and behaviors learning in the school is good					
4	Parents have positive aspirations and perception towards their children's education.					

Part Five: Problems Encountered in Implementing School Improvement Program

Below are list of possible problems assumed to affect the implementation of school improvement process. Please rate to what extent these problems affect the school improvement progress as being observed currently in your school from not at all a problem to very serious and put a tick (✓) mark in the space provided under the numbers which closely represents your perception using the five point scale. The number indicates:

1 = very serious; 2 = serious; 3 = Undecided; 4 = Less serious; and 5 = not at all a problem

No.	Items	Extent of impediment				
		5	4	3	2	1
1	Absence of consistent awareness raising about school improvement among the school community by the school management					
2	Lack of clear vision about school improvement					
3	Lack of continuous training and evaluation					
4	Shortage of budget and low financial support from stakeholders					
5	Poor practice of WOE officers in monitoring and supervising to progress of SIP					
6	transfer of high experienced teachers to other sectors					

7	Lack of access to recent research information						
8	Difficulty to change existing culture of the school						
8	Lack of commitment and resistance to change by						
9	Low stakeholders involvement in school improvement program						
10	Lack of encouragement for effective teachers, school leaders, parents and students						
11	Over work load on the part of teaching staff						
12	Low commitment of local political leaders						
13	Poor school improvement planning on the part of school management						
14	Absence of effective experience sharing within and among schools						
15	Poor practice of school leaders in searching external fund to promote school improvement program						
16	Poor practice of woreda education officers in searching external fund to promote school improvement program						

5.2 Please, you are kindly requested to list down factors that hinder implementing school improvement program.

.....

5.3 What do you suggest to enhance success of school improvement program?

APPENDIX A₃

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

A Questionnaire to be filled by Students

General Instruction:

This study aimed to assess the practices and problems of implementing school improvement program. Therefore, this questionnaire is designed to collect relevant information on the practices and problems of implementing school improvement program. The analysis of the obtained data from field with other sources serve to identify the current practices and problems of school improvement program in second cycle primary schools of South East Zone of Tigray Regional National State. The information provided in the questionnaire will be treated confidentially and used for academic purpose only. Hence, your genuine contribution will be essential for the success of this academic endeavor. Thus, you are kindly requested to respond carefully and honestly.

N.B. 1. Not that, no need of writing your name

2. Please, follow the general directions given under each part

Thank you for your cooperation!

Part One: Personal Information

1.4 Name of the School Woreda

Instruction: please put a tick mark (✓) on the space provided for each information.

1.5 Sex: Female Male

1.6 Educational Level: Grade 5 Grade 6 Grade 7 Grade 8

1.7 Have you obtained any training on school improvement program since 2007?

Yes, No,

1.8 If your answer to 1.7 is 'Yes', how many times? List down the major areas or topics covered during the training.

.....

.....

.....

Part Two: Establishing Momentum for School Improvement Program

2.1 Objectives of School Improvement

The following are statements about the purpose or objectives of promoting school improvement in terms of priorities. Please rate each objective to what extent these aspects given priorities in your school. Rate your response from strongly agree to strongly disagree and put a tick mark (✓) in the space provided under the numbers which closely represents your perception. The number indicates: 5 = strongly agree; 4 = agree; 3 = Undecided; 2 = disagree; and 1 = strongly disagree

No	Objectives of School Improvement Program	Rating scales				
		5	4	3	2	1
1	Objectives of SIP that strengthen internal capacity at schools are formulated					
2	Objectives that enhance quality of teaching learning process are clearly stated					
3	Objectives of SIP which enable to create democratic leadership and management system are set properly					
4	Objectives of SIP are not stated to improve quality of student learning outcomes					
5	Objectives of SIP that help to Improve parent and community school relations are well stated					

2.2 School Improvement Preparation

The following are statements about the school improvement preparation that your school made before embarking on implementation of school improvement process. Please rate each item to what extent, given priorities in your school from strongly agree to strongly disagree and put a tick (✓) mark in the space provided under the numbers which closely represents your perception using the five point scale. The number indicates: 5 = strongly agree; 4 = agree; 3 = Undecided; 2 = disagree; and 1 = strongly disagree

No	Preparation for SIP	Rating scales				
		5	4	3	2	1
1	Leaders ability in understanding of the implementation of SIP is low					
2	Leaders capacity to exert efforts to enhance staff commitment is very low					
3	Schools efforts to mobilize resources and allocation time for discussion of improvement activities are not sufficient enough					
4	Efforts in identification of change agent before implementation is very high					
5	School leaders' effort made to map and understand the existing school culture for change is low					

Part Three: Practices of School Improvement Domains

The following items are about the practices of school improvement domains at school level. Please rate the extent of implementing school improvement process in your school from strongly agree to strongly disagree and put a tick (✓) mark in the space provided under the numbers which closely represents your perception using the

five point scale. The number indicates: 5 = strongly agree; 4 = agree; 3 = Undecided; 2 = disagree; and 1 = strongly disagree

3.1 Learning and Teaching Process

No.	Items	Rating scales				
		5	4	3	2	1
1	The allocated periods to instructional purpose is fully used					
2	Students have self confidence in their ability to learn					
3	Students are engaged based on the quality of their work					
4	Teachers feedback is timely to all forms of students' learning assessment, class work, home work, tests and examinations					
5	Teachers effort in preparing learning lessons of teaching-learning process is very great					
6	Efforts of teachers practice in using different active teaching methods and teaching aids is not satisfactory					
7	Students are not active with different teaching strategies used by teachers					
8	School teachers are participated actively in curriculum design and evaluation					
9	Expectation of students' result to do their best by setting standards to meet better outcomes is described					
10	Formal ways of students to negotiate and comment on curriculum is embedded in classroom practices					
11	Students understand how to relate what they learn at school to real-life situations is very high					

3.2 Leadership and Management

No.	Items	Rating scales				
		5	4	3	2	1
1	Ability to set directions and guide the school community in alignment of its purpose and practice of the school improvement program is low					
2	Schools strategic plans are developed as a result of self assessment					
3	School leadership practice in articulating clear vision in school strategic plan					
4	School leaders encourage collaborative in articulating vision of the school is high					
5	School leadership practice in communicating school vision, mission, goal, and objectives to all stakeholders is continuously done					
6	The values, ethics, guide principles and purpose of the school are defined and known by the whole school community					
7	The commitment of school community to realize vision of the school is high					
8	Stakeholders commitment to practice vision of the school is very high					
9	The identified ongoing improvement problems are given immediate response by the school management					
10	Monitoring and evaluation on school improvement implementation process is not evidenced among the school management and all stakeholders					

3.3 School Community Involvement

No.	Items	Rating scales				
		5	4	3	2	1
1	The school develop effective relationships with parents to support student engagement with learning					
2	Teachers' consultation with parents of students' at least once a month is not practiced well					

3	Serving of parents on committees of the school management body is low					
4	Continuous evaluation of the school's parent involvement program is part of the school's daily operation					
5	Parents and communities are involved in self assessment					
6	Regular schedule is arranged to report students progress and achievement					

3.4 Save and Health School Environment

No.	Items	Rating scales				
		5	4	3	2	1
1	Classroom is created as safe and secure learning environment					
2	Leaders ability to create opportunity to use external change for internal change is very high					
3	School leaders readiness to promote a learning community is high					
4	The school management inform teachers and students about the detailed records of disciplinary problems to prevent their repetition					
5	There exists well care of school facilities, furniture and laboratory equipments					
6	There is mutual understanding between and among students, teachers, and school community					
7	Participation of students in extra-curricular activities is high					
8	Treatment of students by teachers in attending classes is not remarkable					
9	Encouragement of students with special needs to have equal access to learning outcomes (for instance, students with physical disabilities and impairment, fast, average and slow learners) is very low					

Part Four: Conditions for School Improvement

4.1 Internal Conditions

4.1.1 School-Based Staff Development

No	Items	Rating scales				
		5	4	3	2	1
1	Professional learning such as CPD is valued high for school improvement					
2	Classroom is considered as the centre of staff development					
3	Encouragement of individual staff effort help for their professional development					
4	Need assessment is practiced for staff development to improve learning outcomes					
5	There exists collaborative way of working relationship, sprit of team work and communication among the staff					
6	There exists allocation of sufficient time for staff development					
7	Staff involvement in action research is increased to solve school improvement problems as compared with the past					

4.1.2 Students Involvement (participation)

No.	Items	Rating scales				
		5	4	3	2	1
1	Students are encouraged to participate in all activities in integrated way					
2	Students feel happy in their involvement of school policies and decisions					
3	Teachers are encouraged to develop students' participation in school decision making					
4	Schools are created opportunities for students in to self-regulating and value their participation					

4.1.3 Collaborative Planning

No.	Items	Rating scales				
		5	4	3	2	1
1	The collective planning culture is encouraged and practiced					
2	School communities are aware of the priorities of school improvement program					
3	School communities collaboration is encouraged in reviewing and modifying school improvement plan					

4.1.4 School Leadership

No.	Items	Rating scales				
		5	4	3	2	1
1	School leaders ability in reflective practices of management to achieve improvement in teaching-learning process is highly initiated					
2	Opportunity is given for others to lead school improvement activities					
3	School's leadership team are demonstrated effective resource management system to achieve learning outcomes					
4	School leaders ability is high to solve problems in implementing educational activities					
5	School leaders have awareness in formulating and demonstrating vision and long range plan of the school					

4.2 External Conditions

4.2.1 Environmental Conditions

No.	Items	Rating scales				
		5	4	3	2	1
1	School leaders capacity in articulating the needs of the school to the local community to meet the community expectations is very high					
2	School leaders responsibility to build bridges between different categories of stakeholders for school improvement is low					
3	Ability to promote the students and professional learning agenda with the media and influential community groups is low					

4.2.2 Capacity Building

No.	Items	Rating scales				
		5	4	3	2	1
1	The existence of commitment and readiness for change by school leaders, woreda experts is low					
2	Provision of supervisor service, advice and clarification of policy is minimal					
3	Leading experience sharing and working relationship among schools is not practiced well					
4	Capacity to allocate sufficient budget from woreda education officers is sufficient					
5	School leaders ability to provide training for professional growth is well implemented					

4.2.3 Policy Issues

No.	Items	Rating scales				
		5	4	3	2	1
1	Written policy is provided with a wide range of policy options for choice					
3	School policies allow stakeholders participation					
5	Clear strategies are set to monitor and evaluate the school improvement process					

4.2.4 Cultural Issues

No.	Items	Rating scales				
		5	4	3	2	1
1	Identifying solutions for social problems is low					
2	There exists uniformity of values and practices across school districts					
3	Students' aspirations, perceptions, and behaviors learning in the school is good					
4	Parents have positive aspirations and perception towards their children's education.					

Part Five: Problems Encountered in Implementing School Improvement Program

Below are list of possible problems assumed to affect the implementation of school improvement process. Please rate to what extent these problems affect the school improvement progress as being observed currently in your school from not at all a problem to very serious and put a tick (✓) mark in the space provided under the numbers which closely represents your perception using the five point scale. The number indicates:

1 = very serious; 2 = serious; 3 = Undecided; 4 = Less serious; and 5 = not at all a problem

No.	Items	Extent of impediment				
		5	4	3	2	1
1	Absence of consistent awareness raising about school improvement among the school community by the school management					
2	Lack of clear vision about school improvement					
3	Lack of continuous training and evaluation					
4	Shortage of budget and low financial support from stakeholders					
5	Poor practice of WOE officers in monitoring and supervising to progress of SIP					
6	transfer of high experienced teachers to other sectors					
7	Lack of access to recent research information					
8	Difficulty to change existing culture of the school					
8	Lack of commitment and resistance to change by					
9	Low stakeholders involvement in school improvement program					
10	Lack of encouragement for effective teachers, school leaders, parents and students					
11	Over work load on the part of teaching staff					
12	Low commitment of local political leaders					
13	Poor school improvement planning on the part of school management					
14	Absence of effective experience sharing within and among schools					
15	Poor practice of school leaders in searching external fund to promote school improvement program					
16	Poor practice of woreda education officers in searching external fund to promote school improvement program					

5.2 Please, you are kindly requested to list down factors that hinder implementing school improvement program.

.....

.....

5.3 What do you suggest to enhance success of school improvement program?

.....
.....

APPENDIX A₄

**Interview Questions for School Principals, Cluster School Supervisors
and Woreda Supervisors/ Experts**

The objective of this interview is to collect necessary information for the study of “practices and problems of implementing school improvement program in selected primary schools”, and to identify major problems affecting the implementation of school improvement program at school level and to come up with some solution that need to be considered for better learning outcomes. Since your contribution of this study is highly valued, you are kindly respond to the interview questions presented and student research would like to assure that your responses are strictly confidential.

Thank you in advance for your cooperation

Part One: General Information and Personal Data

Sex:

Age:

Level of Education

Experience:

As a Teacher as principal as supervisor

Current Position:

Part Two: Give your response to the questions raised by the researcher in short and precise.

1. What is the purpose or objectives school improvement program?
2. What is your opinion concerning the readiness or school capacity to manage and support change in your school?
3. What policy options or frameworks have been provided to school contextualize the school improvement program?
4. What is your opinion concerning strategies used to introduce, implement and monitoring the school improvement program?
5. What are the major observed problems in external and internal conditions associated with school improvement program?
6. What solutions do you suggest to minimize the problems?
7. What was the school rank in during the past three years? 1st year 2nd year 3rd year

Comment:

If you have any opinion, suggestion, and recommendation you well come.

.....
.....

APPENDIX A₅

Observation Checklist

I. School Environment

1. The extent to which school have a well kept and attractive school compound
2. Hygiene and cleanliness of the school environment
3. The quality of school office
4. The availability of toilet both for male and female separately
5. Availability of water supply
6. The existence of recreation centers both for students and staff.
7. School fence

II. Classroom Facilities

8. The extent to which the classroom is bright, spacious and airy.
9. The availability of student furniture such as chair, table ...
10. Blackboard

III. Learning Facilities

11. Library
12. Laboratory room, equipment, chemicals, and science kits
13. pedagogical centers and teaching aids

IV. School Documents

14. Vision and mission of the school
15. School development plan (short term and long term plan)
16. Report documents (performance progress report, training report and minutes of different school meeting
17. Self-assessment documents and data
18. Student assessment formats or documents

APPENDIX A₆

Document Review Checklist

Document review checklist will conduct based on the following school domains.

Part I: Teaching-learning Domain

No.	activities	Availability	
		Yes	No
1	Teachers evaluate students learning towards instructional objectives based on continuous assessment such as tests, exams, home work ...		
2	The school has strategies and interventions to follow students progress based on make up classes, tutorial class, special class for girls, ...		
3	Classroom teachers' record identify and analysis of contact with parent		

Part II: Safe and Enabling School Environment Domain

No.	activities	availability	
		Yes	No
1	The school has a clear policy about learning safety		
2	The school has discipline policy		
3	The school has a professional code of practice and a conflict resolution process		
4	The school has a detail record of all accidents or disciplinary problems occurred in the school to prevent their reptetion		
5	Students are provided with opportunities to participate in health and relationship programs		

Part III: Leadership and Management Domain

No.	activities	availability	
		Yes	No
1	School strategic plan include intended outcomes, strategies, resources and measures of achievements		
2	Educational standards are linked to teachers expectations and student performance		
3	The school's strategic plan incorporates goals, values, ethics, guiding principles and purpose of the school		
4	The number of staff involved in professional learning and the frequency of this involvement is documented		

Part IV: Community Involvement Domain

No.	activities	availability	
		Yes	No
1	There is a plan for welcome parents and make them feel part of the school (school opening day, parents' day, ...)		
2	Community involvement records and minutes of meeting indicate the number of community participation in the school		
3	Community contribution is evident in terms of: money, material, labor ...		
4	External organizations' support is valued in participation of teaching-learning process		

Thank you for your cooperation!

APPENDIX A₁

የኒቨርሲቲ አዲስ አበባ ትምህርቲ ድህረ ምረቃ

ኮሌጅ ስነ ትምህርቲ

ክፍሊ ትምህርቲ ትልሚ ትምህርትን አመራርሐ ስራሕን

ብመምህራን ዝምላእ ናይ ፅሁፍ መሕትት

ሓፊሻዊ መምርሒ፡

እዚ መፅናዕቲ ኣብ ትሕቲ ብሄራዊ ክልላዊ መንግስቲ ትግራይ ዝርከባ መንግስታዊ ሙሉእ 1^ይ ብርኪ ኣብያተ ትምህርቲ ኣብ ኣተገባብራ ፕሮግራም ምምሕያሽ ቤት ትምህርቲ አመልኪቲ ዝፍፀሙ ተግባራትን ዘጋጥሙ ፀገማትን ንምድህሳስ ዝዓለመን፤ ንዝፍፀሙ ተግባራትን ዘጋጥሙ ፀገማትን መሰረት ብምግባር መረዳእታ ንምእካብን ዝተዳለወ እዩ፡፡ ብተወሳኺ ትንተና ናይ'ዚ ካብ ፅሁፍ መሕትት ዝተረኸበ መረዳእታ ምስ ካልኦት ደገፍቲ ሓሳባት ብምዝማድ ኣብ ኣተገባብራ ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ዘሎ ዕቤት ቤት ትምህርቲ ንምፍላይን ንምዕቃንን የገልግል እዩ ኢልካ ብምሕሳብ እዩ፡፡

ካብ'ቲ ፅሁፍ መሕትት ዝርከብ ሓበሬታ ሙሉእ ብሙሉእ ንኣካዳሚያዊ ትምህርቲ ጥራሕ ዝውዕል እንትኸውን፤ እትህብዎ ምላሽ ሚስጥራዊነቱ ዝተሓለወ እዩ፡፡ ስለ'ዚ እዚ መፅናዕቲ ብዋናነት ኣብ ናቶም/ተን ጥንቃቄ ዝተመለኸን ሙሉእ ተሳትፎን ዝተደረሸ እዩ፡፡ ግዚኦም/እን ሰዊኦም/እን ነዚ ፅሁፍ መሕትት ብምምላእ ስለዝተሓባበሩ/ራኒ ኣቐዲመ ብምምስጋን መሊእኹም/ኸን ንክትምልሱለይ/ልሳለይ ይላቡ፡፡

የቐንየለይ!

መምርሒ፡

- ✓ ስም ምፅሓፍ ኣየድልን
- ✓ ነዚ ናይ ፅሁፍ መሕትት ንምምላእ ኣብ ሕድሕድ ክፋል አመልኪቲ ንዝተውገበ ጠቅላላ መምርሒ ይክታተሉ/ላ፡፡

ክፍሊ ሓደ፡ ውልቃዊ መረዳእታ

1.1 ስም ወረዳ ቤት ትምህርቲ

መምርሒ፡ ናይ “ ✓ ” ምልክት ብምጥቃም መልሶም/ሰን ድሕሪ ሕድሕድ ሓበሬታ ኣብ ዘለው ሳንዱቓት ይፅሓፉ/ፋ፡፡

- 1.2 ስታ፡ ተባዕታይ ኣነስታይ
- 1.3 ዕድሙ፡ 20 ዓመትን ትሕቲኡን 21 — 30 ዓመት
31 — 40 ዓመት 41 — 50 ልዕሊ 50 ዓመት
- 1.4 ደረጃ ትምህርቲ፡ ቲቲአይ ዲፕሎማ ዲግሪ ካልእ እንተልዩ.....
- 1.5 ስራሕ ልምዲ፡ 1-4 ዓመት 5 - 8 ዓመት 8 -12 ዓመት ልዕሊ 12 ዓመት
- 1.6 ካብ 1999 ዓ.ም ጀሚሩ ብዛዕባ ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ስልጠና ወሲድኩም/ክን 'ዶ ትፈልጡ/ጣ? እወ ኣይፋሉን
- 1.7 ንሕቶ ቁፅሪ 1.6 መልስኹም/ኸን እወ እንተኸይኑ፤ ንክንደይ እዋን?

1.8 ኣብቲ ስልጠና እዋን ዝወሰድክምዎ/ክንኦ ዓበይቲ ርእሰ ጉዳያት ብምዝርዛር ብመን ክምዝተውሃቡ/ቡ ይግለፁ/ፃ፡፡

.....

ክፋል ክልተ፡ ኩነታት ምጅማር ፕሮግራም ምምሕያሽ ቤት ትምህርቲ

ቐዲሎም ዝተዘርዘሩ ሓሳባት ብዛዕባ ዕላማ ፕሮግራም ምምሕያሽ ቤት ትምህርቲን ኣብ እዋን ምጅማር ትግበራ ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ክግበር ዝግብኦ ቅድመ ምድለውን ዘመላኸቲ ሓሳባት እዮም፡፡ ነቶም ሓሳባት መሰረት ብምግባር ምስ ናቶም/ተን ግንዛብ ይስማዕምዎ እዮም ዝብልዎም/ኦም ካብ ዝቐረቡ መዐቀኒ ስኬላት ብምምራፅ ኣብ ዝተውሃቡ ሳንዱቓት ናይ (✓) ምልክት ይፅሓፉ/ፋ፡፡ እዞም ዝስዕቡ መዐቀኒታት ይጠቐሙ፡፡ 5= ሙሉእ ብሙሉእ ይስማዕማዕ፤ 4=ይስማዕማዕ፤ 3=ኣብዚ ዝህቦ ሓሳብ የብለይን፤ 2=ኣይስማዕማዕን፤ 1=ሙሉእ ብሙሉእ ኣይስማዕማዕን

2.1 ዕላማ ፕሮግራም ምምሕያሽ ቤት ትምህርቲ

ሪጋ	ኣበርቲ ሓሳባት	መዐቀኒ ስኬላት				
		5	4	3	2	1
1	ውሽጣዊ ዓቕሚ ምዕባይ ቤት ትምህርቲ ንምጥንኻር ዘኸለል ዕላማ ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ተሓንጺፁ፡፡					
2	ፅሬት ዘለዎ ከይዲ ምምሃር ምስትምሃር ንምፍጣር ዘኸለል ንፁር ዕላማ ኣሎ፡፡					
3	ስርዓት ዲሞክራሲያዊ ኣመራርሓን ኣመሓድራን ንምፍጣር ዘኸለል ንፁር ዕላማ ተዳልዩ ይርከብ ኣሎ፡፡					
4	ፅሬት ዘለዎ ውፅኢት ተምሃሮ ኣብ ምርግጋፅ ዝተቐመተ ዕላማ የለን፡፡					
5	ርክብ ወለድን ማሕበረ ሰብ ቤት ትምህርትን ዝሕብር ንፁር ዕላማ ብፅቡቕ ተዳልዩ ይርከብ፡፡					

2.2 ቅድመ ምድላው መመላኸቲ ሓሳባት

ሪጋ	ኣበርቲ ሓሳባት	መዐቀኒ ስኬላት				
		5	4	3	2	1
1	ኣብ ከይዲ ኣተገባበራ ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ናይ ሓለፍቲ ግንዛብ ትሑት እዩ፡፡					
2	ውፍይነት ማ/ሰብ ቤት ትምህርቲ ንምስላጥ ዘኸለል ዓቕሚ መራሕቲ ትሑት እዩ፡፡					
3	ኣብ ምንቅስቓስ ሃብቲ ቤት ትምህርቲ፣ ምምዳብ ግዜን ንምይይጥ ንጥፊታት ቤት ትምህርትን ዝግበር ሃዕሪ ቤት ትምህርቲ ክንዲ ዝድለ ኣይኮነን፡፡					
4	ቅድሚ ምጅማር ትግበራ ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ኣብ ምፍላይ ሃዋርያት ለውጢ (change agent) ዝተገበረ ሃዕሪ ልዑል እዩ፡፡					
5	ንለውጢ ነባራዊ ኩነታት ባህሊ ቤት ትምህርቲ ንምቅናይን ንምርዳእን ዝተገበረ ሃዕሪ ትሑት እዩ፡፡					

ክፍለ ሰለስተ፡ ኣተገባብራ ዓበይቲ ርእሰ ጉዳያት ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ቐዲሎም ዝስዕቡ ሓሳባት ብዛዕባ ኣተገባብራ ዓበይቲ ርእሰ ጉዳያት ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ብደረጃ ቤት ትምህርቲ ዝገልፁ ሓሳባት እዮም፡፡ ንሕድሕድ ሓሳብ መሰረት ብምግባር ምስ ናቶም/ተን ግንዛብ ይስማዕምዎ እዮም ዝብልዎም/ኦም ካብ ዝቐረቡ መዐቀኒ ስኬላት ብምምራፅ ኣብ ዝተውሃቡ ሳንዱቓት ናይ (✓) ምልክት ይፅሓፉ/ፋ፡፡ እዞም ዝስዕቡ መዐቀኒታት ይጠቐሙ፡፡ 5=ሙሉእ ብሙሉእ

ይስማሙት፤ 4=ይስማሙት፤ 3=አብዘ ዝህቦ ሓሳብ የብለይን፤ 2=አይስማሙት፤ 1=ሙሉ-እ ብሙሉ-እ አይስማሙት

3.1 ከይዲ ምምሃር ምስትምሃር

ሪጋ	ሓበርቲ ሓሳባት	መዐቀኒ ስኬላት				
		5	4	3	2	1
1	ንከይዲ ምምሃር ምስትምሃር ዝተመደበ ክፍለ ግዜ ሙሉ-እ ብሙሉ-እ ኣብ ምምሃር ምስትምሃር ተግባር ይውዕል እዩ።					
2	ተምሃሮ ትምህርቶም ንምምሃር ኣብ ዝገብረዎ ፃዕሪ ዓርሰ እምነት ኣለዎም።					
3	ተምሃሮ በብ ዝመልክዎ ዓይነት ስራሕ ክፅመዱ ይግብር እዩ።					
4	ንተምሃሮ ኣብ ዝተውሃበ ክፍሊ ዕዮ፣ ገዛ ዕዮ፣ ሓፀርቲ ፈተናታትን መጠቓለሊ ፈተናታትን መምህራን ቅልጡፍን ግቡእን ምላሽ ይህቡ እዮም።					
5	ንከይዲ ምምሃር ምስትምሃር ዝውዕል ትልሚ ትምህርቲ ንምድላው ፃዕሪ መምህራን ልዑል እዩ።					
6	መምህራን ኣብ ምትግባር ዝተፈላለዩ ኣገባብ ንጡፍ ሚላ ኣመሃህራን ምጥቃም መምህራ ሓገዛትን ዘለዎም ናይ ምትግባር ልምዲ ኣዕጋቢ ኣይኮነን።					
7	ብመምህራን ኣብ ዝወሃቡ ናይ ምምሃር ስትራተጂታት (ምምሃር ስልትታት) ተምሃሮ ዘለዎም ንጡፍ ተሳትፎ ፅቡቕ እዩ።					
8	መምህራን ብደረጃ ቤት ትምህርቲ ኣብ ምግምጋም ስርዓተ ትምህርቲ/መዕሓፍ ተምሃራይ ንጡፍ ተሳትፎ ኣለዎም።					
9	ብደረጃ ቤት ትምህርቲ ተምሃሮ ኣብ ዝመሃርዎ ዓይነት ትምህርቲ እንታይ ውፅኢት ክምፅኡ ክም ዘለዎም ተነፂሩ ተቐሚጡ እዩ።					
10	ኣብ ውሽጢ ክፍሊ ዝካየድ ምምሃር ምስትምሃር ቀዳናት ብዘለዎ መንገዲ ንክኸይድ ብትልሚ መሰረት ብተምሃሮ ይግምገም እዩ።					
11	ተምሃሮ ኣብ ቤት ትምህርቲ ዝተምሃርዎ ዓይነታት ትምህርቲ ምስ ከባቢያዊ ኩነታቶም (መንባብሮኦም) ናይ ምዝማድ ግንዛብ ልዑል እዩ።					

3.2 ኣመራርሓን ኣመሓዳድራን ቤት ትምህርቲ

ሪጋ	ሓበርቲ ሓሳባት	መዐቀኒ ስኬላት				
		5	4	3	2	1
1	ኣመራርሓ ቤት ትምህርቲ ኣብ ኣተገባብራን ጥቕምን ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ኣመልኪቲ ንማሕበረሰብ ቤት ትምህርቲ ኣንፈት ናይ ምሕባርን ምምራሕን ክእለት ትሑት እዩ።					
2	ስትራተጂክ ትልሚ ቤት ትምህርቲ ተዳልዩ ኣብ ተግባር ዝወግሉ ብመሰረት ዓርሰ ገምጋም ቤት ትምህርቲ እዩ።					
3	ኣመራርሓ ቤት ትምህርቲ ኣብ ምቕማጥ (ምፍላቕ) ንፁር ራእይ ስትራተጂክ ትልሚ ቤት ትምህርቲ ዘለዎም ልምዲ ዝለዓለ እዩ።					
4	ኣመራርሓ ቤት ትምህርቲ ኣብ ምንፃር ራእይ ቤት ትምህርቲ ተሓባቢርካ ንምስራሕ የተባብዑ እዮም።					
5	ኣመራርሓ ቤት ትምህርቲ ቀዳናት ብዘለዎ መልክዕ ራእይ፣ ልእኸቶ፣ ሽቶን ዕላማን ቤት ትምህርቲ ኹሎም ይግበእና በሃለቲ ክፈልጥዎም ይገብር እዩ።					
6	ፀጋታት፣ ተደላዩ ስነ-ምግባራት፣ መሪሕ መትከላትን ዕላማን ቤት ትምህርቲ ኹሎም ይግበእና በሃለቲ ክፈልጥዎም ተገይሩ እዩ።					
7	ማ/ሰብ ቤት ትምህርቲ ኣብ ምትግባር ራእይ ዘለዎም ውፍይነት ልዑል እዩ።					
8	ይግበእና በሃለቲ ቤት ትምህርቲ ኣብ ምትግባር ራእይ ቤት ትምህርቲ ዘለዎም ውፍይነት ልዑል እዩ።					
9	ኣብ ከይዲ ኣፈፃፀማ ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ንዘጋጥሙ ፀገማት ብወገን ኣመራርሓ ቤት ትምህርቲ ቅልጡፍ ፍታሕ/ምላሽ ይወሃብ እዩ።					
10	ኣብ መንጎ ኣመራርሓ ቤት ትምህርቲን ይግበእና በሃለቲን ብዛዕባ ከይዲ ኣፈፃፀማ ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ዝግበር ቁፅፅርን ገምጋምን የለን።					

3.3 ምችውን ዘኸኢል ከባብን ቤት ትምህርቲ

ሪጋ	ሓበርቲ ሓሳባት	መዐቀኒ ስኬላት				
		5	4	3	2	1
1	አብ ሕድሕድ መምህሪ ክፍሊ ምችውን ድሕንነቱ ዝተሓለወን ከይዲ ምምሃር ምስትምሃር ተፈጠሩ እዩ።					
2	አመራርሓ ቤት ትምህርቲ አብ ምጥቃም ደጋዊ ለውጢ ንውሽጣዊ ለውጢ ቤት ትምህርቲ ዘለዎም ክእለት ዘለዓለ እዩ።					
3	አመራርሓ ቤት ትምህርቲ ዝተምሃረ ማሕበረ ሰብ ንምፍጣር ዘለዎም ድልውነት ልዑል እዩ።					
4	አመራርሓ ቤት ትምህርቲ ቅድም ኢሎም አብ መዝገብ ተታሒዞም ንዝነበሩ ፀገማት ዲስፕሊን ምድግጋም ንምቕራፍ መምህራንን ተምሃሮን ንክፈልጥዎም ነፂሮም የቕርቡ እዮም።					
5	አብ ቤት ትምህርቲ ዝርከቡ መምህሪ ሓገዛትን ናውቲ ቤት ትምህርትን ናይ አተሓሕዛ ኩነታት ፅቡቕ እዩ።					
6	አብ መነሻ ተምሃሮ፣ መምህራንን ማሕበረ ሰብ ቤት ትምህርትን ዘሎ ናይ ምክብባርን ምርድዳእን መንፈስ ትሑት እዩ።					
7	ተምሃሮ አብ ግዳማዊ ነጥፊታት ዘለዎም ተሳትፎ ልዑል እዩ።					
8	ተምሃሮ ካብ ቤት ትምህርቲ ንክይተርፉ ብመምህር ዝወሃብ ምኽሪ ትሑት እዩ።					
9	ፍሉይ ሓገዝ ዘድልዎም ተምሃሮ ማዕረ ናይ ምምሃር ዕድል ንክረኽቡ ዝግበር ምትብባዕ የለን (አብነት፡- ናይ አካል ጉዳእ ዝኾነ፣ ብጣዕሚ ፀብለልታ ዘለዎም)					

3.4 ተሳትፎ ማሕበረ ሰብ ቤት ትምህርቲ

ሪጋ	ሓበርቲ ሓሳባት	መዐቀኒ ስኬላት				
		5	4	3	2	1
1	ድሌት ምምሃር ምስትምሃር ተምሃሮ ንምዕባይ ውፅኢታዊ ረኽቢ ወለዲ ተፈጠሩዮ					
2	መምህራን ምስ ወለዲ ተምሃሮ እንተነአሰ አብ ወርሒ ሓደ ጊዜ ዝገብርዎ ረኽቢ ተግባራዊነቱ ትሑት እዩ።					
3	ወለዲ አብ አመሓዳድራ ቦርድ ቤት ትምህርቲ ዝህብዎ ግልጋሎት ትሑት እዩ።					
4	ቀፃልነት ዘለዎ ገምጋም ተሳትፎ ወለዲ ከም ልሙድ ተግባር ቤት ትምህርቲ ተገይሩ ይውሰድ እዩ።					
5	አብ ዝግበር ዓርሰ ገምጋም ቤት ትምህርቲ ወለድን ማሕበረ ሰብ ቤት ትምህርትን ይሳተፉ እዮም።					
6	ቀፃልነት ዘለዎ ውፅኢት ተምሃሮ ንምፍላጥ ስሩዕ ፕሮግራም ተዳልዩ ሪፖርት ይግበር እዩ።					

ክፋል አርባዕተ፡ ኩነታት ፕሮግራም ምምሕያሽ ቤት ትምህርቲ
 ቐፂሎም ዝስዕቡ ሓሳባት ብዛዕባ ኩነታት ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ዝገልፁ ሓሳባት እዮም።
 ንሕድሕድ ሓሳብ መሰረት ብምግባር ምስ ናቶም/ተን ግንዛብ ይስማዕዎ፡ እዮም ዝብልዎም/ኦም ካብ ዝቐረቡ መዐቀኒ ስኬላት ብምምራፅ አብ ዝተውሃቡ ሳንዱቓት ናይ (✓) ምልክት ይፅሓፉ/ፋ። እዞም ዝስዕቡ መዐቀኒታት ይጠቐሙ። 5=ሙሉእ ብሙሉእ ይስማዕማዕ፣ 4=ይስማዕማዕ፣ 3=አብዚ ዝህቦ ሓሳብ የብለይን፣ 2=አይስማዕማዕን፣ 1=ሙሉእ ብሙሉእ አይስማዕማዕን

4.1 ውሽጣዊ ኩነታት

4.1.1 ዕቤት መምህራን/ሰራሕተኛታት ብደረጃ ቤት ትምህርቲ

ሪጋ	ሓበርቲ ሓሳባት	መዐቀኒ ስኬላት				
		5	4	3	2	1
1	ፕሮግራም ስሩዕ ተሽታታሊ መ.ያ መመላዎሽ መምህር (CPD) ኣብ ምስላጥ ምምሕያሽ ቤት ትምህርቲ ዝወሃቦ ዋጋ ልዑል እዩ።					
2	መምህራ ክፍልታት ከም መሰረት (ማዕኸን) ዕቤት/ለውጢ ተገይሩ ይውሰድ እዩ።					
3	ፃዕሪ ሕድሕድ ሰራሕተኛታት ንመ.ያዊ ዕቤት ምትብባዕ ይግበር እዩ።					
4	ከይዲ ውፅኢት ምምሃር ምስትምሃር ንምርግጋዕ ዳህሳስ ድልት ስልጠና መምህራን/ሰራሕተኛታት ቤት ትምህርቲ ተግባራዊ ይግበር እዩ።					
5	ኣብ መንጎ ሰራሕተኛታት ቤት ትምህርቲ ተሓባቢራካ ናይ ምስራሕ ርክብ፣ ብጉጅለ ናይ ምስራሕ መንፈስን ምርድዳእን ኣሎ።					
6	ብደረጃ ቤት ትምህርቲ ዓቕሚ ሰራሕተኛታት ንምዕባይ እኹል ግዘ ይምደብ እዩ። (ንኣብነት፡- ስልጠና)					
7	ኣብ ምትግባር ምምሕያሽ ቤት ትምህርቲ ንዘጋጥሙ ፀገማት ንምፍታሕ መምህራን/ሰራሕተኛታት ቤት ትምህርቲ ኣብ ተግባራዊ መፅናዕቲ ዝገብርዎ ተሳትፎ ካብ ሕሉፍ ወሲኹ እዩ።					

4.1.2 ተሳትፎ ተምሃሮ

ሪጋ	ሓበርቲ ሓሳባት	መዐቀኒ ስኬላት				
		5	4	3	2	1
1	ተምሃሮ ኣብ ናይ ቤት ትምህርቲ ንጥፊታት ኩሎም ንክሳተፉ ምትብባዕ ይግበርዮ					
2	ተምሃሮ ኣብ ምዕዳቕ ቤት ትምህርት ፖሊሲን ውሳኔን ንክሳተፉ ድሌት ኣለዎም።					
3	መምህራን ተሳትፎ ተምሃሮ ብደረጃ ቤት ትምህርቲ ንክዓቢ የተባብዑ እዮም።					
4	ብደረጃ ቤት ትምህርቲ ተምሃሮ ዓርሶም ንክምሃሩን ንተሳትፎኦም ዋጋ ክህብሉን ዘኸዘል ዕድል ተፈጠሩ እዩ።					

4.1.3 ናይ ሓባር ትልሚ ኣብ ምድላው

ሪጋ	ሓበርቲ ሓሳባት	መዐቀኒ ስኬላት				
		5	4	3	2	1
1	ተሓባቢርካ ትልሚ ናይ ምውፃእ ባህሊ ይተባባዕን ተግባራዊን ይኸውን እዩ።					
2	ማሕበረ ሰብ ቤት ትምህርቲ ኣብ ምትግባር ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ናይ ቅድሚያ ትኹረት መመላኸቲ ነጥብታት ግንዛብ ኣለዎም።					
3	ኣብ እዋን ምሕዳስን ምትዕርራይን ትልሚ ምምሕያሽ ቤት ትምህርቲ ንተሳትፎ ማሕበረ ሰብ ቤት ትምህርቲ ምትብባዕ/ኣገዝ ይግበር እዩ።					

4.1.4 ኣመራርሓ ቤት ትምህርቲ

ሪጋ	ሓበርቲ ሓሳባት	መዐቀኒ ስኬላት				
		5	4	3	2	1
1	ከይዲ ምምሃር ምስትምሃር ንምርግጋዕ ንሰባት ብትኸክል ናይ ምምሕዳር ልምዲ/ነፀብራቕ ኣሎ።					
2	ንጥፊታት ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ብኻልኦት ንክምራሕ ዕድል ይወሃብ እዩ።					
3	ውፅኢት ምምሃር ምስትምሃር ዕውት ንምግባር ብኣመራርሓ ቤት ትምህርቲ ዝግበር ውፅኢታዊ ሚላ ኣመሓዳድራ ንብረት ቤት ት/ቲ ንኩሎም ማ/ሰብ ቤት ት/ቲ ይግለፅ እዩ።					
4	ኣመራርሓ ቤት ት/ቲ ኣብ ምፍታሕ ፀገም ቤት ት/ቲ ልዑል ክእለት ኣለዎም።					

ብምግባር ክነደይናይ ፅዕንቶ ከም ዘሕድሩ ምስ ናቶም/ተን ግንዛብ ይስማዕምዎ እዮም ዝብልዎም/እም ካብ ዝቐረቡ መዐቀኒ ስኬላት ብምምራፅ ኣብ ዝተውሃቡ ሳንዱቻት ናይ (✓) ምልክት ይፅሓፉ/ፋ.፡፡ እዞም ዝስዕቡ መዐቀኒታት ይጠቐሙ.፡፡ 5= ፅዕንቶ የብሉን፤ 4=ቀሊል ፅዕንቶ፤ 3=ኣብዚ ዝህቦ ኣሳብ የብለይን፤ 2=ከቢድ፤ 1= ብጣዕሚ ከቢድ

ራጋ	ኣበርቲ ኣሳባት	መዐቀኒ ስኬላት				
		5	4	3	2	1
1	ብወገን ኣመራርሓ ቤት ትምህርቲ ንማሕበረ ሰብ ቤት ትምህርቲ ብዛዕባ ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ግንዛብ ንምዕባይ ቐፃልነት ዘለዎ ናይ ግንዛብ ምዕባይ ስራሕቲ ዘይምስራሕ					
2	ግልፅነት ዝጎደሎ ራእይ ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ምቕማጥ/ምህላው					
3	ተኸታታልነት ዘለዎን ኣብ ድሌት ዝተመሰረተን ስልጠና ዘይምሃብ					
4	ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ንምትግባር ዘኸለል እኹል በጀት ዘይምህላው					
5	ብወረዳ ቤት ፅሕፈት ትምህርቲ ዝግበር ቁፅፅርን ደገፍን ትሑት ምኃን					
6	ልዑል ተሞክሮ ዘለዎም መምህራንን ር/መምህራንን ናብ ካልእ ቤት ፅሕፈት ብዕቤት ምዝዋር					
7	ኣደሽቲ/ወድዓዊ ናይ ተግባራዊ መፅናዕቲ ኣበሬታ ንምርካብ ዘኸለል ዕድል ዘይምህላው					
8	ነባራዊ ኩነታት ባህሊ/ልምዲ ቤት ትምህርቲ ንምቕያር/ንምልዋጥ ኣፀጋሚ ምኃን					
9	ወለዲ ተምሃሮ ንቤት ትምህርቲ ዝህብዎ ደገፍ ትሑት ምኃን					
10	ብስርሖም ፀብለልታ ንዘርእዩ መምህራን፣ ር/መምህራን፣ ወለድን ተምሃሮን ዝግበር መተባብዒ ትሑት ምኃን					
11	ብወገን መምህራን ናይ ስራሕ ምድርራብ ምህላው					
12	ብወገን ወረዳ ምምሕዳር/ፖለቲካዊ ኣመራርሓ ዝወሃብ ኣገዝ ትሑት ምኃን					
13	ብደረጃ ቤት ትምህርቲ ዝዳለው ስተራተጂክ ትልሚ ብቐፅ ዘይምኃን					
14	ኣብ ውሽጥን ኣብ መንጎን ኣብያት ትምህርቲ ዝካየድ ውፅኢታዊ ዝኾነ ተሞክሮ ልውውጥ ዘይምህላው					
15	ብወገን ርእሰ መምህር ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ንምስላጥ ዘድሊ ተወሳኺ በጀት ንምትእልላሽ ዝግበር ፃዕሪ ትሑት ምኃን					
16	ብወገን ኣለፍቲ ወረዳ ቤት ፅሕፈት ትምህርቲ ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ንምስላጥ ዘድሊ ተወሳኺ በጀት ንምትእልላሽ ዝግበር ፃዕሪ ትሑት ምኃን					

ዝኾነ ርእቶ ወይ ኣሳብ እንተሃልዩ

ንዝተገበረለይ ምትሕብባር ካብ ልቢ የመስግን!

APPENDIX A₂

የኒቨርሲቲ አዲስ አበባ ትምህርቲ ድህረ ምረቃ

ኮሌጅ ስነ ትምህርቲ

ክፍሊ ትምህርቲ ትልሚ ትምህርትን አመራርላ ስራሕን

ብወለዲ መምህራን ሕብረት ተምሃሮ (ወመሕተ) አባላት ዝምላእ ናይ ፅሁፍ መሕትት

ሓፈሻዊ መምርሒ:-

እዚ መፅናዕቲ ኣብ ትሕቲ ብሄራዊ ክልላዊ መንግስቲ ትግራይ ዝርከባ መንግስታዊ ሙሉእ 1^ይ ብርኪ ኣብያተ ትምህርቲ ኣብ ኣተገባብራ ፕሮግራም ምምሕያሽ ቤት ትምህርቲ አመልኪቱ ዝፍፀሙ ተግባራትን ዘጋጥሙ ፀገማትን ንምድህሳስ ዝግለጹን፤ ንዝፍፀሙ ተግባራትን ዘጋጥሙ ፀገማትን መሰረት ብምግባር መረዳእታ ንምእካብን ዝተዳለወ እዩ። ብተወሳኺ ትንተና ናይ'ዚ ካብ ፅሁፍ መሕትት ዝተረኸበ መረዳእታ ምስ ካልኦት ደገፍቲ ሓሳባት ብምዝማድ ኣብ ኣተገባብራ ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ዘሎ ዕቤት ቤት ትምህርቲ ንምፍላይን ንምዕቃንን የገልግል እዩ ኢልካ ብምሕሳብ እዩ።

ካብ'ቲ ፅሁፍ መሕትት ዝርከብ ሓበሬታ ሙሉእ ብሙሉእ ንኣካዳሚያዊ ትምህርቲ ጥራሕ ዝውዕል እንትኸውን፤ እትህብዎ ምላሽ ሚስጥራዊነቱ ዝተሓለወ እዩ። ስለ'ዚ እዚ መፅናዕቲ ብዋናነት ኣብ ናቶም/ተን ጥንቃቄ ዝተመለኦን ሙሉእ ተሳትፎን ዝተደረሸ እዩ። ግዚኦም/እን ሰዊኦም/እን ነዚ ፅሁፍ መሕትት ብምምላእ ስለዝተሓባበሩ/ራኒ ኣቐዲመ ብምምስጋን መሊእኹም/ኸን ንክትምልሱለይ/ልሳለይ ይላቡ።

የቐንየለይ!

መምርሒ:-

- ✓ ስም ምፅሓፍ አየድልን
- ✓ ነዚ ናይ ፅሁፍ መሕትት ንምምላእ ኣብ ሕድሕድ ክፋል አመልኪቱ ንዝተውሃበ ጠቕላላ መምርሒ ይክታተሉ/ላ።

ክፍሊ ሓደ፡ ውልቃዊ መረዳእታ

1.1 ስም ወረዳ ቤት ትምህርቲ.....

መምርሒ:- ናይ (✓) ምልክት ብምጥቃም መልሶም/ሰን ድሕሪ ሕድሕድ ሓበሬታ ኣብ ዘለው ሳንዱቓት ይፅሓፉ/ፋ።

- 1.2 ምታ፡ ተባዕታይ አነስታይ
- 1.3 ዕድመ፡ ትሕቲ 21 ዓመት 21 — 30 ዓመት 31- 40 41- 50 ዓመት
- 1.4 ስራሕ ሓላፍነት፡ ር/መምህር ም/ር/መምህር ተወካሊ መምህር
ተወካሊ ወለዲ ተወካሊ ተምሃሮ
- 1.5 ደረጃ ትምህርቲ፡ ቲቲአይ ዲፕሎማ ዲግሪ ካልእ
- 1.6 ስራሕ ልምዲ ርእሰ መምህር፡ 1-4 ዓመት 5-8 ዓመት 9-12 ዓመት
ልዕሊ 12 ዓመት

1.7 ስራሕ ልምዲ ወመሕተ ብደረጃ ወመሕተ አባልነት

1-4 ዓመት 5-8 ዓመት 9-12 ዓመት ልዕሊ 12 ዓመት

1.8 ካብ 1999 ዓ.ም ጀመሩ ብዛዕባ ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ስልጠና ወሲድኩም/ክን 'ደ ትፈልጡ/ጣ? እወ ኣይፋሉን

1.9 ንሕቶ ቁፅሪ 1.8 መልስኹም/ኸን እወ እንተኾይኑ፤ ንክንደይ እዋን?

1.10 ኣብ'ቲ ስልጠና እዋን ዝወሰድክም/ክንኦ ዓበይቲ ርእሰ ጉዳያት ብምዝርዛር ብመን ክምዝተውሃቡ/ቡ ይግለፁ/ፃ፡፡

.....

ክፋል ክልተ፡ ኩነታት ምጅማር ፕሮግራም ምምሕያሽ ቤት ትምህርቲ

ቐጻሎም ዝተዘርዘሩ ኣሳባት ብዛዕባ ዕላማ ፕሮግራም ምምሕያሽ ቤት ትምህርቲን ኣብ እዋን ምጅማር ትግበራ ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ክግበር ዝግብኦ ቅድመ ምድለውን ዘመላኸቱ ኣሳባት እዮም፡፡ ነቶም ኣሳባት መሰረት ብምግባር ምስ ናቶም/ተን ግንዛብ ይስማዕምዎ እዮም ዝብልዎም/እም ካብ ዝቐረቡ መዐቀኒ ስኬላት ብምምራፅ ኣብ ዝተውሃቡ ሳንዱቓት ናይ (✓) ምልክት ይፅሓፉ/ፋ፡፡ እዞም ዝስዕቡ መዐቀኒታት ይጠቐሙ፡፡ 5=ሙሉእ ብሙሉእ ይስማዕማዕ፤ 4=ይስማዕማዕ፤ 3=ኣብዚ ዝህቦ ኣሳብ የብለይን፤ 2=ኣይስማዕማዕን፤ 1=ሙሉእ ብሙሉእ ኣይስማዕማዕን

2.1 ዕላማ ፕሮግራም ምምሕያሽ ቤት ትምህርቲ

ሪጋ	ኣበርቲ ኣሳባት	መዐቀኒ ስኬላት				
		5	4	3	2	1
1	ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ኣብ ምጥንኻር ውሽጣዊ ዓቕሚ ምዕባይ ቤት ትምህርቲ ዝግለመ እዩ፡፡					
2	ፅሬት ዘለዎ ከይዲ ምምሃር ምስትምሃር ንምፍጣር ዕላማ ተነጺሩ እዩ፡፡					
3	ንምፍጣር ስርዓት ዲሞክራሲያዊ ኣመራርሓን ኣመሓድራን ዝተቐመጠ ንፁር ዕላማ ኣሎ፡፡					
4	ፅሬት ዘለዎ ውፅኢት ተምሃሮ ኣብ ምርግጋፅ ዝተቐመተ ዕላማ የለን፡፡					
5	ርክብ ወለድን ማሕበረ ሰብ ቤት ትምህርትን ዘርኢ ዕላማ ንፁር እዩ፡፡					

2.2 ቅድመ ምድላው መመላኸቲ ኣሳባት

ሪጋ	ኣበርቲ ኣሳባት	መዐቀኒ ስኬላት				
		5	4	3	2	1
1	ኣብ ከይዲ ኣተገባበራ ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ናይ ኣለፍቲ ግንዛብ ትሑት እዩ፡፡					
2	ውፍይነት ማ/ሰብ ቤት ትምህርቲ ንምሰላጥ ዘኸለል ዓቕሚ መራሕቲ ትሑት እዩ፡፡					
3	ኣብ ምንቅስቓስ ሃብቲ ቤት ትምህርቲ፣ ምምዳብ ግዜን ንምይይጥ ንጥፊታት ቤት ትምህርትን ዝግበር ፃዕሪ ቤት ትምህርቲ ክንዲ ዝድለ ኣይኮነን፡፡					
4	ቅድሚ ምጅማር ትግበራ ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ኣብ ምፍላይ ሃዋርያት ለውጢ (change agent) ዝተገበረ ፃዕሪ ልዑል እዩ፡፡					
5	ንለውጢ ነባራዊ ኩነታት ባህሊ ቤት ትምህርቲ ንምቅናይን ንምርዳእን ዝተገበረ ፃዕሪ ትሑት እዩ፡፡					

ክፍሊ ሰለስተ፡ አተገባብራ ዓበይቲ ርእሰ ጉዳያት ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ቐጂሎም ዝሰዕቡ ሓሳባት ብዛዕባ አተገባብራ ዓበይቲ ርእሰ ጉዳያት ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ብደረጃ ቤት ትምህርቲ ዝገልፁ ሓሳባት እዮም፡፡ ንሕድሕድ ሓሳብ መሰረት ብምግባር ምስ ናቶም/ተን ግንዛብ ይስማዕምዎ እዮም ዝብልዎም/አም ካብ ዝቐረቡ መዐቀኒ ስኬላት ብምምራፅ ኣብ ዝተውሃቡ ሳንዱቻት ናይ (✓) ምልክት ይፅሓፉ/ፋ፡፡ እዞም ዝሰዕቡ መዐቀኒታት ይጠቐሙ፡፡ 5=መሉእ ብመሉእ ይስማዕማዕ፤ 4=ይስማዕማዕ፤ 3=አብዚ ዝህቦ ሓሳብ የብለይን፤ 2=አይስማዕማዕን፤ 1=መሉእ ብመሉእ አይስማዕማዕን

3.1 ከይዲ ምምሃር ምስትምሃር

ሪጋ	ሓበርቲ ሓሳባት	መዐቀኒ ስኬላት				
		5	4	3	2	1
1	ንከይዲ ምምሃር ምስትምሃር ዝተመደበ ክፍሊ ግዜ መሉእ ብመሉእ ኣብ ምምሃር ምስትምሃር ተግባር ይውዕል እዩ፡፡					
2	ተምሃሮ ትምህርቶም ንምምሃር ኣብ ዝገብረዎ ፃዕሪ ዓርሰ እምነት ኣለዎም፡፡					
3	ተምሃሮ በብ ዝመልክዎ ዓይነት ስራሕ ክፅመዱ ይግበር እዩ፡፡					
4	ንተምሃሮ ኣብ ዝተውሃበ ክፍሊ ዕዮ፣ ገዛ ዕዮ፣ ሓፀርቲ ፈተናታትን መጠቓለሊ ፈተናታትን መምህራን ቅልጡፍን ግቡእን ምላሽ ይህቡ እዮም፡፡					
5	ንከይዲ ምምሃር ምስትምሃር ዝውዕል ትልሚ ትምህርቲ ንምድላው ፃዕሪ መምህራን ልዑል እዩ፡፡					
6	መምህራን ኣብ ምትግባር ዝተፈላለዩ ኣገባብ ንጡፍ ሚላ ኣመሃህራን ምጥቃም መምህሪ ሓገዛትን ዘለዎም ናይ ምትግባር ልምዲ ኣዕጋቢ ኣይኮነን፡፡					
7	ብመምህራን ኣብ ዝውሃቡ ናይ ምምሃር ስትራተጂታት (ምምሃር ስልትታት) ተምሃሮ ዘለዎም ንጡፍ ተሳትፎ ፅቡቕ እዩ፡፡					
8	መምህራን ብደረጃ ቤት ትምህርቲ ኣብ ምቅራፅን ምግምጋምን ስርዓተ ትምህርቲ/መፅሓፍ ተምሃራይ ንጡፍ ተሳትፎ ኣለዎም፡፡					
9	ብደረጃ ቤት ትምህርቲ ተምሃሮ ኣብ ዝመሃርዎ ዓይነት ትምህርቲ እንታይ ውዕኢት ከምዕኡ ከም ዘለዎም ተነፂሩ ተቐሚጡ እዩ፡፡					
10	ኣብ ውሽጢ ክፍሊ ዝካየድ ምምሃር ምስትምሃር ቀዳናት ብዘለዎ መንገዲ ንክኸይድ ብትልሚ መሰረት ብተምሃሮ ይግምገም እዩ፡፡					
11	ተምሃሮ ኣብ ቤት ትምህርቲ ዝተምሃርዎ ዓይነታት ትምህርቲ ምስ ከባቢያዊ ኩነታቶም (መነባብሮኦም) ናይ ምዝማድ ግንዛብ ልዑል እዩ፡፡					

3.2 ኣመራርሓን ኣመሓዳድራን ቤት ትምህርቲ

ሪጋ	ሓበርቲ ሓሳባት	መዐቀኒ ስኬላት				
		5	4	3	2	1
1	ኣመራርሓ ቤት ትምህርቲ ኣብ አተገባብራን ጥቕምን ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ኣመልኪቲ ንማሕበረሰብ ቤት ትምህርቲ ኣንፈት ናይ ምሕባርን ምምራሕን ክእለት ትሑት እዩ፡፡					
2	ስትራተጂክ ትልሚ ቤት ትምህርቲ ተዳልዩ ኣብ ተግባር ዝወዓለ ብመሰረት ዓርሰ ገምጋም ቤት ትምህርቲ እዩ፡፡					
3	ኣመራርሓ ቤት ትምህርቲ ኣብ ምቕማጥ (ምፍላቕ) ንፁር ራእይ ስትራተጂክ ትልሚ ቤት ትምህርቲ ዘለዎም ልምዲ ዝለዓለ እዩ፡፡					
4	ኣመራርሓ ቤት ትምህርቲ ኣብ ምንፃር ራእይ ቤት ትምህርቲ ተሓባቢርካ ንምስራሕ የተባበሱ እዮም፡፡					
5	ኣመራርሓ ቤት ትምህርቲ ቀዳናት ብዘለዎ መልክዕ ራእይ፣ ልእኹቶ፣ ሽቶን ዕላማን ቤት ትምህርቲ ኹሎም ይግበእና በሃለቲ ክፈልጥዎም ይገብር እዩ፡፡					
6	ፀጋታት፣ ተደላዪ ስነ-ምግባራት፣ መሪሕ መትከላትን ዕላማን ቤት ትምህርቲ ኹሎም ይግበእና በሃለቲ ክፈልጥዎም ተገይሩ እዩ፡፡					

7	ማ/ሰብ ቤት ትምህርቲ ኣብ ምትግባር ራእይ ዘለዎም ውፍይነት ልዑል እዩ።					
8	ይግበእና በሃልቲ ቤት ትምህርቲ ኣብ ምትግባር ራእይ ቤት ትምህርቲ ዘለዎም ውፍይነት ልዑል እዩ።					
9	ኣብ ከይዲ ኣፈፃፀማ ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ንዘጋጥሙ ፀገማት ብወገን ኣመራርሓ ቤት ትምህርቲ ቅልጡፍ ፍታሕ/ምላሽ ይወሃብ እዩ።					
10	ኣብ መንጎ ኣመራርሓ ቤት ትምህርትን ይግበእና በሃልቲን ብዛዕባ ከይዲ ኣፈፃፀማ ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ዝግበር ቁፅፅርን ገምጋምን የለን።					

3.3 ተሳትፎ ማሕበረ ሰብ ቤት ትምህርቲ

ሪጋ	ኣበርቲ ኣሳባት	መዐቀኒ ስኬላት				
		5	4	3	2	1
1	ድሌት ምምሃር ምስትምሃር ተመሃሮ ንምዕባይ ውፅኢታዊ ረኽቢ ወለዲ ተፈጢሩዮ።					
2	መምህራን ምስ ወለዲ ተመሃሮ እንተነኣሰ ኣብ ወርሒ ኣደ ግዜ ዝገብርዎ ረኽቢ ተግባራዊነቱ ትሑት እዩ።					
3	ወለዲ ኣብ ኣመሓዳድራ ቦርድ ቤት ትምህርቲ ዝህብዎ ግልጋሎት ትሑት እዩ።					
4	ቀፃልነት ዘለዎ ገምጋም ተሳትፎ ወለዲ ከም ልሙድ ተግባር ቤት ትምህርቲ ተገይሩ ይውሰድ እዩ።					
5	ኣብ ዝግበር ዓርሰ ገምጋም ቤት ትምህርቲ ወለድን ማሕበረ ሰብ ቤት ትምህርትን ይሳተፉ እዮም።					
6	ቀፃልነት ዘለዎ ውፅኢት ተመሃሮ ንምፍላጥ ስራዕ ፕሮግራም ተዳልዩ ሪፖርት ይግበር እዩ።					

3.4 ምቕውን ዘኸለል ከባብን ቤት ትምህርቲ

ሪጋ	ኣበርቲ ኣሳባት	መዐቀኒ ስኬላት				
		5	4	3	2	1
1	ኣብ ሕድሕድ መምህሪ ክፍሊ ምቕውን ድሕንነቱ ዝተሓለወን ከይዲ ምምሃር ምስትምሃር ተፈጢሩ እዩ።					
2	ኣመራርሓ ቤት ትምህርቲ ኣብ ምጥቃም ደጋዊ ለውጢ ንውሽጣዊ ለውጢ ቤት ትምህርቲ ዘለዎም ክእለት ዘለዓለ እዩ።					
3	ኣመራርሓ ቤት ትምህርቲ ዝተምሃረ ማሕበረ ሰብ ንምፍጣር ዘለዎም ድልውነት ልዑል እዩ።					
4	ኣመራርሓ ቤት ትምህርቲ ቅድም ኢሎም ኣብ መዝገብ ተታሒዞም ንዝነበሩ ፀገማት ዲስፕሊን ምድግጋም ንምቕራፍ መምህራንን ተመሃሮን ንክፈልጥዎም ነፂሮም የቕርቡ እዮም።					
5	ኣብ ቤት ትምህርቲ ዝርከቡ መምህሪ ኣገዛትን ናውቲ ቤት ትምህርትን ናይ ኣተሓሕዛ ኩነታት ፅቡቕ እዩ።					
6	ኣብ መነሻ ተመሃሮ፣ መምህራንን ማሕበረ ሰብ ቤት ትምህርትን ዘሎ ናይ ምክብባርን ምርድዳእን መንፈስ ትሑት እዩ።					
7	ተመሃሮ ኣብ ግዳማዊ ነጥፊታት ዘለዎም ተሳትፎ ልዑል እዩ።					
8	ተመሃሮ ካብ ቤት ትምህርቲ ንክይተርፉ ብመምህር ዝወሃብ ምኽሪ ትሑት እዩ።					
9	ፍሉይ ኣገዝ ዘድልዎም ተመሃሮ ማዕረ ናይ ምምሃር ዕድል ንክረኽቡ ዝግበር ምትብባዕ የለን (ኣብነት፡- ናይ ኣካል ጉዳይ ዝኾኑ ብጣዕሚ ፀብለልታ ዘለዎም)					

ክፋል አርባዕተ፡ ኩነታት ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ቐደም ለምዕራብ ካሳባት ብዛዕባ ኩነታት ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ዝገልፁ ካሳባት እዮም፡፡ ንሕድሕድ ካሳብ መሰረት ብምግባር ምስ ናቶም/ተን ግንዛብ ይስማዕምዎ እዮም ዝብልዎም/አም ካብ ዝቐረቡ መዐቀኒ ስኬላት ብምምራፅ ኣብ ዝተውሃቡ ሳንዱቻት ናይ (✓) ምልክት ይፅሓፉ/ፋ፡፡ እዞም ዝስዕቡ መዐቀኒታት ይጠቐሙ፡፡ 5=ሙሉእ ብሙሉእ ይስማዕማዕ፤ 4=ይስማዕማዕ፤ 3=ኣብ'ዚ ዝህቦ ካሳብ የብለይን፤ 2=ኣይስማዕማዕን፤ 1=ሙሉእ ብሙሉእ ኣይስማዕማዕን

4.1 ውሽጣዊ ኩነታት

4.1.1 ተሳትፎ ተምሃሮ

ሪጋ	ኣበርቲ ካሳባት	መዐቀኒ ስኬላት				
		5	4	3	2	1
1	ተምሃሮ ኣብ ናይ ቤት ትምህርቲ ንጥፊታት ኩሎም ንክሳተፉ ምትብባዕ ይግበር'ዩ					
2	ተምሃሮ ኣብ ምፅዳቕ ቤት ትምህርት ፖሊሲን ውሳኔን ንክሳተፉ ድሌት ኣለዎም፡፡					
3	መምህራን ተሳትፎ ተምሃሮ ብደረጃ ቤት ትምህርቲ ንክገቡ የተባብዑ እዮም፡፡					
4	ብደረጃ ቤት ትምህርቲ ተምሃሮ ዓርሶም ንክምሃሩን ንተሳትፎአም ዋጋ ክህቡሉን ዘኸዘል ዕድል ተፈጢሩ እዩ፡፡					

4.1.2 ናይ ኣባር ትልሚ ኣብ ምድላው

ሪጋ	ኣበርቲ ካሳባት	መዐቀኒ ስኬላት				
		5	4	3	2	1
1	ተሓባቢርካ ትልሚ ናይ ምውፃእ ባህሊ ይተባባዕን ተግባራዊን ይኸውን እዩ፡፡					
2	ማሕበረ ሰብ ቤት ትምህርቲ ኣብ ምትግባር ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ናይ ቅድሚያ ትኹረት መመላኸቲ ነጥብታት ግንዛብ ኣለዎም፡፡					
3	ኣብ እዋን ምሕዳሰን ምትዕርራይን ትልሚ ምምሕያሽ ቤት ትምህርቲ ንተሳትፎ ማሕበረ ሰብ ቤት ትምህርቲ ምትብባዕ/ኣገዝ ይግበር እዩ፡፡					

4.2 ደጋዊ ኩነታት ቤት ትምህርቲ

4.2.1 ከባቢያዊ ኩነታት

ሪጋ	ኣበርቲ ካሳባት	መዐቀኒ ስኬላት				
		5	4	3	2	1
1	አመራርሓ ቤት ትምህርቲ ትፅቢት ከባቢያዊ ማሕበረ ሰብ ንምምላእ ድሌት ቤት ትምህርቲ ነጻርካ ናይ ምግላፅ ዓቕሚ ልዑል እዩ፡፡					
2	አመራርሓ ቤት ትምህርቲ ምምሕያሽ ቤት ትምህርቲ ንምርግጋፅ ኣብ መንጎ ዝተፈላለዩ ይግበአና በሃልቲ ስጦም ርክብ ንምፍጣር ዘለዎም ኣላፍነት ትሑት እዩ፡፡					
3	ንውፅኢት ትምሃሮን ሙያዊ ምምሃር ምስትምሃርን ምስ ሚድያን ተሰማዕነት ዘለዎም ጉጅለ ማሕበረ ሰብን ናይ ምፍላጥ/ምልላይ ክእለት ትሑት እዩ፡፡					

4.2.2 ዓቕሚ ምዕባይ

ሪጋ	ኣበርቲ ካሳባት	መዐቀኒ ስኬላት				
		5	4	3	2	1
1	ኣብ መንጎ አመራርሓ ቤት ትምህርቲን ወረዳ ኣለፍትን/ክኢላታትን ንውፅኢ ዘለዎም ውፍይነትን ድልውነትን ትሑት እዩ፡፡					
2	ብሱፕርቫይዘራት ዝቐርብ ግልፅነት ዘለዎ ፖሊሲ ምኽርን ግልጋሎት ሱፕርቫይዘርን ትሑት እዩ፡፡					
3	ብደረጃ ኣብያተ ትምህርቲ ዝግበር ተሞክሮ ልውውጥን ተሓባቢርካ ናይ ምስራሕ ልምድን ትሑት እዩ፡፡					
4	ብወረዳ ቤት ፅሕፈት ትምህርቲ እኹል መምህራ ናውቲ ይቐርብ እዩ፡፡					

5	አመራርሐ ቤት ትምህርቲ ሙያዊ ልምዳት መምህራን/ሰራተኛታት ንምርግጋፅ ኣብ ምድላው ስልጠና ዘለዎም ብቕዳት ልዑል እዩ።					
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4.2.3 ኩነታት ፖሊሲ

ሪጋ	ኣበርቲ ኣሳባት	መዐቀኒ ስኬላት				
		5	4	3	2	1
1	ፖሊሲ ቤት ትምህርቲ ግልፅነት ብዘለዎ መንደዲ ኣብ ፅሁፍ ሰፊሩ ይርከብ።					
2	ፖሊሲ ቤት ትምህርቲ ንኹሎም ይግበእና በሃለቲ ተሳትፎ ዝፈቐድ እዩ።					
3	ንምቁፅፃርን ምግምጋምን ከይዲ ምምሕያሽ ቤት ትምህርቲ ዘኸለል ግልፅነት ዘለዎ ስትራቴጂክ/ስልጉታት ፖሊሲ ተዳልዩ ይርከብ።					

4.2.4 ባህላዊ ኩነታት

ሪጋ	ኣበርቲ ኣሳባት	መዐቀኒ ስኬላት				
		5	4	3	2	1
1	ብደረጃ ቤት ትምህርቲ ፀገም ማሕበረ ሰብ ንምፍታሕ ዝግበር ፃዕሪ ትሑት እዩ።					
2	ኣብ ከባቢ ቤት ትምህርቲ ኣደ ዓይነት ፀጋታትን ልምድታትን ኣሎ።					
3	ተምሃሮ ንምምሃር ዘለዎም ተስፋ፣ ኣረዳድኣን ፀባይን ዝምስገን እዩ።					
4	ወለዲ ደቆም ኣብ ትምህርቲ ንክውዕሉ ኣወንታዊ ኣመለኻኻታ ኣለዎም።					

ክፍሊ ኣሙሽተ፡ ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ንምርግጋፅ ዘጋጥሙ ፀገማት እዞም ቐፂሎም ዝተዘርዘሩ ኣሳባት ኣብ ከይዲ ኣተገባብራ ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ከም ቀነዲ ፀገም ቤት ትምህርቲ ክኾኑ ዝኸለሉ ምኽንያታት ዝገልፁ እዮም። ንሕድሕድ ኣሳብ መሰረት ብምግባር ክንደይናይ ፅዕንቶ ከም ዘለዎም ምስ ናቶም/ተን ግንዛብ ይስማዕምዑ እዮም ዝብልዎም/ኣም ካብ ዝቐረቡ መዐቀኒ ስኬላት ብምምራፅ ኣብ ዝተውሃቡ ሳንዱቓት ናይ (✓) ምልክት ይፅሓፉ/ፋ። እዞም ዝስዕቡ መዐቀኒታት ይጠቐሙ። 5= ፅዕንቶ የብሉን፣ 4=ቀሊል ፅዕንቶ፣ 3=ኣብዘ ዝህቦ ኣሳብ የብሉይን፣ 2=ከቢድ፣ 1= ብጣዕሚ ከቢድ

ሪጋ	ኣበርቲ ኣሳባት	መዐቀኒ ስኬላት				
		5	4	3	2	1
1	ብወገን ኣመራርሐ ቤት ትምህርቲ ንማሕበረ ሰብ ቤት ትምህርቲ ብዛዕባ ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ግንዛብ ንምዕባይ ቐፃልነት ዘለዎ ናይ ግንዛብ ምዕባይ ስራሕቲ ዘይምስራሕ					
2	ግልፅነት ዝነደሎ ራእይ ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ምቕማጥ/ምህላው					
3	ተኸታታልነት ዘለዎን ኣብ ድሌት ዝተመስረትን ስልጠና ዘይምሃብ					
4	ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ንምትግባር ዘኸለል እኹል በጀት ዘይምህላው					
5	ብወረዳ ቤት ፅሕፈት ትምህርቲ ዝግበር ቁፅፅርን ደገፍን ትሑት ምዃን					
6	ልዑል ተሞክሮ ዘለዎም መምህራንን ር/መምህራንን ናብ ካልእ ቤት ፅሕፈት ብዕቤት ምዝዋር					
7	ኣደሻቲ/ወድዓዊ ናይ ተግባራዊ መፅናዕቲ ኣበሬታ ንምርካብ ዘኸለል ዕድል ዘይምህላው					
8	ነባራዊ ኩነታት ባህሊ/ልምዲ ቤት ትምህርቲ ንምቕያር/ንምልዋጥ ኣፀጋሚ ምዃኑ					
9	ወለዲ ተምሃሮ ንቤት ትምህርቲ ዝህብዎ ደገፍ ትሑት ምዃኑ					
10	ብስርሖም ፀብለልታ ንዘርእዩ መምህራን፣ ር/መምህራን፣ ወለድን ተምሃሮን ዝግበር መተባብሲ ትሑት ምዃን					
11	ብወገን መምህራን ናይ ስራሕ ምድርራብ ምህላው					

12	ብወገን ወረዳ ምምሕዳር/ፖለቲካዊ አመራር ህወሃብ ሓገዝ ትሑት ምዃን				
13	ብደረጃ ቤት ትምህርቲ ዝዳለው ስተራተጂክ ትልሚ ብቐዕ ዘይምዃን				
14	አብ ውሽጥን አብ መንገን አብያት ትምህርቲ ዝካየድ ውፅኢታዊ ዝኾነ ተሞክሮ ልውውጥ ዘይምህላው				
15	ብወገን ርእሰ መምህር ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ንምስላጥ ዘድሊ ተወሳኺ በጀት ንምትእልላሽ ዝግበር ፃዕሪ ትሑት ምዃን				
16	ብወገን ሓለፍቲ ወረዳ ቤት ፅሕፈት ትምህርቲ ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ንምስላጥ ዘድሊ ተወሳኺ በጀት ንምትእልላሽ ዝግበር ፃዕሪ ትሑት ምዃን				

ዝኾነ ርእሰ ወይ ሓሳብ እንተሃልዩ

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ንዝተገበረለይ ምትሕብባር ካብ ልቢ የመስግን!

APPENDIX A₃

ዩኒቨርሲቲ ኦዲሰ አበባ ትምህርቲ ድሕረ ምረቓ

ኮሌጅ ስነ ትምህርቲ

ዝፍሊ ትምህርቲ ትልሚ ትምህርትን አመራር ስራሕን

ብተምሃሮ ዝምላእ ናይ ፅሑፍ መሕትት

ሓፊሻዊ መምርሒ፡

እዚ መፅናዕቲ ኣብ ትሕቲ ብሄራዊ ክልላዊ መንግስቲ ትግራይ ዝርከባ መንግስታዊ ሙሉእ 1^ይ ብርኪ ኣብያተ ትምህርቲ ኣብ ኣተገባብራ ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ኣመልኪቲ ዝፍፀሙ ተግባራትን ዘጋጥሙ ፀገማትን ንምድህሳስ ዝዓለመን፤ ንዝፍፀሙ ተግባራትን ዘጋጥሙ ፀገማትን መሰረት ብምግባር መረዳእታ ንምእካብን ዝተዳለወ እዩ። ብተወሳኺ ትንተና ናይዚ ካብ ፅሑፍዎ መሕትት ዝተረኸበ መረዳእታ ምስ ካልኦት ደገፍቲ ሓሳባት ብምዝማድ ኣብ ኣተገባብራ ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ዘሎ ተግባር ቤት ትምህርቲ ንምፍላይን ንምዕቃንን የገልግል እዩ ኢልካ ብምሕሳብ እዩ።

ካብቲ ፅሑፍዎ መሕትት ዝርከብ ሓበሬታ ሙሉእ ብሙሉእ ንኣካዳሚያዊ ትምህርቲ ጥራሕ ዝውዕል እንትኸውን፤ እትህብዎ ምላሽ ሚስጥራዊነቱ ዝተሓለወ እዩ። ስለዚ እዚ መፅናዕቲ ብዋናነት ኣብ ናትካ/ኪ ጥንቃቕ ዝተመለከን ሙሉእ ተሳትፎን ዝተደረሸ እዩ። ግዜኻ/ኺ ሰዊእኻ/ኺ ነዚ ፅሑፍዎ መሕትት ብምምላእ ስለዝተሓባበርካ/ክኒ ኣቐዲመ ብምምስጋን መሊእኻ/ኺ ንክትምልሰለይ/ሰለይ ይላቦ።

የቐንየለይ!

መምርሒ:

- ✓ ስም ምዕራፍ አየድልን
- ✓ ነዚ ናይ ፅሁፍ መሕትት ንምምላእ ኣብ ሕድሕድ ክፋል ኣመልኪቱ ንዝተውሃበ ጠቅላላ መምርሒ ተከታተል/ሊ።

ክፍሊ ሓደ፡ ውልቃዊ መረዳእታ

1.1 ስም ወረዳ ቤት ትምህርቲ

መምርሒ፡ ናይ (✓) ምልክት ብምጥቃም መልስኻ/ኸ ድሕሪ ሕድሕድ ኣበሬታ ኣብ ዘለው ሳንዱቻት ፀሓፍ/ፊ።

1.2 ምታ፡ ተባዕታይ ኣነስታይ

1.3 ደረጃ ትምህርቲ፡

5^ይ ክፍሊ 6^ይ ክፍሊ 7^ይ ክፍሊ 8^ይ ክፍሊ

1.4 ካብ 1999 ዓ.ም ጀሚሩ ብዛዕባ ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ስልጠና ወሲድካ/ኪ 'ዶ ትፈልጥ/ጢ? እወ ኣይፋሉን

1.5 ንሕቶ ቁፅሪ 1.4 መልስኻ/ኸ እወ እንተኾይኑ፤ ንክንደይ እዋን?

1.6 ኣብቲ ስልጠና እዋን ዝወሰድካዮም/ክዮም ዓበይቲ ርእስ ጉዳያት ብምዝርዛር ብመን ከምዝተውሃበ/ቡ ግለፅ/ጊ።

.....

ክፍል ክልተ፡ ኩነታት ምጅማር ፕሮግራም ምምሕያሽ ቤት ትምህርቲ

ቐዲሎም ዝተዘርዘሩ ኣሳባት ብዛዕባ ዕላማ ፕሮግራም ምምሕያሽ ቤት ትምህርቲን ኣብ እዋን ምጅማር ትግበራ ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ክግበር ዝግብኦ ቅድመ ምድለውን ዘመላኸቱ ኣሳባት እዮም። ነቶም ኣሳባት መሰረት ብምግባር ምስ ናትኻ/ኸ ግንዛብ ይስማዕምዑ እዮም እትብሎም/ልዮም ካብ ዝቐረቡ መዐቀኒ ስኬላት ብምምራፅ ኣብ ዝተውሃቡ ሳንዱቻት ናይ (✓) ምልክት ፀሓፍ/ፊ። እዞም ዝስዕቡ መዐቀኒታት ተጠቐም/ሚ። 5=ሙሉእ ብሙሉእ ይስማዕምዕ፤ 4=ይስማዕምዕ፤ 3=ኣብዚ ዝህቦ ኣሳብ የብለይን፤ 2=ኣይስማዕምዕን፤ 1=ሙሉእ ብሙሉእ ኣይስማዕምዕን

2.1 ዕላማ ፕሮግራም ምምሕያሽ ቤት ትምህርቲ

ሪጋ	ኣበርቲ ኣሳባት	መዐቀኒ ስኬላት				
		5	4	3	2	1
1	ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ኣብ ምጥንኻር ውሽጣዊ ዓቕሚ ምዕባይ ቤት ትምህርቲ ዝዓለመ እዩ።					
2	ፅሬት ዘለዎ ከይዲ ምምሃር ምስትምሃር ንምፍጣር ዕላማ ተነጻሩ እዩ።					
3	ንምፍጣር ስርዓት ዲሞክራሲያዊ ኣመራርሓን ኣመሓድራን ዝተቐመጠ ንፁር ዕላማ ኣሎ።					
4	ፅሬት ዘለዎ ውፅኢት ተምሃሮ ኣብ ምርግጋፅ ዝተቐመተ ዕላማ የለን።					
5	ርክብ ወለድን ማሕበረ ሰብ ቤት ትምህርትን ዘርኢ ዕላማ ንፁር እዩ።					

2.2 ቅድመ ምድላው መመላኸቱ ሐሳባት

ሪጋ	ሐበርቲ ሐሳባት	መዐቀኒ ስኬላት				
		5	4	3	2	1
1	አብ ከይዲ ኣተገባበራ ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ናይ ሓለፍቲ ግንዛብ ትሑት እዩ።					
2	ውፍዮነት ማ/ሰብ ቤት ትምህርቲ ንምስላጥ ዘኸኸል ዓቕሚ መራሕቲ ትሑት እዩ።					
3	አብ ምንቅስቃስ ሃብቲ ቤት ትምህርቲ፣ ምምዳብ ግዜን ንምይይጥ ንጥፊታት ቤት ትምህርትን ዝገበር ሃዕሪ ቤት ትምህርቲ ክንዲ ዝድለ ኣይኮነን።					
4	ቅድሚ ምጅማር ትግበራ ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ኣብ ምፍላይ ሃዋርያት ለውጢ (change agent) ዝተገበረ ሃዕሪ ልዑል እዩ።					
5	ንለውጢ ነገራዊ ኩነታት ባህሊ ቤት ትምህርቲ ንምቅናይን ንምርዳእን ዝተገበረ ሃዕሪ ትሑት እዩ።					

ክፍሊ ሰለስተ፡ ኣተገባብራ ዓበይቲ ርእሰ ጉዳያት ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ቐጊሎም ዝስዕቡ ሐሳባት ብዛዕባ ኣተገባብራ ዓበይቲ ርእሰ ጉዳያት ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ብደረጃ ቤት ትምህርቲ ዝገልፁ ሐሳባት እዮም። ንሕድሕድ ሐሳብ መሰረት ብምግባር ምስ ናትካ/ኪ ግንዛብ ይስማዕምዎ እዮም እትብሎም/ልዮም ካብ ዝቐረቡ መዐቀኒ ስኬላት ብምምራፅ ኣብ ዝተውሃቡ ሳንዱቻት ናይ (✓) ምልክት ፀሓፍ/ፊ። እዞም ዝስዕቡ መዐቀኒታት ተጠቐም/ሚ። 5=ሙሉእ ብሙሉእ ይስማዕምዎ፤ 4=ይስማዕምዎ፤ 3=ኣብዚ ዝሀሮ ሐሳብ የብለይን፤ 2=ኣይስማዕምዎን፤ 1=ሙሉእ ብሙሉእ ኣይስማዕምዎን

3.1 ከይዲ ምምሃር ምስትምሃር

ሪጋ	ሐበርቲ ሐሳባት	መዐቀኒ ስኬላት				
		5	4	3	2	1
1	ንከይዲ ምምሃር ምስትምሃር ዝተመደበ ክፍለ ግዜ ሙሉእ ብሙሉእ ኣብ ምምሃር ምስትምሃር ተግባር ይውዕል እዩ።					
2	ተምሃሮ ትምህርቶም ንምምሃር ኣብ ዝገበረዎ ሃዕሪ ዓርስ እምነት ኣለዎም።					
3	ተምሃሮ በብ ዝመልከዎ ዓይነት ስራሕ ክፅመዱ ይግበር እዩ።					
4	ንተምሃሮ ኣብ ዝተውሃቡ ክፍሊ ዕዮ፣ ገዛ ዕዮ፣ ሓፀርቲ ፈተናታትን መጠቐለሊ ፈተናታትን መምህራን ቅልጡፍን ግቡእን ምላሽ ይህቡ እዮም።					
5	ንከይዲ ምምሃር ምስትምሃር ዝውዕል ትልሚ ትምህርቲ ንምድላው ሃዕሪ መምህራን ልዑል እዩ።					
6	መምህራን ኣብ ምትግባር ዝተፈላለዩ ኣገባብ ንጡፍ ሜላ ኣመሃህራን ምጥቃም መምህራ ሓገዛትን ዘለዎም ናይ ምትግባር ልምዲ ኣዕጋቢ ኣይኮነን።					
7	ብመምህራን ኣብ ዝወሃቡ ናይ ምምሃር ስትራተጂታት (ምምሃር ስልትታት) ተምሃሮ ዘለዎም ንጡፍ ተሳትፎ ፅቡቕ እዩ።					
8	መምህራን ብደረጃ ቤት ትምህርቲ ኣብ ምቅራፅን ምግምጋምን ስርዓተ ትምህርቲ/መፅሓፍ ተምሃራይ ንጡፍ ተሳትፎ ኣለዎም።					
9	ብደረጃ ቤት ትምህርቲ ተምሃሮ ኣብ ዝመሃርዎ ዓይነት ትምህርቲ እንታይ ውዕኢት ከምፅኡ ከም ዘለዎም ተነጻሩ ተቐሚጡ እዩ።					
10	ኣብ ውሽጢ ክፍሊ ዝካየድ ምምሃር ምስትምሃር ቀፃልነት ብዘለዎ መንገዲ ንክኸይድ ብትልሚ መሰረት ብተምሃሮ ይግምገም እዩ።					
11	ተምሃሮ ኣብ ቤት ትምህርቲ ዝተምሃርዎ ዓይነታት ትምህርቲ ምስ ከባቢያዊ ኩነታቶም (መነባብሮኦም) ናይ ምዝማድ ግንዛብ ልዑል እዩ።					

3.2 ኣመራርሓን ኣመሓዳድራን ቤት ትምህርቲ

ሪጋ	ሐበርቲ ሐሳባት	መዐቀኒ ስኬላት				
		5	4	3	2	1

1	አመራርሐ ቤት ትምህርቲ ኣብ ኣተገባብራን ጥቕምን ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ኣመልኪቱ ንማሕበረሰብ ቤት ትምህርቲ ኣንፈት ናይ ምሕባርን ምምራሕን ክኣለት ትሑት እዩ።					
2	ስትራተጂክ ትልሚ ቤት ትምህርቲ ተዳልዩ ኣብ ተግባር ዝወገለ ብመሰረት ዓርሰ ገምጋም ቤት ትምህርቲ እዩ።					
3	አመራርሐ ቤት ትምህርቲ ኣብ ምቕማጥ (ምፍላቕ) ንፁር ራእይ ስትራተጂክ ትልሚ ቤት ትምህርቲ ዘለዎም ልምዲ ዝለዓለ እዩ።					
4	አመራርሐ ቤት ትምህርቲ ኣብ ምንጻር ራእይ ቤት ትምህርቲ ተሓባቢርካ ንምስራሕ የተባብዑ እዮም።					
5	አመራርሐ ቤት ትምህርቲ ቀዳናት ብዘለዎ መልክዕ ራእይ፣ ልእኸቶ፣ ሽቶን ዕላማን ቤት ትምህርቲ ኹሎም ይግበእና በሃለቲ ክፈልጥዎም ይገብር እዩ።					
6	ፀጋታት፣ ተደላዪ ስነ-ምግባራት፣ መሪሕ መትከላትን ዕላማን ቤት ትምህርቲ ኹሎም ይግበእና በሃለቲ ክፈልጥዎም ተገይሩ እዩ።					
7	ማ/ሰብ ቤት ትምህርቲ ኣብ ምትግባር ራእይ ዘለዎም ውፍይነት ልዑል እዩ።					
8	ይግበእና በሃለቲ ቤት ትምህርቲ ኣብ ምትግባር ራእይ ቤት ትምህርቲ ዘለዎም ውፍይነት ልዑል እዩ።					
9	ኣብ ክይዲ ኣፈፃፀማ ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ንዘጋጥሙ ፀገማት ብወገን ኣመራርሐ ቤት ትምህርቲ ቅልጡፍ ፍታሕ/ምላሽ ይወሃብ እዩ።					
10	ኣብ መንጎ ኣመራርሐ ቤት ትምህርትን ይግበእና በሃለቲን ብዛዕባ ክይዲ ኣፈፃፀማ ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ዝግበር ቁፅፅርን ገምጋምን የለን።					

3.3 ምቕውን ዘኸለል ከባብን ቤት ትምህርቲ

ሪጋ	ኣበርቲ ኣሳባት	መዐቀኒ ስኬላት				
		5	4	3	2	1
1	ኣብ ሕድሕድ መምህሪ ክፍሊ ምቕውን ድሕንነቱ ዝተሓለወን ክይዲ ምምሃር ምስትምሃር ተፈጠሩ እዩ።					
2	አመራርሐ ቤት ትምህርቲ ኣብ ምጥቃም ደጋዊ ለውጢ ንውሽጣዊ ለውጢ ቤት ትምህርቲ ዘለዎም ክኣለት ዘለዓለ እዩ።					
3	አመራርሐ ቤት ትምህርቲ ዝተምሃረ ማሕበረ ሰብ ንምፍጣር ዘለዎም ድልውነት ልዑል እዩ።					
4	አመራርሐ ቤት ትምህርቲ ቅድም ኢሎም ኣብ መዝገብ ተታሒዞም ንዝነበሩ ፀገማት ዲስፕሊን ምድግጋም ንምቕራፍ መምህራንን ተምሃሮን ንክፈልጥዎም ነፃሮም የቕርቡ እዮም።					
5	ኣብ ቤት ትምህርቲ ዝርከቡ መምህሪ ኣገዛትን ናውቲ ቤት ትምህርትን ናይ ኣተሓሕዛ ኩነታት ዕቡቕ እዩ።					
6	ኣብ መንጎ ተምሃሮ፣ መምህራንን ማሕበረ ሰብ ቤት ትምህርትን ዘሎ ናይ ምክብባርን ምርድዳእን መንፈስ ትሑት እዩ።					
7	ተምሃሮ ኣብ ግዳማዊ ነጥፊታት ዘለዎም ተሳትፎ ልዑል እዩ።					
8	ተምሃሮ ካብ ቤት ትምህርቲ ንክይተርፉ ብመምህር ዝወሃብ ምኽሪ ትሑት እዩ።					
9	ፍሉይ ኣገዝ ዘድልዎም ተምሃሮ ማዕረ ናይ ምምሃር ዕድል ንክረኽቡ ዝግበር ምትብባዕ የለን (ኣብነት፡- ናይ ኣካል ጉዳእ ዝኾነ፣ ብጣዕሚ ፀብለልታ ዘለዎም)					

3.4 ተሳትፎ ሕብረተ-ሰብ

ሪጋ	ኣበርቲ ኣሳባት	መዐቀኒ ስኬላት				
		5	4	3	2	1
1	ድሌት ምምሃር ምስትምሃር ተምሃሮ ንምዕባይ ውፅኢታዊ ረኽቢ ወለዲ ተፈጠሩዮ					
2	መምህራን ምስ ወለዲ ተምሃሮ እንተነኣሰ ኣብ ወርሒ ኣደ ግዜ ዝገብርዎ ረኽቢ ተግባራዊነቱ ትሑት እዩ።					

3	ወለዲ ኣብ ኣመሓዳድራ ቦርድ ቤት ትምህርቲ ዝህብዎ ግልጋሎት ትሑት እዩ።				
4	ቀፃልነት ዘለዎ ገምጋም ተሳትፎ ወለዲ ከም ልሙድ ተግባር ቤት ትምህርቲ ተገይሩ ይውሰድ እዩ።				
5	ኣብ ዝግበር ዓርሰ ገምጋም ቤት ትምህርቲ ወለድን ማሕበረ ሰብ ቤት ትምህርትን ይሳተፉ እዮም።				
6	ቀፃልነት ዘለዎ ውፅኢት ተምሃሮ ንምፍላጥ ስሩዕ ፕሮግራም ተዳልዩ ሪፖርት ይግበር እዩ።				

ክፋል ኣርባዕተ፡ ኩነታት ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ቐፂሎም ዝስዕቡ ሓሳባት ብዛዕባ ኩነታት ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ዝገልፁ ሓሳባት እዮም። ንሕድሕድ ሓሳብ መሰረት ብምግባር ምስ ናካ/ኪ ግንዛብ ይስማዕምዎ እዮም እትብሎም/ልዮም ካብ ዝቐረቡ መዐቀኒ ስኬላት ብምምራፅ ኣብ ዝተውሃቡ ሳንዱቓት ናይ (✓) ምልክት ፀሓፍ/ፊ። እዞም ዝስዕቡ መዐቀኒታት ተጠቐም/ሚ። 5=ሙሉእ ብሙሉእ ይስማዕማዕ፤ 4=ይስማዕማዕ፤ 3=ኣብዚ ዝህቡ ሓሳብ የብለይን፤ 2=ኣይስማዕማዕን፤ 1=ሙሉእ ብሙሉእ ኣይስማዕማዕን

4.1 ውሽጣዊ ኩነታት

4.1.1 ዕቤት መምህራን/ሰራሕተኛታት ብደረጃ ቤት ትምህርቲ

ሪጋ	ኣበርቲ ሓሳባት	መዐቀኒ ስኬላት				
		5	4	3	2	1
1	ፕሮግራም ስሩዕ ተኸታታሊ ሙያ መመሓየሽ መምህር (CPD) ኣብ ምስላጥ ምምሕያሽ ቤት ትምህርቲ ዝወሃቦ ዋጋ ልዑል እዩ።					
2	መምህሪ ክፍልታት ከም መሰረት (ማዕኸን) ዕቤት/ለውጢ ተገይሩ ይውሰድ እዩ።					
3	ዓዕሪ ሕድሕድ ሰራሕተኛታት ንሙያዊ ዕቤት ምትብባዕ ይግበር እዩ።					
4	ከይዲ ውፅኢት ምምሃር ምስትምሃር ንምርግጋፅ ዳህሳስ ድልት ስልጠና መምህራን/ሰራሕተኛታት ቤት ትምህርቲ ተግባራዊ ይግበር እዩ።					
5	ኣብ መንጎ ሰራሕተኛታት ቤት ትምህርቲ ተሓባቢራካ ናይ ምስራሕ ርክብ፣ ብጉጅለ ናይ ምስራሕ መንፈስን ምርድዳእን ኣሎ።					
6	ብደረጃ ቤት ትምህርቲ ዓቕሚ ሰራሕተኛታት ንምዕባይ እኹል ግዘ ይምደብ እዩ። (ንኣብነት፡- ስልጠና)					
7	ኣብ ምትግባር ምምሕያሽ ቤት ትምህርቲ ንዘጋጥሙ ፀገማት ንምፍታሕ መምህራን/ሰራሕተኛታት ቤት ትምህርቲ ኣብ ተግባራዊ መፅናዕቲ ዝገብርዎ ተሳትፎ ካብ ሕሉፍ ወሲኹ እዩ።					

4.1.2 ተሳትፎ ተምሃሮ

ሪጋ	ኣበርቲ ሓሳባት	መዐቀኒ ስኬላት				
		5	4	3	2	1
1	ተምሃሮ ኣብ ናይ ቤት ትምህርቲ ንጥፈታት ኩሎም ንክሳተፉ ምትብባዕ ይግበርዮ					
2	ተምሃሮ ኣብ ምፅዳቕ ቤት ትምህርት ፖሊሲን ውሳኔን ንክሳተፉ ድሌት ኣለዎም።					
3	መምህራን ተሳትፎ ተምሃሮ ብደረጃ ቤት ትምህርቲ ንክዓቢ የተባብዑ እዮም።					
4	ብደረጃ ቤት ትምህርቲ ተምሃሮ ዓርሶም ንክምሃሩን ንተሳትፍኦም ዋጋ ከህብሉን ዘኸዝል ዕድል ተፈጢሩ እዩ።					

4.1.3 ናይ ሓባር ትልሚ ኣብ ምድላው

ሪጋ	ኣበርቲ ሓሳባት	መዐቀኒ ስኬላት				
		5	4	3	2	1
1	ተሓባቢርካ ትልሚ ናይ ምውፃእ ባህሊ ይተባባዕን ተግባራዊን ይኸውን እዩ።					

2	ማሕበረ ሰብ ቤት ትምህርቲ ኣብ ምትግባር ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ናይ ቅድሚያ ትኹረት መመላኸቲ ነጥብታት ግንዛብ ኣለዎም።					
3	ኣብ እዋን ምሕዳስን ምትዕርራይን ትልሚ ምምሕያሽ ቤት ትምህርቲ ንተሳትፎ ማሕበረ ሰብ ቤት ትምህርቲ ምትብባብ/ኣገዝ ይግበር እዩ።					

4.1.4 ኣመራርሓ ቤት ትምህርቲ

ሪጋ	ኣበርቲ ኣሳባት	መዐቀኒ ስኬላት				
		5	4	3	2	1
1	ከይዲ ምምሃር ምስትምሃር ንምርግጋፅ ንሰባት ብትኸክል ናይ ምምሕዳር ልምዲ/ነፁብራቕ ኣሎ።					
2	ንጥፊታት ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ብኸልኦት ንክምራሕ ዕድል ይወሃብ እዩ።					
3	ውፅኢት ምምሃር ምስትምሃር ዕውት ንምግባር ብኣመራርሓ ቤት ትምህርቲ ዝግበር ውፅኢታዊ ሜላ ኣመሓዳድራ ንብረት ቤት ት/ቲ ንኩሎም ማ/ሰብ ቤት ት/ቲ ይግለፅ እዩ።					
4	ኣመራርሓ ቤት ት/ቲ ኣብ ምፍታሕ ፀገም ቤት ት/ቲ ልዑል ክእለት ኣለዎም።					
5	ኣመራርሓ ቤት ትምህርቲ ምሕንፃፅን ምግላፅን ራእይን ናይ ነዊሕ እዋን ትልሚን ቤት ትምህርቲ ዝለዓለ ግንዛብ ኣለዎም።					

4.2 ደጋዊ ኩነታት ቤት ትምህርቲ

4.2.1 ከባቢያዊ ኩነታት

ሪጋ	ኣበርቲ ኣሳባት	መዐቀኒ ስኬላት				
		5	4	3	2	1
1	ኣመራርሓ ቤት ትምህርቲ ትፅቢት ከባቢያዊ ማሕበረ ሰብ ንምምላእ ድሌት ቤት ትምህርቲ ነፃርካ ናይ ምግላፅ ዓቕሚ ልዑል እዩ።					
2	ኣመራርሓ ቤት ት/ቲ ምምሕያሽ ቤት ት/ቲ ንምርግጋፅ ኣብ መንጎ ዝተፈላለዩ ይግበእና በሃልቲ ስጡም ርክብ ንምፍጣር ዘለዎም ኣላፍነት ትሑት እዩ።					
3	ንውፅኢት ትምሃርን ሙያዊ ምምሃር ምስትምሃርን ምስ ሚድያን ተሰማዕነት ዘለዎም ጉጅለ ማሕበረ ሰብን ናይ ምፍላጥ/ምልላይ ክእለት ትሑት እዩ።					

4.2.2 ዓቕሚ ምዕባይ

ሪጋ	ኣበርቲ ኣሳባት	መዐቀኒ ስኬላት				
		5	4	3	2	1
1	ኣብ መንጎ ኣመራርሓ ቤት ትምህርቲን ወረዳ ኣለፍትን/ክኢላታትን ንለውጢ ዘለዎም ውፍይነትን ድልውነትን ትሑት እዩ።					
2	ብሱፐርቫይዘራት ዝቐርብ ግልፅነት ዘለዎ ፖሊሲ፣ ምኽርን ግልጋሎት ሱፐርቫይዘርን ትሑት እዩ።					
3	ብደረጃ ኣብያተ ትምህርቲ ዝግበር ተሞክሮ ልውውጥን ተሓባቢርካ ናይ ምስራሕ ልምድን ትሑት እዩ።					
4	ብወረዳ ቤት ፅሕፈት ትምህርቲ እኹል መምህሪ ናውቲ ይቐርብ እዩ።					
5	ኣመራርሓ ቤት ትምህርቲ ሙያዊ ልምዓት መምህራን/ሰራሕተኛታት ንምርግጋፅ ኣብ ምድላው ስልጠና ዘለዎም ብቕዓት ልዑል እዩ።					

4.2.3 ኩነታት ፖሊሲ

ሪጋ	ኣበርቲ ኣሳባት	መዐቀኒ ስኬላት				
		5	4	3	2	1
1	ፖሊሲ ቤት ትምህርቲ ግልፅነት ብዘለዎ መንደዲ ኣብ ፅሑፍ ሰፊሩ ይርከብ።					
2	ፖሊሲ ቤት ትምህርቲ ንኩሎም ይግበእና በሃለቲ ተሳትፎ ዝፈቐድ እዩ።					
3	ንምቁፅፃርን ምግምጋምን ከይዲ ምምሕያሽ ቤት ትምህርቲ ዘኸለል ግልፅነት ዘለዎ ስትራቴጂክ/ሰልታታት ፖሊሲ ተዳልዩ ይርከብ።					

4.2.4 ባህላዊ ኩነታት

ሪጋ	ሐበርቲ ሐሳባት	መዐቀኒ ስኬላት				
		5	4	3	2	1
1	ብደረጃ ቤት ትምህርቲ ፀገም ማሕበረ ሰብ ንምፍታሕ ዝግበር ፃዕሪ ትሑት እዩ።					
2	ኣብ ክባቢ ቤት ትምህርቲ ሓደ ዓይነት ፀጋታትን ልምድታትን ኣሎ።					
4	ተምሃሮ ንምምሃር ዘለዎም ተስፋ፣ ኣረዳድኣን ፀባይን ዝምስገን እዩ።					
5	ወለዲ ደቆም ኣብ ትምህርቲ ንክውዕሉ ኣወንታዊ ኣመለኻኻታ ኣለዎም።					

ክፍሊ ሓሙሽተ፡ ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ንምርግጋፅ ዘጋጥሙ ፀገማት እዞም ቐጊሎም ዝተዘርዘሩ ሐሳባት ኣብ ከይዲ ኣተገባብራ ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ከም ቀንዲ ፀገም ቤት ትምህርቲ ክኾኑ ዝኸለሉ ምኽንያታት ዝገልፁ እዮም። ንሕድሕድ ሐሳብ መሰረት ብምግባር ክንደይናይ ፅዕንቶ ከምዘሕድሩ ምስ ናተካ/ኪ ግንዛብ ይስማዕምዑ እዮም እትብሎም/ልዮም ካብ ዝቐረቡ መዐቀኒ ስኬላት ብምምራፅ ኣብ ዝተውሃቡ ሳንዲቻት ናይ (✓) ምልክት ፀሓፊ/ፊ። እዞም ዝስዕቡ መዐቀኒታት ተጠቐም/ሚ። 5= ፅዕንቶ የብሉን፤ 4=ቀሊል ፅዕንቶ፤ 3=ኣብ'ዚ ዝህቦ ሐሳብ የብለይን፤ 2=ክቢድ፤ 1= ብጣዕሚ ክቢድ

ሪጋ	ሐበርቲ ሐሳባት	መዐቀኒ ስኬላት				
		5	4	3	2	1
1	ብወገን ኣመራርሓ ቤት ትምህርቲ ንማሕበረ ሰብ ቤት ትምህርቲ ብዛዕባ ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ግንዛብ ንምዕባይ ቐፃልነት ዘለዎ ናይ ግንዛብ ምዕባይ ስራሕቲ ዘይምስራሕ					
2	ግልፅነት ዝነደሎ ራእይ ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ምቕማጥ/ምህላው					
3	ተኸታታልነት ዘለዎን ኣብ ድሌት ዝተመስረትን ስልጠና ዘይምሃብ					
5	ብወረዳ ቤት ፅሕፈት ትምህርቲ ዝግበር ቁፅፅርን ደገፍን ትሑት ምኃን					
6	ልዑል ተሞክሮ ዘለዎም መምህራንን ር/መምህራንን ናብ ካልእ ቤት ፅሕፈት ብዕቤት ምዝዋር					
7	ሓደሽቲ/ወድዓዊ ናይ ተግባራዊ መፅናዕቲ ሓበሬታ ንምርካብ ዝኸለል ዕድል ዘይምህላው					
8	ነባራዊ ኩነታት ባህሊ/ልምዲ ቤት ትምህርቲ ንምቕያር/ንምልዋጥ ኣፀጋሚ ምኃን					
9	ወለዲ ተምሃሮ ንቤት ትምህርቲ ዝህብዎ ደገፍ ትሑት ምኃን					
10	ብስርሖም ፀብለልታ ንዘርኣዩ መምህራን፣ ር/መምህራን፣ ወለድን ተምሃሮን ዝግበር መተባብዒ ትሑት ምኃን					
11	ብወገን መምህራን ናይ ስራሕ ምድርራብ ምህላው					
12	ብወገን ወረዳ ምምሕዳር/ፖለቲካዊ ኣመራርሓ ዝወሃብ ሓገዝ ትሑት ምኃን					
13	ብደረጃ ቤት ትምህርቲ ዝዳለው ስተራተጂክ ትልሚ ብቐፅ ዘይምኃን					
14	ኣብ ውሽጥን ኣብ መንጎን ኣብያት ትምህርቲ ዝካየድ ውፅኢታዊ ዝኾነ ተሞክሮ ልውውጥ ዘይምህላው					
15	ብወገን ርእሰ መምህር ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ንምስላጥ ዘድሊ ተወሳኺ በጀት ንምትእልላሽ ዝግበር ፃዕሪ ትሑት ምኃን					
16	ብወገን ሓለፍቲ ወረዳ ቤት ፅሕፈት ትምህርቲ ፕሮግራም ምምሕያሽ ቤት ትምህርቲ ንምስላጥ ዘድሊ ተወሳኺ በጀት ንምትእልላሽ ዝግበር ፃዕሪ ትሑት ምኃን					

ዝኾነ ርእዮ ወይ ሐሳብ እንተሃልዩ

ንዝተገበረለይ ምትሕብባር ካብ ልቢ የመስግን!

DECLARATION

I, hereby, declare that this thesis is my original work and has not been presented in any other university. All the materials used in this thesis have been duly acknowledged.

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SUBMISSION APPROVAL SHEET

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

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