

**ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT**

**THE STATUS OF THE IMPLEMENTATION OF SCHOOL
IMPROVEMENT PROGRAM IN SECONDARY SCHOOLS
OF ADDIS ABABA**

**BY
HIRPASSA CHALA**

**JUNE 2013
ADDIS ABA**

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This is to certify that the thesis prepared by Hirpassa Chala Senbeta, entitled: The Implementation of School Improvement Program in secondary schools of Addis Ababa; and submitted in partial fulfillment of the requirement for the degree of Master of Arts (Educational Leadership) complies with regulation of the university and meets the accepted standards to originality and quality.

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Abbreviations and Acronyms

AAEB	Addis Ababa Education Bureau
ARM	Annual Review Meeting
CIP	Curriculum Improvement Program
CPD	Continuous Professional Development
ESDP	Education Sector Development Program
ETP	Education and Training Policy.
FDRE	Federal Democratic Republic of Ethiopia.
GEQIP	General Education Quality Improvement Package
ICT	Information Communication Technology
JRM	Joint Review Mission
LAMP	Leadership and Management Program
MoE	Ministry of Education
PTSA	Parent- Teachers- Student Association
SIP	School Improvement Program

Abstracts

The main objective of this study was to assess the Status of the Implementation of School Improvement Program in Secondary Schools of Addis Ababa. In order to achieve this objective, four basic research questions were designed and administered. These basic questions were: the preparations schools made for School Improvement Program, the extent of the implementation of the program, challenges schools encountered in the implementation of SIP and strategies used in school improvement. The descriptive survey method was carried out for data analysis and come up with the findings in connection to answer those basic questions. Questionnaires were used; focus group discussions and interviews were conducted. In doing so, the researcher utilized his efforts to answer the basic questions by analyzing the data collected through questionnaires, interviews and focus group discussions. In connection to sampling techniques, simple random sampling technique was carried out for the selection of sub-cities, schools and teachers. Whereas sub-city heads of education officers and supervisors, school principals, SIP committees and student councils were selected using purposive sampling techniques. Regarding the analysis of the data, the statistical tools employed were percentage, frequency and mean scores. The findings of the study result identified that lack of sufficient preparation, inadequate training and awareness creation for stakeholders, lack of commitment and collaboration among stakeholders, shortages of some human power and material resources. Moreover inappropriate budget utilization and turnover of teachers and principals were identified as challenges encountered SIP implementation. Strategies used to follow up continuously the implementation of school improvement by secondary school supervisors were not well organized and developed.

CHAPTER ONE

INTRODUCTION

Under this section, Introduction of the study, Statement of the Problems, Objectives of the study, Significance, Delimitation, Operational Definition of Terms, Limitation of the study and Organization of the study were included..

1.1. Background of the Study

Education is a fundamental base for all economic, political, social, and cultural developments. It enhances better performances and achievements of their required goals. Educational quality states the need of learners, requirement, and standards and work to meet the standards, (Rao, 2003).

The Federal Democratic Republic of Ethiopia adopted the goal of ensuring universal access and accomplishing of basic education and reducing the adult literacy rate by 2015 in general. In particular, however, to achieve the educational goal that was declared on World Educational Forum in Dakar-Improving all aspect of the quality of education and ensuring excellence of all ,the government of Ethiopia has been doing aggressively in the sector to improve accessibility efficiency, equity and quality of education.

The Education and Training Policy of Ethiopia, which was launched in1994, has the objective of developing the physical and mental potential and the problem-solving capacity of individuals. The objective of the policy also incorporates the provision of secular education, making education based on, training and research targeting to solve the problems of the society (TGE, 1994).

The first Education Sector Development program was formulated in the framework of a twenty years plan, having the objective to improve educational quality, relevance, equity, and efficiency. It is also having especial emphasis on primary education as well as the promotion of education for girls in attempt to achieve the goal of universal primary education (ESDP III).

Education quality requires human, material, financial and time resources. Chapman et.al (1996:146) pointed out that a quality education must be offered within a managerial and administrative school system that support effective learning. Successful quality education is a whole school process most often led by the head teacher and the class room is where inputs are transformed in to learning.

Developing countries are currently emphases to poverty reduction in order to improve national and individual income generation capacity. In the process of poverty reduction, the provision of education quality plays a key role to sustain the livelihood of the community. That is why the developing countries are looking for various improvement initiatives in order to achieve educational quality and reduce poverty. Since Ethiopia is a developing country, the issue of quality education has been a major concern in the current educational system.

The policy frame work of education and training program in Ethiopia helps rural and agricultural development and building democratic society, these undertakings will contribute to the government's effort to eradicate poverty and transforming the country in to middle income country in twenty to thirty years (ESDPIII).

This study focused on the implementation of school improvement program in secondary schools of some selected sub-cities of Addis Ababa city administration. Addis Ababa is the capital city of Ethiopia. The city is located at $9^{\circ}14'48''$ N, and $38^{\circ}44'24''$ E, which lies at the foot of Mount Entoto. The area of the city is about 526.99 km^2 with a population number of 3,041,002, having an elevation of 2355masl, (CSA, 2011). Additionally the city is a place where the African Union head quarter based. The United Nations Economic Commission for Africa (UNECA), numerous embassies and other Continental and International Organizations are found.

In this large city of the country, the demand for qualified human labor is very high. All government, private and non-government organizations required knowledgeable, skillful and disciplined employees to run their businesses. To produce such highly trained and skilled human labor, improving educational quality through the provision of school improvement program is one of the major duties for all stakeholders involved in the teaching-learning processes.

According to the annual bulletin of AAEB 2012, school improvement program is one of a primary concern of the city education bureau, this is because the standard of education has to be increased and improved considerably.

Different researchers conducted investigation on the implementation of school improvement program in different regions including Addis Ababa, specifically in primary schools. Hence, some basic issues were not assessed in those research findings. Among these issues, the extent to which the schools prepared for planning and implementation of school improvement is the major one. Thus, the researcher needs to identify the level of preparations made by the schools for the Implementation of School Improvement Program in those selected schools.

1.2. Statement of the Problem

In Ethiopia, the educational system experienced complicated problems in relation to access, equity, quality and efficiency. Currently, problems related to access and equity are minimized with the expansion of schools in the country. However, the challenge is highly attached to educational quality. "The absence of interrelated contents and mode of presentation that can develop student's knowledge, cognitive abilities and behavioral change by level, to adequately enrich problem-solving ability and attitude, are some of the major problems of our education system" (TGE, 1994:3).

The objectives for the quality improvement of general education in the coming years have been clearly identified by the MoE in the General Education Quality Improvement Package (GEQIP). The package is composed of components, which include the development of teachers and leaders; curriculum, textbooks and assessment; planning of school improvement and of resource use by schools; the use of Information and Communications Technology (ICT). Each component is complementary to each other and form integrated school effectiveness (ESDP IV).

The educational quality in developing countries has become the critical issue because the countries efforts to maintain quality were not developed well. The great intention and vision of educational quality is always attached to the countries' policy and programs.

The program is directly related to the States' need and interest of trained and skilled manpower. Many countries are implementing active approaches for teaching and learning in order to tackle and make resistance against educational challenges in the education system Leu and Rome (2006).

According to Gallagher (2004), systems that hold changes through the process of data generation system and self-assessments are more likely provide quality education for students with continuous assessment. The focus on any or all dimensions system of quality leads student learning environment and content process.

Educational quality needs theoretical knowledge, practical skills, internal commitment and devotion of supervisors, school principals, teachers, learners, supportive workers, parent and local communities. In the process of creating good teaching-learning school environment the principals' managerial and leadership role is important.

Quality improvement strategies will address several challenges. For example, lack of basic inputs for the delivery of quality education in the remote rural schools and the quality of teaching in the classroom needs further improvement. Quality improvement also depends strongly on the actions which the school staff and the surrounding community undertake. School staff will therefore be given the training to help them prepare their own plans and take relevant action in response to whatever challenges they have identified. These strategies are expected to lead to a significant improvement in student achievement (ESDP IV).

Lack of preparation to access necessary human, material and financial resources to achieve the educational goals are common in the remotest schools. In addition to the above problems lack of collaborative effort and participatory planning among the school community pave the way for the limitation of proper quality prevalence at grass root level. The flow of information to the concerned bodies is another problem. The school inputs and facilities should focus on those components that have the greatest impact on improving access, equity and quality of education provided for students ((ESDP IV)

In the process of SIP implementation, the promotion continuous assessment, conducting action research, strengthening co-curricular activities and school-parent-community

relations as well as scaling up best practices in SIP will also be strategies of maximizing student achievement ESDP IV.

MoE designed the General Education Quality Improvement Package (GEQIP) in 2004/5, which has six programs. These programs are School Improvement Program (SIP), Continuous Professional Development (CPD), Leadership and Management Program (LAMP), Information Communication Technology (ICT), Curriculum Improvement Program (CIP), and Civic and Ethical Education.

School Improvement Program has four domains: namely; Learning and Teaching, School leadership and administration, Community Participation and Enabling School Environment. Each domain has elements.

Even though the implementation of General Education Quality Improvement Package (GEQIP) is started in 2005/6, still now there are many problems with the achievement of educational qualities. The problems exist with organizational, managerial educational leadership, shortages of resource and other limitations of the package MoE/JRM, 2006.

All the programs of the General Education Improvement Package are implemented throughout the country. Since Addis Ababa is one of the parts of the Federal Regions, General Education Quality Improvement Package (GEQIP) is implemented in general, School Improvement Program, in particular. In the implementation process of School Improvement Program, schools encountered different problems that negatively affect the students learning outcomes. The above problems and his experience were invited the researcher to carry out on the implementation of SIP in secondary schools.

To achieve these objectives, the researcher raised the following basic questions

1. To what extent do the schools made preparations for planning and implementation of school improvement program in secondary schools of Addis Ababa?
2. To what extent the school improvement program is carried out in secondary schools?

3. What are the major challenges encountered the implementation of School Improvement Program?
4. What strategies can be used to improve the implementation of the program?

1.3. Objective of the Study

1.3.1. General Objective

The study was designed to assess how far the School Improvement Program is carry out in secondary schools to bring about quality education. In addition, the study attempts to achieve the following specific objectives.

1.3.2. Specific Objective

The focus of the investigation was to:

1. Examine the major contributions of SIP implementation in the provision of quality education.
2. Identify the preconditions made by schools for the preparation and implementation of School Improvement Program.
3. Identify major challenges that likely encountered SIP implementation in secondary schools.
4. Identify the role of principals, teachers, and SIP committee in the implementation process of SIP.
5. Suggest possible ways through which SIP implementation practice would be improved

1.4. Significance of the Study

This study focuses on the status of the implementation of school improvement Program in secondary schools of Addis Ababa, which is in line with the promotion of quality education services for learners. Thus, the current attention of government is to secure quality education throughout the country. In view of this, the significance of the study was presented as follows.

- It provides information for educational leaders, principals, teachers, students, and parents how schools made preparation and implementation of school improvement in secondary schools.
- It encourages the school principals, teachers, parents and students to increase their participation and involvements in the implementation process of school improvement program
- It could also serve as an input for further in-depth investigation on the area of the study.

1.5. Delimitation of the Study

This study was confined mainly to the Status of the Implementation of School Improvement Program in secondary schools of Addis Ababa. The study was delimited to Kirkos, Addis Ketema and Lideta sub-cities. The selected schools in each sub-city were government schools. These schools were Temenja yaz and Misrak Goh secondary schools from Kirkos, Dilachin and Yekatit 23 secondary schools, from Addis Ketema and Dejach Balcha Aba Nefiso and Africa Hibret secondary schools from Lideta sub-cities were selected.

1.6. Limitations of the Study

The study was not free from limitations. The sub-city education heads were not easily accessible in their offices to conduct interview with them. The supervisors also busy to supply information in the interview session. Some School Improvement Program committee members and members of student councils were not easily found for group discussions. These incidences were due to various reasons. As a result the researcher faced difficulties to get information within the proposed time interval. Additionally, the financial constraint had also its own influences. Even through, the researcher tolerated and went repeatedly to schools and those offices to get information, the sub-city officials and supervisors were participated in the study within tiny time, which might influence the result of the study.

1.7. Operational Definition of Terms

Implementation: is a process in which schools carry out school domains to improve the quality of education and achieve students learning outcome.

School Improvement is an important concept focusing on the review of the overall status of schools in relation to school domains and conduct self-evaluation to improve the educational inputs and process that enable students to score excellent results.

Secondary School: is a school for students who completed their first and second cycle primary education, usually attended by students of grade 9-12 that is first, and second cycle secondary education

Sub-city: Administrative structure immediately below the region and accountable to the region.

1.8. Organization of the Study

The research report is organized into five chapters. The first chapter describes about background of the study, statement of the problem, objective of the study, significance of the study, operational terms, delimitation, limitation and organization of the paper. The second chapter deals with review of related literature. Chapter three presents research design and methodology, research method, sources of data, instruments and procedures of data collection, pilot testing, and procedures of the study, method of data analysis, sampling and sample techniques. Data presentation, analysis and interpretation are parts of chapter four. The last chapter includes summary, conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. The Concepts and Definition of School Improvement

School improvement is about strategies to improve the schools capacity for providing quality education by focusing on pupil's learning. In this regard, Reynolds (2010) describes that Schools Improvement is a set of process that is generated from the school internal environment having the goal of improving students' achievement and capacity of the school to manage change. School improvements are the strategies for educational changes that enhance student outcomes as well as strengthen the schools' capacity for managing change (Hopkins and Stern, 1996). School improvement as a process involves the interaction of many stakeholders and changing school culture by reviewing teachers, students, and parents. In relation to this, Gray (2001:10) cited in Zijian and Williams (2006:4) stated that school improvement is the process of improving the way that schools organize, promote and support learning. Similarly according to Hopkins; school improvement is:

...a distinct approach to educational change that enhances student outcomes as well as strengthening the school's capacity for managing changes. In this sense school, improvement is about raising student achievement through focusing on the teaching-learning process and the conditions, which support it, Hopkins et al. (1994:3).

School improvement approach builds on a number of assumptions about the nature of educational change and schools as organizations. The major responsibilities of parents and communities are to help and provide conditions for schools. When the need and purpose is there, when the conditions are right, students learn and each energizes and contributes to the learning of the other. What needs to be improved about schools is their culture, the quality of interpersonal relationships, and the nature and quality of learning experiences Hopkins et al. 1994.

Schools are a place where knowledgeable and skillful work force is produced, so they need great attention for its continuous change. Particularly to produce a competent,

knowledgeable, skillful, and disciplined citizen of a country, schools should get special attentions. That is why these days, school improvement is more recognized as an important process and becomes the dominant approach to educational change, which helps to enhance quality of students' learning and strengthening schools capacity for change (Hopkins, 2002).

School improvement has two important assumptions; first, it is those managing the school from within who are the critical agents of change. Secondly, internal conditions in terms of management, support system etc is important to motivate and sustain the school's effort to improve. Apart from mobilizing change at the school level, the literature also raises the importance of multi-level intervention to promote school improvement (Harris 2002).

According to MoE, 2011 school improvement is "a current and important concept focusing on the review of the overall status of schools in terms of different school domains and conduct self-evaluation to improve the educational inputs and process whereby enabling students to score excellent results."

2.2. The Development of School Improvement Program

The introduction of School Improvement Program is related with the introduction of the General Education Quality Improvement Package. The six components of General Education Quality Improvement package are: Curriculum Improvement Program (CIP), the Teacher Development Program (TDP), Leadership and Management (LAM), School Improvement Program (SIP), Civic and Ethical Education, and Information Communication Technology. Thus, School Improvement is one component.

School Improvement Program focuses to student learning and learning outcomes. School improvement is a continuous process in which members of the school community and other partners contribute for the student learning and improvement of their results.

The key recommendation of Education Sector Annual Review meeting (ARM 2007) was that MoE and development partners work to gather to implement the GEQIP through a pool funding mechanisms. The main objective of the SIP is to improve the quality of

general education (grade 1-12) throughout the country. This is because unless the quality of education maintained, it is difficult to achieve the millennium goal and development of the country. Therefore working in the areas of educational quality is mandatory for the development of our country. Since the General Educational Quality Package is too broad, the focus of this study is confined to the Implementation of School improvement Program.

i. School Improvement

School improvement is an effort to determine and provide, conditions under which the adults and youngsters who inhabit schools will promote and sustain learning among them. The important point is that schools will only be changed and improved through the collaboration of school community with other partners to get support from outside. A successful school improvement lies on conditions that have to be created within the school activities. Thus, change and improvement is initiated, implemented and sustained by those who work in the school.

School improvement is therefore a learning activity, which requires ongoing professional development where the school is organized as a learning community where all its members learn from each other in a collaborative manner. To supply schools with necessary educational inputs for the process of learning and teaching, financial sources like annual budgets and school grant are very essential.

ii. School Grant

One of the most important things in school based plan and its implementation is financial resources. The major objective of the General Education Quality Improvement Package of this sub component is to address funding unpredictability, competing budget priority, and lack of autonomy in decision-making and related issues. Therefore, the provision of school grants through GEQIP is addressed school needs through school based need assessments and planning for education quality improvement. In order to implement the school grants function efficiently throughout the country, a comprehensive public information communication and consultation program is designed and implemented. These ensure the stakeholders such as parents, students, local communities, political

constituents and educational administrators to understand the purpose of school grants and their roles and responsibilities in facilitating the program.

The regional bureau, sub-city and woreda education offices and the school principals are trained on the process of the implementation of school grant. This is to ensure adequate capacity in financial management at office and school levels, sufficient community engagement in planning and managing financial resources and shared understanding of needs that contribute to educational quality improvement.

Currently the Ethiopian schools are receiving the school grant fund given for the schools in which they used it for fulfillment of educational equipments to secure education quality. The schools principals in line with PTSA run this school grant to their best needs. The released school grant played a great role in fulfilling the need of the school requirement within which the school supplied schools need.

2.3. The Purposes and Objectives of School Improvement Program

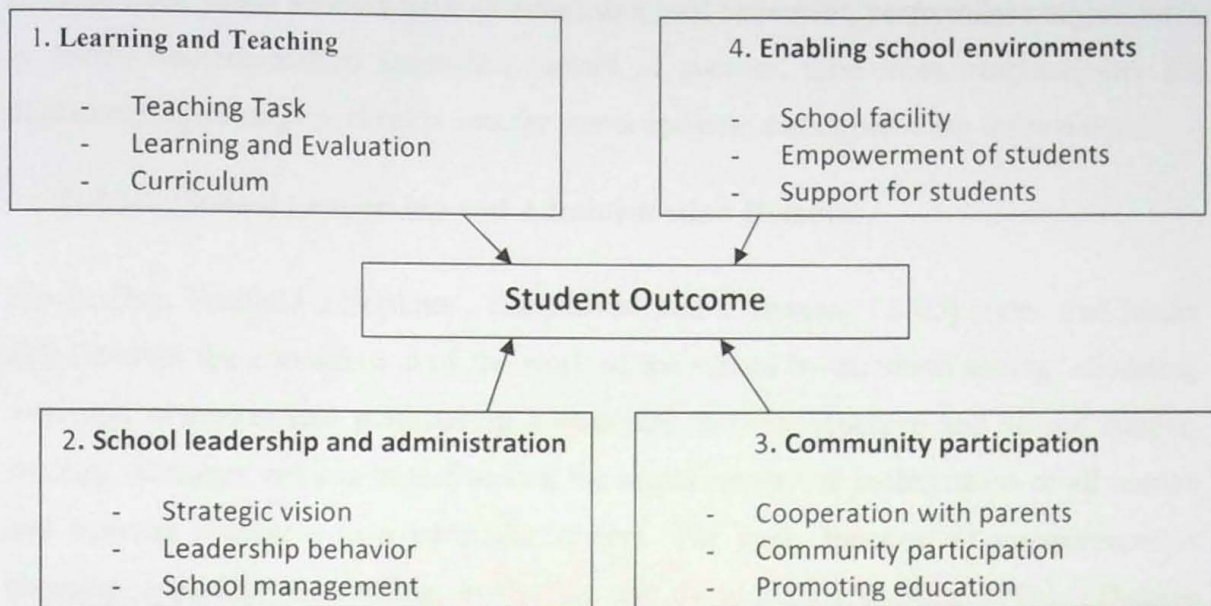
According to the MoE, (2011) school improvement program focuses on enabling students to achieve excellence through improving educational input process by undertaking self-evaluation of the schools in terms of the proposed domains with respect to the specific context of schools. The main objective of school improvement program is to enhance and improve learning outcomes by improving student behavior and learning context. This means enabling students to attain competence in terms of knowledge, altitude and skills.

To realize the objective of the school improvement program, schools need to identify their strengths and weaknesses in a proper ways to improve their weaknesses in order to bring the intended school improvement. The entire school community members and other stakeholders are expected to work in coordination and collaboration to enhance learning outcomes and achievements. This process is not a onetime action rather it is a continuous cycle. The Ministry of Education forwarded four school improvement domains that bring a positive impact on learning context and learning outcomes. These four domains are discussed below.

2.3.1. Domains of School Improvement Program

In order to implement the school improvement program in our country MoE set four school improvement domains in which each domain has its own elements, each element has its own standard characteristics.

The School Improvement domains and elements are illustrated bellows, (MoE, 2011).



2.3.1.1. Learning and Teaching Domain

According to MoE, (2011), teachers are the main actors among the stakeholders in the improvement of schools and student achievement. Hence, they should have professional code of ethics and discharge their responsibility accordingly. A quality teaching and learning in classroom is a vital to ensure effective learning out comes that provides children with literacy, numeracy, and other skills. It enhances their creative and emotional development, and equips them with values and attitudes that enable them to be active and engaged citizens, leading meaningful and valued lives UNESCO, 2008).

Harris, (2002), stated that it is difficult to deny that there are conditions at school level which can move class improvement more possible in which the teaching -learning process remains the main determinant of educational out comes. In the teaching learning process, there are different influencing factors that promote or affect the process, for instance teaching method is one factor. The methods used in teaching and learning

concerns about; the teaching techniques, approaches, student-handling systems, procedures and ways of student assessment mechanisms.

One of the elements of this domain is learning and assessment. School improvement is the process whereby schools undertake a continuous cycle of self-assessment (Gallagher, 2004). School improvement plan of cycle should be designed for three years. In these three years, schools have to establish a goal statement, performance targets, area of focus, implementation strategies, factors of success, time lines, responsibility for implementing strategies, checkpoints for status updates, and opportunity for revisions.

2.3.1.2. School Leadership and Administration Domain

Harris, Day, Hadfield, Hopkins, Hargreaves, and Chapman (2005) states that leadership involves the coordination of the work of the school by direction setting, allocating roles and structures and maintaining human and material resource and school support strategy. Management can be defined as, the organization and mobilization of all human and material resources in a particular system. The basic function of management is planning, organization, staffing, evaluating and developing (Adesina, 1990). Effective leadership and management of schools are that of orderly school environment, that is efficient and well managed, provides the preconditions for enhanced student learning.

In relation to this point, ESDP III states that efficient school leadership management will be established in schools in order to enhance and improve the quality of instruction and thereby improve learning achievements of the students. The school leadership and administration play the forefront role in bringing continuous improvement in the schools. They are the primary responsible ones for the problems and weaknesses at schools and they play appropriate role in bringing effective practice and experience to seek solution for the problems. They are also the responsible bodies to implement and act jointly the school vision and strategic plan to bring about school improvement MoE, (2011).

2.3.1.3. Enabling School Environment Domain

According MoE 2011, the existence of favorable and positive atmosphere for the process of learning teaching has a great contribution for the provision of quality education. Positive school environment ensures the suitability and normality of school improvement. The school environment set as safe and stable place where students learn without fear of provocation, abduction and rape; where the discipline of students is ensured and there is normal relationship between students and teachers.

The physical settings of the school evoke on human responses in the form of feelings, attitudes, values, expectancies, and desires of students of their outcomes. According to (Serjiovanni, 2006), students want schools that reflect order, beauty-that attracts their learning, space-in which they play and contain rich materials and media. The learning environment should be healthy, safe and productive for facilitation of the teaching and learning process: otherwise, children could not be ready to learn. The process of creating conducive environment for teaching and learning in the school is crucial issue.

2.3.1.4. Community Participation Domain

Effective method of promoting the involvement of the community in school activities support and ensure education in the schools. Herbert (1985) stated that parents' attitude towards school and education, their expectations how that their child profit from schooling, their supervision of the child's education highly support the provision of quality education. By inviting community members to join in school festivities, the school administration can improve the overall satisfaction of the student outcome, increase the effectiveness of the education and raise the likelihood that the school will continue to be supported by the community.

Mishra (2009) stated that when community members take part in school activities, they take and feel ownership of their local school. Successful schools build connections to parents and communities as a way to strengthen relationship in support of the students. And as a way to better understand students so that teaching can fit to them as individuals and communities offer a wide range of resources that are valuable to school and their students.

Good home school relations are especially important when major educational improvements program that facilitate the success of their children is under taken. The program is well successful when parents understand the program. Effective schools established good working relations, not only with home but also between the school and the larger surrounding community Herbert (1985).

2.4. School Effectiveness and School Improvement

Effective schools are more viable to develop school improvement culture. School behavior is critical in determining the quality of education. School factors predominantly contribute towards the creation of instructionally effective schools. Strong administrative leadership, high-level expectations in student achievements, an orderly but not oppressive school climate are some major points should be taken in to account in relation to school effectiveness. Acquisition of basic skills and conducive atmosphere to students' progress on the fundamental learning objectives of education are important points.

According to Adrie and Coe (2002), it is important for schools to have good quality improvements, plan with clear objective & transparency. The provision of open feedback and criticism for teachers contribute great role for school improvement .Similarly effective schools that can promote student outcomes need to provide a positive school climate that stimulates ideas and facilitate the exchange of ideas with colleagues.

According to (Serjiovanni, 2006) effective schools are student centered, promote student learning, have positive school climate and practiced shared vision. Such schools are also foster creative problem solving procedures; involve parents and community in their activities. Reynolds, (2010) additionally stated that schools are educationally effective and often successful when they are introduced in to create healthier building reliability in schools. The characteristics of effective schools are the provision of clear mission, vision, and strategic plans for the school stakeholders.

2.5. School Leadership and Management for School Improvement

Many studies of leadership make a distinction between management and leadership, (Fullan, 1991). Leadership is about setting the course and influencing group behavior towards a common goal, while management is about making sure that the course is followed, Louis and Miles (1990). Leaders stimulate and inspire; managers use their interpersonal influence and authority to translate that energy into productive work.

From these definitions, it is possible to conclude that both management and leadership are needed, and indeed crucial, in the process of school improvement. Leadership and management play a crucial role in any change process in reforming the improvement of the school system Fullan, (1991).

2.6. Roles and Responsibilities of the Schools to Secure School Improvement

2.6.1. Building Organizational Culture

One of the challenges of schools to achieve school improvement is building organizational culture through creating collaboration and teamwork among teachers and school management. Schools that have successfully created culture of collaboration in the conditions for continuous improvement are commonly referred as learning schools what these schools seem to have in common is that they have created a collaborative culture that views educational change as an opportunity for growth and learning for the students and teachers Fullan (1994).

There is a broad consensus and clarity about the direction in which the school is moving and ensured by a balance of maintenance and development (Hargreaves and Hopkins 1991). In learning school teachers engaged in teaching practice and build up a shared language adequate to the complexity of teaching. Teachers and administrators frequently observe each other, and provide each other with useful communication, evaluations of their teaching practices.

When teachers and school administrators jointly plan, prepare teaching materials, conduct research and evaluate together the school activities, these activities strengthen their collaboration efforts. Share the considerable burden of development required by long-term improvement, confirm the emerging understanding of their approach, and make the rising standards for their work attainable by them and by their students. Teachers and administrators teach each other the practice of teaching. Collaborative cultures, however, do not come along by themselves but they have to be deliberately created within the school.

Hargreaves and Hopkins (1991) clarify roles and responsibilities and identify ways in which people involved and work together. The management arrangements and the culture of the school are interdependent. This can be deliberately chosen to develop good school culture directly for making the school better. School improvers therefore, need to direct attention to the school management, teachers and student performance. Collaborative cultures call for a redefinition of the notion of joint action among school leadership and the staff as a whole.

2.6.2. Monitoring Curriculum Implementation and Classroom Practices

Curriculum is general statements about what the school wishes to achieve and comprise specific elements of aims and objectives Ornstein and Hunkins (2004). Additionally, Day *et al.* (1990) stated curriculum as: all planned activity and practices involving teachers and pupils and in teaching-learning methods and approaches. In short, the school has to organize the staff on the successful implementation and delivery of the national curriculum and demonstrate to the public.

The purpose of school improvement is directly linked to the curriculum development of the school. Ornstein and Hunkins, (2004) maintains that the schools concerning their ability to deliver appropriate curriculum for all pupils. The purpose of implementing curriculum is to enable students attain their learning's through performing and achieve their expected aims and goals.

2.6.3. Developing Culture of Continuous Planning, Monitoring and Evaluation

Many writers have described how effective schools keep a clear picture of their planning, monitoring and evaluation system in their schools. A common practice for this purpose is for the principals, and supervisors to walk around the school regularly, visit teachers in their classrooms formally or informally. School self-evaluation integrated with development planning is one of the most commonly advocated strategies for school improvement. The main features of the development planning process are (Stoll 1994) review, collect evidence of the school's current strengths and weaknesses, planning, where priorities for further developments are chosen and action plans for their implementation constructed, implementation, identify plan of action, evaluation, where implementation is monitored and successfully evaluated through making a collaboration effort among stakeholders.

Developing planning is not a simple task and has various implications for the school. The process will have to be a successful tool for improvement of the school that must unite the whole staff in a collaborative effort, build teams around specially defined tasks and empower individuals to take on leadership roles in such teams. The staffs' commitment to the process of planning, monitoring and evaluation will determine whether the school development plan becomes successfully implemented or not. In this case, a continuous provision of feedback is important to improve the weakness and support the strong side.

2.6.4. Staff Development

The staff development has a vital importance for school improvement. The interdependence of staff development and school development is also becoming increasingly clear, as Hopkins and West put it (1994) their emphasis "there is little teacher development without school development. School leaders are increasingly searching for practical ways of bringing teacher and school development together". This view is enhances in many ways by our general knowledge of educational change and school improvement. The main aim of school improvement to improve students' educational outcomes makes teacher development an obvious priority.

The view of the school as a collaborative workplace where practices are built on a shared vision and agreed goals requires a shift in the approach to staff development. This shift is from the traditional approach, which built mainly on voluntary attendance of individual teachers. The provision of external courses and workshops are more important for school-focused staff development process of professional development.

Organized vision and mission helps to meet both the long term and short-term needs of the school. Thus, staff development is strongly related to school development. It is considered as one of the most important strategy to achieve clarity and understanding about improvements, and is integrated into our activities; Hopkins and West (1994).

2.6.5. Working with Parents and Community

Creating a strong bond among the school and the parents set about developing and maintaining a good home-school relationship, which help the student achievement. Developing good relations between the school and its parents serves two main purposes. First, there is some evidence that parental involvement in children is learning in and out of school, and effective communication between the school and the home, has a positive impact on their learning experiences and outcomes. Second, it helps the school to gain the support of parents and the community at large (Day *et al.* 1990).

Parents' involvements in the life of the school have a positive influence upon pupils' educational progress and development. The closer the parent is to the education of the child, the greater the impact on child development and educational achievement. Educational reform requires the collaboration and co-joint efforts of families and schools. Parents and teachers should recognize the critical complementary importance of each other in the life of the student Fullan 1991.

Serjiovanni, (2006) stated that a good relationship is more special, meaning full and, result in quality of connectedness. In the competitive environment of today, schools have to set out some strategies to gain the support of parents and the community at large. The importance of collaborative cultures within school plays a significant role for the development of the school. (Hopkins *et al.* 1994); explain this issues as the internal

conditions of collaboration with the outside school, ownership and continuous learning have to be created within the cluster, making it a learning enriched community of committed professionals.

2.6.6. Working with Local Government Bodies

One of the most significant changes for the schools is working with different government bodies. According to Gilbert, (1993) collaboration of schools with local governments is intended to enable governing bodies and head teachers to deploy their resources in accordance to their own needs and priorities. This make schools more responsive to parents, pupils, community and employers.

Hopkins, D., West and Ainscow (1991) describes this issue as a decision making about policies, staffing, resources and the responsibility of the management of schools is made with local educational authorities to individual schools.

2.6.7. Stakeholders of School Improvement Program

i. School Principals

Schools facing pressure to improve teaching and learning, the duties and responsibilities of principals expanded further to include the responsibility for leading school reform that would raise student achievement. Success in leading schools to increase student achievement often linked to principal's ability to create a shared vision within the school community and success in implementing new organizational structures that engage teachers for better results. There is no doubt that schools differ in the impact they have on children and the quality of the education they provide (Reynolds 1992).

The success of the quality of the schools and their capacity of improvement is dependent on many factors. The role of the head teacher is a central and important thing of all. To be sustained, changes need to be integrated with the existing practice, vision and culture of the school and this process is again to a large degree dependent on the school principals and the management arrangements for which he or she is responsible (Hargreaves and Hopkins 1991).

The support of principal is important in case of showing an open attitude towards performance feedback & coaching school staff in using and developing their professional skills for improving their schools Adrie & Coe (2002). Effective leadership must permeate most of the other key factors such as: the involvement of the deputy head, teachers, parents, creation of positive work climate and the organization of teaching and learning process (Stoll, 1994) stated. The schools principals have to create and bring about sustained improvement in the quality of education. The collaboration work of all stakeholders is essential for the better students' academic achievements. Central to this process is the role of the head teacher as an educational leader in collaboration with his or her staff, is able to arrange the management of the school to create the conditions and culture that are so central to the assumptions on which the school improvement approach rests (Fullan, 1991).

ii. Teachers

The role of teachers in the process of school improvement to bring education quality is great. Teachers who embrace active learning find themselves moving away from the traditional teaching ways that is lecture method or test that evaluates static knowledge of facts, concepts and that privilege one-way communication between teachers and students. In the activities of school improvement, teachers more develop interactive relation among the stakeholders for mutual benefits in real world application, (Unity University 2011).

Teachers have multidimensional activities like facilitating and guiding students, involve in creating learning environment, support students in solving problems, present instructions: discover, debates, examine, explore, experiments, pose questions, and take risks and responsibilities. Teachers also provide feedbacks redirecting students and helping them in using new strategies, (Unity University 2011).

Hopkins (2005) state that power full learning does not occur by accident. It is usually the product of an effective learning situation created by skillful teachers. Student must know how they are doing, as effective teacher informed on what the student knows feel and build on student skill, knowledge, and attitudes.

iii. Students

In bringing school improvement students have their own share. Thus, students discuss, compare, analyze, and draw conclusions and communicate for future developments in their knowledge and skills. They also set goal, monitor their progresses in assessing their performances and plan for future learning Unity University, (2011).

2.7. Important Committees in School Improvement Program

i. Parent, Teachers and Student Association

The school teaching and learning process is a lifelong process in the human history, because human beings need to confront challenges and make life sustain and live better. Therefore, this activity needs to be supported by internal and external school communities. The fundamental necessity of the formation of Parent, teacher and Student association (PTSA) is to share the problem that the school faced and provide supports for the school management. Since the members of the association are from parents, teachers, students and principals, it is easy to identify school problems and take necessary measures; therefore, the committee serves as a bridge between school and the wide community.

The role of PTSA in the process of designing, planning, implementation and evaluation of school improvement is great. Additionally the role of PTSA member in decision-making; particularly in the usage of school grant fund and disciplinary decision-making process is important. Similarly, they are involving in other school activities to make the school better for the teaching learning process.

ii. School Improvement Program Committee

According to (MoE, 2011), the school director is responsible to create awareness on school improvement program for all of education stakeholders such as teaching and non teaching staff, students, parents and the community. The governmental and non-governmental organizations involve in the implementation of the school improvement program in order to gain their positive response and contribute their efforts to motivate students.

MoE,2011, more states that the number and the composition of school improvement committee is from 5-10 members depending on the number of students drawn, teachers, administration staff, parents and the community chaired by the director of the school. Members of school improvement committees should be aware of SIP and their focus shall be on the students learning outcomes. They should also work in a close spirit and sense of commitment for the best achievement of student performance. The document emphasizes that school improvement committee should primarily design its timetable for meeting procedures and work program to start and undertake its mandate. This enhances them to perform their responsibilities within the proposed time framework.

2.8. The Introduction of General Education Quality Improvement Package (GEQIP) in Ethiopia

The expansion of educational system at different times in different areas of the country is a promising practice, which is resulted in achievements and access to all citizens throughout the country. However, this expansion of education in access is not has been accompanied by sufficient support to bring about educational improvements in quality. This is making balance between educational qualities to the access provided for the society.

MoE (2005) stated that in responsive to quality deterioration; Educational sector Development Program gives high priority to quality improvement at all level of educational system. In response to the unpleasant education scenario, the MoE and its development partners have placed a high priority on improving the quality of education. Within the frame work of education Sector Development program (ESDP III), the MoE develop the new package of interventions that is, General Education Quality Improvement Package (GEQIP) to remedy identified weaknesses of education at both the primary and secondary levels.

The primary objective of the General Education Quality Improvement Package in Ethiopia is to improve the quality of education from Grades 1 to 12 to produce higher levels of achievement across the diverse segments of the population. The secondary

objective of the project is to provide specialized instructional programs and services to the disadvantaged children and to become academically competitive. In order to implement at the grass root level different workshops were conducted at different areas of the country.

2.9. Overview of School Improvement in Education System of Ethiopia

The development of Education in Ethiopia has been at early age. But the educational quality of the country is not well developed as its age throughout the country. This is due to many factors. However, one of the major factors is the fact that the past Ethiopian rulers used education as a tool for the expansion of their political ideologies rather than making it secular. That is way the country experienced lack of skilled labor that enables & run the country's economy, social and political developments and make competent enough in the wide market of the world.

After the Ethiopian People Democratic Revolutionary Front (EPDRF) party took the power in the country in 1991, a fast expansion of educational accessibility is started & recorded. The Ethiopian Education and Training Policy which was launched in 1994, provided guarantee in expanding equitable access to primary education to meet the demand of the country.

According to ESDP III the mission of modern education in Ethiopia is extending quality relevant primary education to all school age for both rural and urban settlements. The expansion standardizes education and training programs at all levels to bring about rapid and sustainable development through increasing active and continuous involvements of different stakeholders i.e. community, private investors, non government organization, etc. The mission also focuses to the center for all rounded competent and disciplined labor for the success and development of the country through providing education quality for the citizen of the country.

2.10. Educational Policy of Ethiopia

The Ethiopian Federal Democratic Republic Constitution declared that education is free from the interference of any political and religious ideologies. Thus, the curriculum is secular. The 1994 Education and Training Policy have ascertained the notion of any one will be discharged in the general education system. The educational policy of Ethiopia encourages academic freedom throughout the educational system. The policy document maintains the objective of education with an ultimate aim of achieving primary education for all nations in the year of 2015 GC. The policy also aims to make education more relevant by emphasizing problem solving skills, provide vocational education and training at different levels in line with human resource requirements of the country.

Educational Decentralization

Education delivery in many developing countries is often characterizes by a top-down approach, where decisions are taken at the center and expected to be implemented at all schools irrespective of their peculiar circumstances and needs. This tends to create a dependency of schools on central government. The school development philosophy is that schools can achieve significant improvements in terms of the learning outcomes of pupils, if there was effective educational decentralization.

Educational decentralization as understood is a strategy enhancing the participation and involvement of all key partners in planning and decision-making. The assumption underpinning the policy is that a decentralized education system is more responsive to local need and nurtures a culture of ownership, partnership, and commitment.

The introduction of decentralization in the education system of our country likewise has its own merit for education services and tackling educational challenges. To reach those educational challenges the educational sector has been made the decentralization form of schools administration system throughout the country. Decision-making is shifted from zones to woreda even at school levels to provide quick responses and service delivers for the questions raised by different bodies. In facilitating decentralization, MoE prepared guidelines on education management and community participation. Depending on these

guidelines, regions prepared their own guidelines on the same issues to guide and facilitate the implementation of decentralization at schools level (ESDPIII).

2.11.Challenges to School Improvement

School improvement is a vehicle for planned educational change. It involves a systematic, sustained effort aimed at change in learning conditions and other related internal conditions in schools, with the ultimate aim of accomplishing educational goals more effectively. It requires strategies for strengthening the school's capacity for managing the school improvement program and usually necessitates some form of external support. Discussing how to successfully implement school improvement through identifying challenges and taking proper actions against these challenges is important.

From the Global experience the school improvement is complex process, which can be challenged by different factors during its implementation .In this respect, Fullan (2001) has noted that when a new initiative is introduced undoubtedly it will create difficulties to both individuals and institutions. There are many factors, which affect the educational implementation process. From this point, we can understand that SIP implementation faces different and challenges difficulties. Among the challenges some of them are discussed bellow.

i. Lack of Awareness

One factor that might affect negatively the implementation of school improvement is lack of adequate awareness about the program. Inadequacy of awareness generated different obstacles. In this regard MoE (2007) stated that obstacles to school improvement includes; shortage of trainings, lack of commitment to depart from traditional practices, absence of organized efforts, lack of initiation and absence of good outlook towards change. Absences of adequate awareness among stakeholders limit their implementation efforts. Moreover absence of clearly stated rules and regulations might generate another obstacle in the implementation process of the program.

ii. Lack of Sufficient Textbooks and Reference Materials

According to (Heyneman, 2006), textbooks and learning materials have vital role and crucial in the education system. The availability of texts books and reference materials for each subject is important in teaching-learning process. In many schools the availability of additional reference materials are severely limited .It is easily understood that absence or lack of text books and reference materials in schools have great impact on the quality of education. As Fullan and Clarke 1994, stated students do better on standardized tests when textbooks are presented in the classroom, which was cited in UNESCO, 2008. In order to alleviate such challenges in many developing countries the World Bank involves increasing the financial support for text book development and distributions in order to enhance quality education and to improve student achievement, (Heyneman, 2006).

iii.Crowded and Unmaintained Classes.

Leanings are hampered when pupils attained in schools of overcrowded buildings in noisy or unsafe environment, or especially in class rooms that are inadequately supplied or poorly ventilated, UNESCO, (2008).This is because it is not convenient for teachers to provide necessary knowledge and skills and students face difficulty to get sufficient space for sitting and clean air for breezing. Such environment is directly a challenge full burden for teachers to control, provide corrections, feed backs, communicate with his/her students as needed .In such environment it is difficult to provide and achieve good educational performances for students.

iv.Lack of Knowledgeable and Motivated Teachers.

The quality, quantity and distributions of teaching work force are critical factors for securing and have sustainable developments of school improvement practices. When a country have too few trained teachers; those teachers are likely overstretched and that the quality of education i.e. teaching and learning suffer a lot, UNESCO, 2008). In addition to this point, this annual report stated that sufficient teacher salaries, both relatively to other groups and in real terms as well as appropriate work conditions, are essential to

provide teachers with a reasonable standards of living, work professionalism and job satisfaction. Incentives help increase the teacher supply as well as teacher performance and motivation.

Thus the contribution of teachers in providing and securing quality education in the process of school improvement in general and student learning achievement in particular is not substituted by another effort for the growth and development of the country as a whole.

v.Lack of Collaborative Work among Stakeholders

One characteristic of successful schools is the ability to organize and act effectively through collaborative culture Serjiovanni (2006). The absences of commitment and collaborations lead to decline of the educational quality. Active involvement of each school partners is beneficiary to reach at school goals. Barriers to collaboration arise from different sources. According to Adelman and Taylor, (2007) institutional barriers are seen when accountability, leadership, time schedule, and capacity buildings are non-supportive and non-participatory of efforts to use collaborative arrangements effectively and efficiently. Most of the time barriers stem from negative attitudes, lack of awareness, and deficiency of knowledge and skill.

2.12. Countries Experience in School Improvement

Different countries have their own trends in the implementation of school improvement. Some of them were discussed bellow. The trends of these countries indicated some positive and practical experiences in which our country benefited lot in developing and implementing those practices to improve students' learning outcomes.

2.12.1. Outcomes-Based Education in South Africa

Currently, school improvement program is an important issue for many countries. For instance in South Africa, to achieve students' learning outcomes, school development programs focused primarily on developing teacher capacity, working with principals and district officials. Schools and teachers respond best when support is accompanied by

accountability demands and that capacity therefore needs to build at different levels particularly at school and classroom levels to strengthen systems for both monitoring and supporting learning outcomes Taylor & Prinsloo, (2005).

In South Africa, The Quality Learning Project was established to improve student learning and evaluation criteria. These required the training programs delivered by service providers were directing toward improving teaching-learning process in schools. The effective school management is of critical importance, as it provides the enabling environment for good teaching and learning. The schools improvements more include aspects such as school development planning, the existence and use of physical resources, facilities, books and stationery, curriculum leadership, financial management and school administration HSRC (2001).

Improved system of functioning in the schools improved learner performance in many ways; in the cases of school and teacher functioning. In this regard good classroom and teacher interventions being associated with improved school functionality. District interventions were also often strongly associated with improved district and school functionality and sometimes classroom practices HSRC (2005a).

The key area of focus to improving the teaching-learning system in the country is the management of books and other teaching materials, curriculum leadership, which includes district and school level planning and monitoring of both curriculum coverage and assessment and the provision of training for teachers at different levels. These practices on the part of district and school managers are associated with effective delivery of the curriculum in classrooms.

HSRC (2005b) stated that the strongest points to use resources efficiently are a differentiated approach and necessary to school improvement. The most important accountability for the benefit of all are setting standards in the form of academic expectations, monitoring pupil performance, planning and monitoring curriculum coverage, and quality assuring assessment. Moreover building teacher capacity to promote proficiency in reading and writing in the medium of instruction is by far the most important at the classroom level. The trend of South African education system for our country has its own great importance. Particularly in giving due attention of

providing capacity buildings of the core implementers that is the school principals and teachers.

2.12.2. The School Improvement in Kenya

The Ministry of Education in Kenya is responsible for centrally providing educational services in the country. The Ministry's vision is "to provide quality education for development" while its mission is "to provide, promote and co-ordinate lifelong education, training and research for Kenya's sustainable development" Kenyan MoE, 2008.

School Improvement Program (SIP), launched during the 1990s, is strengthening the quality of teaching in Kenya. Teachers benefit from the training and resource centers set up under this program. SIP in Kenya is helping teachers to teach more creatively and children to learn faster through the introduction of child-centered activities. They involve working hand in hand with governments while involving parents and communities in management of the schools. The entire curriculum should be transformed "to give children, youth and adults the type of quality education that promotes appreciation of diversity, richness, and dynamism of our cultures" (UNESCO, 2000: 27).

Officers from the Directorate of Quality Assurance and Standards in the Ministry of Education supervise the Kenya Institute of Education. It is the competency of the Quality Assurance and Standards Officers in curriculum development, provision of trainings to make the school better performance in student achievements (MoE, 2008).

The active involvement of parents and community in the Kenyan education of the school system to support teachers' effort and their child is learning outcome is great. It reflects important lesson for our schools, principals, teachers, students and parents as well.

2.12.3. School Effectiveness and Improvement of England

School improvement in England is explanations of the fortune of change effort that concerns the evolution of managerial innovation of school self-evaluation, Hopkins (2005). According to Ranson, (2005) in England and Wales, the Education Reform Act provided autonomy, power, and accountability to education in order to develop the

implementation of school improvement. In the Act, some reforms included were a national core curriculum and provision for national testing and reporting to keep education quality control over school budgets. Increasing parental choice by fostering diversity that enhance them access and allowing state schools to choose out of Local Education Authority control on a majority vote of parents, with grants from the national government being made directly to the improvement of the schools.

Gamage 2001 stated that the governing bodies in England and Wales have stronger powers and can, in principle, play a significant role in a school's decision-making and in wider activities for more school improvement. Building partnerships for raising standards in the UK schools was one of the major aims of the government. A key aim for the government remains the continuing drive to raise standards in education with an emphasis on collaboration and partnership with others for the benefit of all. The question of how improve student achievements with standards in Britain is the major issue for school improvement, Harris (2005).

2.12.4. Educational Reform and Change in Australia

The Australian education system since the mid 1970s, took the initiative in moving towards a new concept of decentralization of education to regional levels. The Australian public education structures have undergone major reconstruction by aimed primarily to achieve better teaching and learning, Gamage, (1993a). After 1970s, a trend system of school governance with an emphasis on decision-making authority between school, parents, and community have developed having the aim of educational quality as it priority Chapman, (1988).

In Australia, the school leadership has created supportive teaching and learning environments in schools, leading to quality of education for students. With regard to the improvements in student achievements, interested in improving student-learning outcomes, such as literacy and numeracy, by setting specific goals and continuously raising standards and expectations. Based on the Act 2004, the functions of the schools are to: establish strategic direction and priorities for the school monitor and review

school performance, develop, maintain and review curriculum for the school, develop and review education policies at the school.

The major lesson we learnt from the school system of England and Australia is that, both countries give due attention to educational decentralization that promote decision-making authority between school, parents, and community members. This implies that parents and the community members are alertly follow up the school systems of their children. Additionally, great emphasizes is given for educational standards to keep educational quality.

CHAPTER THREE

THE RESEARCH DESIGN AND METHODOLOGY

This chapter deals with the research method, sources of data, sampling and sample techniques, instruments of data collection, procedures of the study, pilot testing and method of data analysis.

3.1. The Research Method

This study was aimed conducting systematic investigation on the implementation of school improvement program in secondary schools of Addis Ababa. The method employed in this study was descriptive survey method. Because descriptive survey method helps the researcher to conduct research in short period with minimum cost and covers large areas. Additionally it helps him to assess the attitudes and opinions of the respondents. Descriptive survey also reveals the feature of the implementation of School Improvement Program and the major challenges affecting SIP implementation in those selected secondary schools.

3.2. Sources of Data

Sources of data in this study were both primary and secondary sources. The primary data were collected from heads of sub-city education officers, supervisors, principals, teachers, student councils and SIP committee of the selected sample population. The secondary data were collected from related books and relevant documents prepared by Ministry of Education and Addis Ababa Education Bureau.

3.3. Sample and Sampling Techniques

This study includes sample of sub-city heads of education officers and supervisors, school principals and v/ principals, teachers, SIP committee and student councils. From five secondary schools in Kirkos sub city, two of them (40%), namely Temenja yaz and Misrak Goh were selected. In Addis Ketema sub city, from four secondary schools, Dilachin and Yekatit 23 schools (50%) were selected. Lastly, in Lideta sub city from three secondary schools, two (66.6%) of them namely Dejach Balcha Aba Nefiso and Africa Hibret were selected. Generally, from the selected three sub-cities, total number of

(601) teachers of the secondary schools, 15 percent of them i.e. ninety teachers were selected. In each selected school, all SIP committee members (7), totally forty-two were part of the study and members of student councils i.e. five from each schools were included. All the supervisors in the three sub-cities (5), head of sub-city education officers (3) and the entire principal and vice principals (18) were part of the study. The selection techniques employed were indicated as follows.

a) Sub-cities and Schools

Out of the ten sub-cities, three of them and out of twelve secondary schools in selected three sub-cities, six secondary schools were selected using random sampling techniques.

b) Principals and Teachers

In the sample schools under the study, there were 601 teachers and 18 principals and v/principals. School principals were selected using purposive sampling techniques. Because principals are, key informative in SIP implementation. From the six government secondary schools under the study, 15 percent, (90) teachers were selected out of 601 teachers using random sampling techniques. In descriptive research, it is common to sample 10 to 20 percent of the sample population (Gray, 1996). Additionally in each school, all the school improvement committees, student councils, and sub-cit heads of education officers and supervisors were selected using purposive sampling techniques because they are key informative in implementation of the program.

3.4. Instruments of Data Collection

In order to gather first hand information pertaining to the subject of the study, questionnaires were administered for school principals and teachers; and interview questions were conducted with heads of sub-city education officers and secondary school supervisors. In addition to this, focus group discussions were set and administered for student councils and SIP committees.

a) Questionnaire

Questionnaire is a high amount of data standardization. It provides relatively simple, straightforward approach to the study of values, attitudes believes and motives and adapted to generalizable information from almost human population (Robson, 2002). The questionnaire is administered to collect data from principals, and teachers. This is because questionnaires were used for their appropriateness to secure data from many people within a short period and for their natural characteristics that allow informants, express their ideas and opinions freely.

b) Interview

The presence of interview encourages participation and involvement; moreover, the interviewer clarified the questionnaires. Furthermore, it is flexible and adaptable ways of finding things out (Robson, 2002). An interview was conducted with sub-city heads of education officers and secondary school supervisors.

c) Focus group discussions

Focus group discussions are another method of drawing information from group of individuals in which the groups reflect their views on some common issues. Such discussion is important to draw firsthand information from the respondents themselves. Thu, focus group discussion was conducted with SIP committee and student councils.

3.5. Procedures of the Study

The questionnaires, interview and focus group discussion questions were initially developed in view of the basic research questions. Before the questionnaires were administered to respondents, pilot test was carried out in one secondary school. This is to ensure language clarity, readability and appropriateness of the items. In addition to this, the advisor was consulted and proper corrections were made. At the last, those questionnaires were set in their final forms. Objective of the study were explained to respondents to maximize the return numbers of the questionnaires.

3.6. Pilot Testing

Pilot testing was carried out before the administration of the instruments. Pilot test is conducted to test the reliability of the data collected instruments. The questionnaires were carried out in this pilot test for 20 teachers and 3 principals in Shemelis Habte Secondary School, which was not part of the sample population. Additionally, several peer reviews with colleagues and the advisor were made corrections. With this regard, some repeated terms and confusing items were modified and cancelled to make the questionnaire clear and understandable. Accordingly, the reliability coefficient (cronbach's alpha) was 0.958. The figure shows that the instruments were reliable and the researcher gets evidences to distribute the questionnaires.

3.7. Method of Data Analysis

In this study, both quantitative and qualitative data analysis were used. The information obtained from the respondents through questionnaire, interviews and focus group discussions were organized and systematically analyzed. After the questionnaire returned from the respondents, the quantitative data were tabulated and describes the characteristics of respondents. Then after, the quantitative data were analyzed using statistical tools such as frequency, percentage and mean scores. Percentage was employed to analyze the frequency of individual responses that was gathered with those questionnaires. To summarize series items mean value was employed. The qualitative data, which was collected through interview and focus group discussions, were organized to reasonable and meaningful units, which were used for interpretation with the quantitative data.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter is divided in two parts. The first part discusses the characteristics of the respondents. The second part is concerned with the analysis and interpretation of the result of the study. Presentation of the data is followed by discussion and interpretation in line with the major research outline.

4.1 Characteristics of Respondents

The characteristics of respondents give some basic information about the sample population involved in the study area. The characteristics of the population were examined in terms of sex, age, and total year of service, service in current position, educational qualification and area of subject specialization.

The sex of the respondents indicated us that, the data gathered was both from male and female respondents, in a sense that to show the absence of gender disparity while the data collected. Age also shows that the maturity level of the respondents to perform the given task and responsibility for the area assigned.

The respondents' educational qualification reminded us that how far they become developed their academic career for further knowledge that enhances them in performing their tasks. Moreover, the respondents work experience tell us that the development of the respondents theoretical knowledge in to practical skill to running and manage their responsibilities.

Table 4.1: Characteristics of Respondents.

Items		Current position							
		Sub-city heads		Supervisor		Principals		Teacher	
		No	%	No	%	No	%	No	%
Sex	Male	2	66.6	3	60	16	88.8	60	70.5
	Female	1	33.3	2	40	2	11.2	25	29.5
Age	20-25	-	-	-	-	1	5.5	23	27
	26-30	-	-	1	20	3	16.6	45	52.9
	31-35	1	33.3	-	-	6	33.3	7	8.3
	36-40	-	-	-	-	3	16.6	5	5.8
	41-45	2	66.6	4	80	4	22.2	4	4.7
	>45	-	-	-	-	1	5.5	1	1.2
Educational level	Ed/ level	-	-	-	-	-	-	-	-
	Diploma	-	-	-	-	-	-	-	-
	Degree	2	66.6	1	20	17	94.5	84	98.8
	Masters	1	33.3	4	80	1	5.5	1	1.2
Area of specialization	Area of Specialization	-	-	-	-	-	-	-	-
	EdPm/Ed/Mgt/ Leader ship	1	33.3	3	60	1	5.5	-	-
	Curriculum Instruction	1	33.3	-	-	-	-	-	-
	Educational Psychology	1	33.3	-	-	-	-	3	3.5
	All areas of Teaching(Sub)	-	-	2	40	17	94.5	81	96.5
Total year of service	1-5	-	-	-	-	-	-	42	49.4
	6-10					5	27.7	31	36.4
	11-15			1	20	6	33.3	5	5.8
	16-20	1	33.3			3	16.6	1	1.2
	21-25			1	20	3	16.6	4	4.7
	>25	2	66.6	3	60	1	5.5	2	2.3
Service in current position	1-5	3	100	3	60	17	94.5	42	49.4
	6-10	-	-	2	40	1	5.5	31	36.4
	11-15	-	-	-	-	-	-	5	5.8
	16-20	-	-	-	-	-	-	1	1.2
	21-25	-	-	-	-	-	-	4	4.7
	>25	-	-	-	-	-	-	2	2.3

As the Table above reveals, from the three sub-cities education office heads, 2(66.6percent) of them were male and 1(33.3 percent) was female. Concerning the supervisors, 3(60 percent) were male and 2 (40 percent) were female. From the total respondents of principals, 16(88.8 percent) were male and 2(11.2 percent) were female. The number of teachers participated in the study area was 60 (70.6 percent) were male and 25(29.4 percent) were females. This data informed us that the study incorporates the participation of both male and female respondents to eradicate gender biases.

Table 4.1 reflects that 2 (66.6 percent) of the heads sub-cities education office lay within the age category of above 45 years, whereas 1(33.3 percent) is in the years category of 30-35. In relation to supervisors, 4(80 percent) were within the age interval of above 45 years and 1 (20 percent) was within the age interval of 31-35. Concerning the principals, 6 of them (33.2 percent) were in the range of 31-35 age, 4(22.2) percent of the principals were in the age range of 25-30 and the same numbers were lay within 41-45. The remaining 3 principals (16.6 percent) and one (5.5) were found in the age interval of 36-40 and above 45 respectively.

With regard to educational qualification, in line with heads of sub-city education office, 2 of them (66.6 percent) hold first degree where as one (33.3 percent) has master degree. The secondary school supervisors 4 (80 percent) of them have masters degree and only 1 (20 percent) has first degree. This data implies that large number of supervisors holds second degree. From the total number of principals 17 (94.4 percent) of them hold first degree and 1 (5.5 percent) has masters degree. Concerning teachers qualification, 84 (98.8 percent) hold first degree where as 1 (1.2 percent) has MA or MSC degree.

Therefore, in line with the educational qualification the data clearly reminded us that whether the minimum standard set by Ministry of Education becomes implemented or not. The contribution of educational qualification at each grade level to achieve quality education is very high in promoting students learning outcome.

As far as area of specialization concerned, 1 (33.3 percent) sub city education head is graduated in Educational Planning and Management, 1 (33.3) percent is in Curriculum Instruction and the remaining 1(33.3) percent is graduated in teaching subject. As shown in item 3 above, 3 (60 percent) of the supervisors become specialized in Educational Planning and Management/Educational Administration/Educational Leadership. The remaining 2(40 percent) are specialized in areas of teaching. Concerning the principals 17 (94.3 percent) of them are specialized in teaching subjects where as 1 (5.5 percent) is specialized in Educational Planning and Management. Under similar point teachers concerned, 82 (96.5 percent) are in areas of teaching and the rest 3 (3.7 percent) are specialized in Educational Psychology.

As far as work experience of principals concerned, the same table clearly shows that, 5 (27.7) percent of them served for 6-10 years and 6 (33.3 percent) served for 11-15 year. In the service year of 16-20, 3 (16.6) percent, 21-25, 2 (11.1 percent) and above 25 years service there is only 1 (5.5 percent) of principals. From this figure, it is possible to conclude that as service year increases the number of principals is decreased. This is particularly reflected in their services of current position; that means 17 (94.4 percent) of principals have service between 1-5 year interval; whereas only 1 (5.5 percent) principal has more than five years service in the current position.

Regarding teachers experience, 42(49.4 percent), 31 (36.4 percent) and 5 (5.8 percent) teachers have within the time interval of 1-5, 6-10 and 11-15 years respectively. In the interval of 21-25 and above 25 years service, there are 4 (4.7percent) and 2 (2.3 percent) teachers for each time interval. Here again one can easily understand that large numbers of teachers have an experience of 10 years and below 10 year services.

Thus, school principals and teachers developed their knowledge and skill in their working experiences. As their working experiences increased, it is believed that they might contribute lots for teaching learning in general, student achievements in particular.

4.2 School Preparation for School Improvement Program

In the implementation process of school improvement program, the schools preparation in financial, human and material resources is highly required. Awareness creation among stakeholders is also essential for the preceding process of planning, monitoring and implementation of the program. In this regard, the responses of principals and teachers involved in questionnaires were presented. Additionally the concepts reflected in the focus group discussions conducted with SIP committees and student councils were presented in supports of those questionnaires in the following tables.

The following Table 4.2 presented the preparation made for the implementation of school improvement, by the concerned bodies in the schools. Unless adequate preparations carried out in the process of SIP implementation, the effect might influence the students' learning outcome. The detail is presented below.

Table 4.2: The Preparation of the School for SIP Implementation

Implementation

N o	Items	Respondents Principal=18 Teachers=85	Rating scales									
			5		4		3		2		1	
			No	%	No	%	No	%	No	%	No	%
1	The principals discussed with stakeholders about the preparation and planning of SIP	Principals	3	16.6	8	44.4	3	16.6	4	22.2	-	-
		Teachers	8	9.4	28	33	16	18.8	30	35	3	3.5
2	The teachers were engaged in planning process of SIP	Principals	2	11	6	33.3	2	11	6	33.3	2	11
		Teachers	11	12.9	27	33	17	20	18	21.1	8	9.4
3	Students were involved in SIP planning	Principals	-	-	8	44.4	4	22.2	5	27.7	1	5.5
		Teachers	5	5.8	17	20	20	23.5	28	32.9	15	17.6
4	Parents participated in planning of SIP	Principals	-	-	7	38.8	5	27.7	5	27.7	1	5.5
		Teachers	1	1.2	24	28	18	21.1	21	24.7	15	17.6
5	The supervisors take part in the planning process of SIP	Principals	2	11	4	22.2	5	27.7	5	27.7	2	11
		Teachers	12	14	15	17.6	20	23.5	30	35.3	8	9.4
6	The SIP committee involved in the planning of SIP	Principals	6	33.3	7	38.8	1	5.5	4	22.2	-	-
		Teachers	10	11.7	30	35.3	22	25.8	15	17.6	8	9.4
7	Human resources were organized for planning of SIP	Principals	5	27.7	4	22.2	4	22.2	5	27.7	-	-
		Teachers	3	3.5	22	25.8	29	34.1	18	21.1	3	3.5
8	Financial resources were ready for planning for SIP	Principals	4	22.2	8	44.4	2	11	4	22.2	-	-
		Teachers	6	7	16	18.8	27	31.7	21	24.7	14	16.4
9	Material resources were set in the school for planning of SIP	Principals	4	22.2	11	61.1	1	5.5	1	5.5	1	5.5
		Teachers	7	8.2	19	22.3	22	25.8	25	29.4	12	14
10	Teachers take part in the self evaluation of the school	Principals	3	16.6	12	66.6	-	-	2	11	1	5.5
		Teachers	11	12.9	20	25	19	22.3	22	25.8	5	5.8
11	Students participated in the self evaluation of the school	Principals	5	27.7	10	55.5	-	-	2	11	1	5.5
		Teachers	7	8	21	24.7	18	21.1	26	30.6	11	12.9
12	Parents were attended school self evaluation	Principals	2	11	9	50	2	11	4	22.2	1	5.5
		Teachers	10	11.7	16	18.8	22	25.8	19	22.3	18	21.1

Note: 5=Very high; 4=High; 3=Undecided; 2=Low and 1= Very low

Table 4.2 indicates, 8(44% percent) of the principals responded that there were high participation of stakeholders in the preparation and planning process of School Improvement Program. However, 4 (22 percent) principals replied that the participation

of stakeholders were low. On the same question 30 (35 percent) and 28 (33 percent) of teachers responded that the participation was low and high respectively. About 16 (18.8 percent) of teachers replied undecided.

In one school of the study area, the committees reflected that the schools did not involve all the stakeholders particularly parents and students in the process of planning. They strongly emphasized that the participation of parents and students in school improvement activities were very essential to improve students' achievement. In the other school, the student councils replied similar ideas and even some of them are not familiar with the term school improvement itself.

As far as teachers involvement in the planning process of school improvement concerned, 6 (33.3 percent) of principals showed that teachers involvement was high and 6 (33.3 percent) of percent of them indicates that teachers' involvement was low. Teachers themselves reflected their responses as 27 (33 percent), 18 (22 percent), and 17 (20 percent) of them responded that the teachers involvement in the preparation and implementation process is high, low & undecided respectively. As the data reflects, it is possible to infer that large percent of teachers are not in the position to involve in the planning process.

The students' involvement in the implementation of school improvement have different feature by respondents. For instance 8 (44 percent) of principals responded that students have high participation whereas 5 (27.7 percent) of them replied it is low. In the other way round, 28 (32.9 percent) teachers replied low. On the similar point, the student councils explained that the students' involvement is not as such visible; rather it is better to say that it is almost no at all except in rare and some selected cases.

In one of focus group discussion, the student councils clarified about the preparation of their school. They explained that their school is not organized and prepared well in library, laboratory and ICT equipments. Even though it is high school, their library is in a single classroom with lack of reference materials. As it is stated under chapter two of review of related literature in detail, reference materials play significant roles in the process of students' academic success. The laboratory materials are not available as

needed. Additionally there are shortages of computers for ICT subject .i.e. they are not in a position to get computers for each in time of practices. Moreover the school is not well prepared in fulfilling all human powers particularly ICT teaches and laboratory technicians.

In the other sample population area, the student councils explained about the preparation of their school. They explained that the school prepared annual plan to provide laboratory with necessary equipments, buying new references for library, prepare work sheets for students, and introducing and implementing 1to5 study programs were the major one. The school tried its best in finding sources of budget; to provide human, financial and material resources for the benefit of students. 1 to 5 study programs is a program in which one better achiever student guides and help the other four students to achieve better academic results. The students strongly emphasized that if such program is get proper guidance and follow up from all concerned bodies it becomes fruit fill for the academic success of the students.

The two group respondents did not support the parents' involvement in school improvement program in the same way. For example 7 (38.8 percent) of principal replied that their participation is high whereas 5 (27.7 percent) of them reveals medium and low parent participation. Teachers on the other hand indicates 21 (24 percent) low participation, and 15 (17.6 percent) responded very low parent participation. This means about 41.6 percent of the teachers are forwarded their responses that parental participation needs improvements.

The issue of parental involvement in the school is more elaborated by school improvement committee. The committee explained that the school administration does not develop culture of involving parents in the school activities except in the beginning or the end of the academic year. The parents have not adequate awareness about school improvement program. In the other way round the parents themselves have a problem of visiting their child continuously in the school whether they attained their lesson properly or not.

Regarding the supervisors' involvement in the planning process of school improvement at school; 5 (28 percent) principals selected the alternative low, 5 (28 percent) of them responded that they are not yet decided and even 2(11 percent) of the principal replied that their support is very low. Therefore, totally about 7 (38.8 percent) of the principals explain their responses that the schools lack involvement of supervisors in the planning process. In connection to the same point; teachers also explained that 30 (35.3 percent), 20 (23.5 percent) and 8 (9.4 percent) of them replied low, undecided and very low supervisory services respectively. As the data reveals the supervisors' involvement in the planning process in providing support is not fit with the need of the school. This means about 38 (44.7 percent) teachers were in the position to need more supervisors involvement in school planning process.

In connection with supervisory role in the preparation process; while interview conducted with supervisors in one sub city, they replied that the extent to which schools prepared to the implementation of school improvement program is in line with SIP guide. In the beginning, school improvement program started with the process of self-assessment and setting school improvement committee according to the manual. After the stakeholders, (teachers, parents, students, school administration and non-teaching staff) have consulted, the plan was written. In such due process, supervisors were guiding the school principals through supplying the necessary manuals, materials and provision of trainings. However, they informed the researcher that the supervisory support was not enough for schools because they spend much of their time in routine activities in the office.

One of the head of sub-city education office, explained that making school improvement program effective in the sub-city, required the provision of training for principals and vice principals, heads of departments, woreda and sub-city education expertise students and member of PTSA is essential. Supervising the formation of SIP committee and Parent-teacher - Student Association, creating conducive teaching-learning environment, and revising plans are the major duties. The other head of education office added that giving priority for fulfilling human and material resources, searching additional budget sources from different non-governmental organization and planning for the proper

utilization of the school grant fund and annuals budgets are essential for the implementation of SIP.

The School Improvement Committees are another concerned bodies in the implementation of school improvement program. The respondents reflected their ideas concerning the committees. From the total respondents, 6 (33 percent) and 7 (39 percent) of the principals reflected that very high and high participation of the committees respectively in the implementation processes of SIP. Teachers also reflected their views on the same issue; 30 (35.5 percent) reflects that high participation of the committees were reflected. However, 15 (17.6 percent) replied low.

Opposite to the response of principals and teachers; the School Improvement committee of one study area replied that except they provided letter of membership of the committee from the school administration, they know nothing about the detail roles and responsibilities of their duties of being the member of the committee. In addition, the other school improvement committee forwarded their ideas that their involvement is not as such strong rather it is very limited.

The human, material and financial resources are very essential in the implementation process of the program. The respondents stated the availabilities of these resources in the schools as follows. 5 (28 percent), 4 (22 percent), and 4 (22 percent) of the principals reveal that there is very high availability of human, financial and material resources respectively. Additionally, 4 (22 percent), 8 (44 percent) and 11 (61 percent) of principals agreed that high availability of human, financial and material resources in the schools respectively.

On the other hand, 29 (34 percent), 27 (31 percent) and 22 (25.8 percent) of teachers did not decided about the availability of human, financial and material resources and 18 (22 percent), 21 (24.7 percent) 25 (29 percent) of teachers agreed that there is low availability of human, financial and material resources respectively.

In the contrary, according to the student councils and school improvement committee, the availabilities of these resources are not available as required. Shortage of material resources particularly in line with to ICT equipments and up to date reference materials

are the major one. They also stated that there is a problem in relation to different game fields like football, handball & basketball.

The participation of teachers in the evaluation of school improvement program, 12 (66.6 percent) and 3 (17 percent) of principals responded that teachers involved in the evaluation process is high and very high respectively, similarly 20 (25.8 percent), and 11 (11 percent) of teachers replied high and very high participation of teachers respectively in the evaluation of school improvement program. The school principals also agreed that 5 (28 percent) and 10 (55.5 percent) of the students involved in the evaluation of school improvement very high and high respectively. Whereas 26 (30.6 percent) of the teachers responded that there is low involvement of students in evaluation process. In the other way round the parents' involvement in the evaluation process is not the same in the respondents' information, for example according to principals 9 (50 percent) of parents involved high. Whereas 19 (22 percent) and 18 (21 percent) of teachers replied, low and very low participation of parents in the evaluation process.

Therefore, from the obtained data one can infer that considerable numbers of teachers chooses the alternative low parental involvement in the evaluation process of school improvement program at school.

4.3 Provision of Training

Providing training for school stakeholders: principals, teachers, parents, students and others are one of the basic things in building their capacity and increase their awareness that help them in the process of the implementation of school improvement program. Table 4.3 shows regarding training provided for school principals and teachers, the detail is presented in the listed table below.

Table 4.3: Training Provided for Teachers and Principals

Are you attended An training on Sip?		Teachers						Principals					
		M	%	F	%	T	%	M	%	F	%	T	%
	Yes	24	28.2	9	10.6	33	38.8	16	88.8	2	11.2	18	100
	No	36	42.3	16	18.8	52	61.2	-	-	-	-	-	-
	Total	60	70.5	25	29.4	85	100	16	88.8	2	11.2	18	100

As it is reflected in Table 4.3, all the secondary school principals provided with training in relation to the Implementation of School Improvement Program in one way or another. Where as in particular reference to teachers, large numbers of them were not provided with training about school improvement program; for instance 52 (61.2) percent of them do not get training. Only 33 (38.8) percent got the opportunity of training. From this fact one can summarize that lack of provision of training for teachers has a negative impact on the implementation of the program in general and student achievement in particular. Because training increases the awareness and understanding level of the implementers that enhance them to achieve better.

The major areas of training the respondents provided were: how to plan and implement school improvement program? How teaching-learning environment is developed in the school? Domains and Elements of SIP, Indicators of SIP Elements, The Responsibilities of the Stakeholders, and Implementing Continuous Assessment.

Table 4.4: Provision of Adequate Training for Stakeholders

Items	Respondents Principal=18 Teachers=85	Rating scales										$\bar{x}$
		5		4		3		2		1		
		$\sum$	%	$\sum$	%	$\sum$	%	$\sum$	%	$\sum$	%	
Sufficient training on SIP implementation was given for principals	Principals	2	11	9	50	2	11	5	27.7	-	-	3.4
	Teachers	16	18.8	23	27	13	15.3	33	38.8	-	-	3.2
Basic training was given for SIP committee	Principals	-	-	1	5.5	4	22.2	11	61.1	2	11	2.2
	Teachers	12	14	17	20	37	43.5	13	15.3	6	7	3.1
Adequate training on SIP implementation was given for teachers	Principals	-	-	3	16.6	3	16.6	7	38.8	5	27.7	2.2
	Teachers	9	10.6	15	17.6	22	25.8	29	34.1	10	11.7	3.0
Training on SIP implementation was given for students	Principals	-	-	1	5.5	3	16.6	9	50	5	27.7	2
	Teachers	6	7	7	8.3	23	27	33	38.8	16	18.8	2.4
Training on SIP implementation was given for parents & community	Principals	-	-	1	5.5	4	22.2	9	50	4	22.2	2.1
	Teachers	4	4.7	11	12.9	20	24	33	38.8	17	20	2.4
The stakeholders have awareness about SIP	Principals	-	-	2	11	7	38.8	8	44.4	1	5.5	2.5
	Teachers	13	15.3	11	12.9	35	41.1	16	18.8	10	11.7	2.8

Note: 5=Very high; 4=High; 3=Undecided; 2=Low and 1= Very low, $\bar{x}$ = Mean

The provision of training for any employee is important to build the implementation capacity of the employee. It also increases their working motivation through being informing their roles and responsibilities of their target goals. About educational sector since it is the base for all other sectors, it provides skilled human labor that can serve community in political, social economic and other activities. Providing training for those who involved in schools contribute a great role to capacitate their implementation efforts.

As it is indicated in Item 1 of Table 4.4, the responses of the principals were clearly shown that 9 (50 percent) principals replied that they get training to implement school improvement program. And 5 (27.7 percent) of principals responded that they are in a position to get low provision of training opportunities. Therefore, about 7(38.8 percent) of the respondents are not satisfactory with the given training; rather they need more and additional capacity buildings to implement the school improvement program at grass root level of the school. Concerning teachers answer on the same issue, 33 (38.8 percent) chosen low provision of training. In support to this concept, teachers mean (3.35) and principals mean (3.44) did not implied significant variations. This data shows that there were limited accesses to training opportunities for stakeholders and it requires more training.

Item 2 of Table 4.4 stated whether training is provided to school improvement committee or not. Depend on the data in the table, 11 (61 percent) principals prefer the alternative low and even 2 (11 percent) of them selected that it was very low provision of training. Likewise the teachers also forwarded similar responses on the same point that means, 7 (38.8 percent) and 5 (27.7 percent) of them reveals low and very low respectively. The figure clearly indicated those school improvement committees get low provision of training. There for unless they have reliable knowledge and skill about their roles and responsibilities; it is difficult for them to perform their duties properly.

As it is observed from Item3 of the same Table, 7 (38.8 percent) indicated low and 5 (27.7 percent) of principals indicated very low provision of training for teachers. About 29 (34 percent) of the teachers reflected that there is low provision of training concerning school improvement. In order to achieve good result, the contribution of teacher is not substituted. Therefore the data clearly implies that the sub-city and the education bureau

missed to take proper considerations in line with the provision of short and long term trainings for all stakeholders in general and teachers in particular.

With Item 4 of the same Table, 9 (50 percent), and 5 (27.7 percent) of principals reflected that low and very low provision of training for students, and 33 (38.8 percent), of teachers indicated low and 16 (18.8 percent) were indicated very low provision of training for students. Likewise, in item 5 of the same table, 33 (38.8 percent) teachers and 9 (50 percent) principals revealed that low training opportunity was given to parents. Additionally the mean of the two respondents did not show variations, which mean their responses, were similar. The figures clearly show that students and parents get low opportunity to attained training in the school to run and perform their responsibility as stakeholder in the process of SIP implementation.

The mean score of principals and teachers in line with training to students and parents were 2&2.4 and 2.1&2.4 respectively. These data clearly indicated that the respondents response were similar. Generally, concerning training opportunities given, both group respondents reflected similar opinions.

Concerning training, in one of the study area the supervisor stated that, in this academic year no training is given for any one in line with school improvement. The school improvement committee and student councils also explained that the opportunity to get capacity buildings on the same topic in their school is not taken as a plan. They replied that the schools and the sub-cities were more give emphasizes not to build capacity rather to fulfill material resources even through it is important.

The heads of sub-city education officers forwarded their views that due to lack of budget they faced great challenges in providing training for all stakeholders as required. The priority was given for principals and supervisors and gradually it will extend to teachers, students and parents. Last year the offices provide training for Teacher, Parent, students and Student Councils seldom, at the beginning of the year, which was not sufficient to sustain the implementation of school improvement program.

4.4 Practices of Implementing School Domains

4.4.1 Learning and Teaching Domain

MoE 2011, states that school domain result in major positive impact on learning context and learning outcomes of students. Creemers (1994) in Harris, (2002) stated that ... while it can be denied that there are other conditions at the school level, which enhance to move classroom improvement more possible and the teaching-learning process remains the main determinants of educational outcomes.

Table 4.5 explained about the Learning and Teaching domain that concerned with support given to students, teachers' responsibility, action research, student center and so on. The detail is presented followed to the table below.

Table 4.5: Learning and Teaching Domain

N o	Items	Respondents Principals =18 Teachers=85	Rating scales										$\bar{x}$
			5		4		3		2		1		
			No	%	No	%	No	%	No	%	No	%	
1	The school has developed common values	Principals	6	33.3	10	55.5	1	5.5	1	5.5	-	-	4
		Teachers	17	20	26	30.6	22	25.8	16	18.8	4	4.7	3.4
2	Teachers are role models to their students	Principals	1	5.5	10	55.5	5	27.7	2	11	-	-	3.5
		Teachers	27	31.7	32	37.6	14	16.4	11	12.9	1	1.1	3.8
3	Students have improved learning abilities due to teachers support	Principals	1	5.5	12	66.6	-	-	5	27.7	-	-	3.7
		Teachers	14	16.4	32	37.6	12	14	24	28.3	3	3.5	3.3
4	Teachers have involved in CPD	Principals	2	11	13	72.2	1	5.5	2	11	-	-	3.8
		Teachers	18	21	29	34	10	11.7	23	27	5	5.8	3.7
5	Students demonstrate participation in school clubs	Principals	2	11	9	50	3	16.6	4	22.2	-	-	3.5
		Teachers	8	9.4	22	25.8	17	20	25	30	12	14	2.3
6	The school implemented supplementary tutorial programs	Principals	3	16.6	14	77.7	1	5.5	-	-	-	-	4
		Teachers	21	24.7	18	21	21	24.7	20	23.5	5	5.8	3.3
7	Conducting action research is developed as culture	Principals	2	11	4	22.2	3	16.6	9	50	-	-	2.9
		Teachers	8	9.4	17	20	19	22.3	28	32.9	13	15.3	2.7

Note: 5=Very high; 4=High; 3=Undecided; 2=Low and 1= Very low, $\bar{x}$ = Mean

Regarding Table 4.5 of the first Item, 10 (55.5 percent) of the principals agreed with the alternative high and 6 (33 percent) of them replied very high that the school have developed common values that lay strong foundation for learning- teaching environment. On similar agenda the teachers also indicated, 26 (30 percent) and 17 (20 percent) noted it is high and very high respectively. Therefore, it is possible to summarize from this figure that there were common values that lay foundation for teaching-learning activities in the selected sample of the study area.

As the data indicated in Table 4.5 of Item 2, most respondents agreed that teachers played a role model for their students. For example; 10 (55.5 percent) of the school directors indicated that teachers played a role model for their students. Additionally, more than 59(69.3 percent) of teachers responded similar responses. Of course, there were other respondents who agreed with other options; like 11percent of principals and 13 percent of teachers ensured that the teacher being acting as role model is at low level.

Students learning ability depend on different factors. Of these factors, one of the major factors is teachers support. In relation to this support, the respondents forwarded their views. About 12 (66.6 percent) principals answered high and 5 (27.7 percent) of them replied low. Similarly 32 (37.6 percent) and 24 (28.3 percent) of teachers responded high and low support was given for students respectively. Therefore, these data implies that the support provided to students were not sufficient for better achievement of students.

The student council of one sample population reflected that, the support teachers provided for students currently is not enough. The numbers of tutorial periods, support given to female and low achiever students given by teachers were below expectation. Even students claimed that leave alone the additional support given; sometimes few teachers missed the regular classes repeatedly. Hence, the expectations of students from their teachers to get continuous support in their academic performances are great.

The Ministry of Education proposed and implemented different strategies to enhance the capacity of teachers to increase their teaching qualification in continuous professional development activities. In line with the use of continuous professional development, principals and teachers gave their views how much it increase their teaching

qualification. Here, 13 (72 percent) of school directors indicated high but 2 (11 percent) of them replied low. Concerning teachers, 29 (34 percent), 23 (27 percent) and 18 (21 percent) of them reflected high, low and very high respectively.

Participation of students in school clubs support and enhance them to involve in co-curricular activities in which they develop their talents and skills. From the total number of principals in the study area, 9 (50 percent) of them revealed that students participated actively in school clubs. However, 4 (22.2 percent) replied the participation is low. The view of teachers here is somewhat different. For instance, 30 percent of them revealed low and 20 percent did not decided about student involvement in school clubs. The mean of the teachers under this specific issue is 2.3 whereas principals mean is 3.5. Here the data reveals variations among the two group respondents about students' involvement in co-curricular activities.

The student themselves explained in focus group discussion that the school clubs were not well organized in material resources to perform the co-curricular activities. Such activities develop one's own talent and practical skills. Even the school management themselves were not gave due attention to strengthen & organize co-curricular practices. The club leaders were not in a position to involve students in a programmed way rather it is simply established in the beginning of the year.

Conducting action research is one of the most important tools to identify the strength and weakness of the school teaching-learning activities. Conducting action research as a culture makes the school and school community one-step ahead in taking actions in order to correct those weaknesses. About 7 (38.8 percent) school directors ascertained that low involvement was experienced on the issue. Similarly about 43 (48.2 percent) teachers reflected their views that it was at low and very low stage. The mean values of teaches (2.7) and principals 2.9, this shows similarities among the opinion of the respondents in the study area and culture of conducting action research was not well developed.

4.4.2 School Environment Domain

Nielson (1997) reveals that creating conducive and positive learning environment is essential for students if the educational experiences are to be successfully and rewarding

all learners. In this case it implies that educational environment needs to be safe, comfortable, and provide the same treatment for all learners and other staff members.

Table 4.6 stated about the School Environment Domain. In this part of the study, issues related to school environment that directly or indirectly influence the teaching-learning processes were marked. Schools attractiveness, classroom conditions, toilet services, availability of adequate water services and students participations were some of the major points raised. The respondents answer against each questions were presented in detail in the following the table.

Table 4.6: School Environment Domain

No	Items	Respondent Principal 18 Teacher=85	Rating scales										$\bar{x}$
			5		4		3		2		1		
			No	%	No	%	No	%	No	%	No	%	
1	Favorable and inspiring class room managements have enhanced students' learning motivation	Principals	6	33.3	10	55.5	2	11	-	-	-	-	4.2
		Teachers	19	22.3	30	35.3	17	20	16	18.8	3	3.5	3.5
2	School community benefited access to standard toilets designated for ladies and gents	Principals	5	27.7	6	33.3	5	27.7	2	11	-	-	3.7
		Teachers	7	8.2	21	24.7	19	22.3	25	29.4	13	15.3	2.8
3	The school has provided support to students, to minimize wastage of educational resources	Principals	5	27.7	10	55.5	1	5.5	1	5.5	1	5.5	3.9
		Teachers	13	15.3	21	24.7	22	25.8	20	23.5	9	10.5	3.1
4	The school has developed culture of student participation in decision making process	Principals	4	22.2	9	50	1	5.5	4	22.2	-	-	3.7
		Teachers	9	10.5	21	24.7	24	28.2	25	29.4	6	7	3
5	The school provided sufficient amount of water for the school community	Principals	8	44.4	9	50	-	-	1	5.5	-	-	33.
		Teachers	11	12.9	27	31.7	20	23.5	18	21	9	10.5	3.1
6	The school has attractive environment that enabled students to attend class regularly	Principals	5	27.7	11	61	1	5.5	1	5.5	-	-	3.1
		Teachers	11	12.9	17	20	17	20	25	29.3	15	17.6	2.8

Note: 5=Very high; 4=High; 3=Undecided; 2=Low and 1= Very low, $\bar{x}$ = Mean

The school environment domain has a great contribution in achieving the targeted goal of students' performance. Unless schools' environment is attractive and conducive, it is difficult to get students attention. Students need safe and supportive learning environments. When students feel mentally or physically uncomfortable, they focus on the conditions that are not comfortable rather than on learning teaching.

The promotion of favorable and inspiring classroom managements in schools play key roles in the teaching-learning process. It enhances students' learning motivation towards their lesson. Pertaining to this points, both principals and teachers forwarded similar responses .i.e.16 (88.8 percent) and 49 (57.5 percent) principals and teachers respectively designated that favorable and inspiring class room managements have enhanced students' learning motivation.

The student councils explained that still now the classroom management system is not as such inspiring that attract student attention, rather it is the old system called 'teacher centered' or lecture method. The student added that teachers want students to follow them rather than showing their students the way they find solutions by themselves.

Adequate access of standard toilets for ladies, gents and for the whole school community is another important thing. The services in the study area of the sample population indicated, significant number of principals explained that such services were adequate, however more than 44 percent of the teachers indicated that the services were low. In support to this point, the teachers mean score is (2.8), which is lower than principals mean score that is (3.7). This data indicates that there is variation among the responses of the two group respondents' in connection to access to toilet service provided in the school.

In one of focus group discussion conducted with student councils, they explained that the access of getting toilet services were not satisfactory and below the required. The number of students in each school is large, whereas the numbers of toilets are small. Particularly female students face difficulties in getting such services. Moreover, the toilets lack neatness in their rooms. Because insufficient amount of water within the toilet rooms. Therefore, shortage of toilet services in the schools is visible.

Involving and participating students in decision-making process enhanced them to develop self-confidence and explain their ideas freely. They can entertain their views in the way they perceive. As table 4.6 item 6 give details, about 72 percent of the school management forwarded that the participation of students in decision making process was high and very high. However, more than 30 percent of teachers replied that still it needs more emphases because students' participation was low.

Likewise, the student councils strongly explained that the school management does not involve students in school activities as required. The SIP committee also strengthening the ideas of the student councils; that some schools were not implemented participatory leadership style that incorporates all the stakeholders.

Supplying accessible water for all school community is another essential element. Accordingly, the data collected from the respondents in item 7 of the same table implies, more than 94 percent of principals replied that the provision of water in the schools were high and even more. However considerable number of teachers that are about, 31 percent of them point out that access to water was low and even very low.

Student council of one school explained that shortage of water in their school was a serious problem. In one case, the school does not open the water pipes except in time of break and lunchtime. Moreover, the numbers of water pipes are not enough and comparable with the large number of students found in the school.

As shown in Table 4.6, more than 90 percent of the principals responded that their schools are attractive, but a significant number of teaches response was not in the position to support principals' idea. For instance, about 25 (29.3 percent) teachers revealed that schools attraction level is low. Therefore, the school needs to make its compound more conducive to attract students' attention towards education.

Similarly the student councils also indicated that many schools lack different green plants in which students get shed, organized mini-media centers, playing field for different games of foot ball, hand ball, basket ball etc.

4.4.3 School Leadership and Administration Domain

According to Harris, et al. (2005:167) leadership is the process of building and maintaining a sense of vision culture and interpersonal relationship, whereas management is the condition support and monitoring of organizational activities. Cheng (2005:285) reveals that educational leadership involves the encouragements of teachers to continuously develop their professional competency to improve students' achievement. School leadership and management bodies are essentially to establish priorities for improvement in education and leading to high education quality through promoting care of students and enhance learning.

The following Table 4.7 explained the School Leadership and Administration Domain. The core issues discussed under this table includes information related to the development of strategic and annual plans, mentoring the new teachers by the experience teachers, decision making, resolution of disputes using professional procedures and developing strong communications among staff members are some of the major points discussed in the table below. The detail discussions in line with each question were presented following the table below.

Table 4.7: School Leadership and Administration Domain

No	Items	Respondent Principal=18 Teacher=85	Rating scales										$\bar{x}$
			5		4		3		2		1		
			No	%	No	%	No	%	No	%	No	%	
1	The school has strategic plan based on self evaluation	Principals	6	33	9	50	2	11.1	1	5.5	-	-	4.43
		Teachers	13	15.3	34	40	20	23.5	11	12.9	7	8.2	
2	The school has participatory annual plan	Principals	8	44.4	8	44.4	1	5.5	1	5.5	-	-	4.65
		Teachers	17	20	28	32.9	26	30.6	9	10.6	5	5.9	
3	The school has clearly objectives to implement its strategic plan.	Principals	7	38.8	10	55.5	1	5.5	-	-	-	-	4.63
		Teachers	17	20	32	37.6	11	12.9	20	23.5	5	5.9	
4	The school has mentoring new teachers by experienced teachers	Principals	7	38.8	6	33.3	3	16.6	2	11	-	-	4.44
		Teachers	16	18.8	34	40	21	24.7	7	8.2	7	8.2	
5	There is consistency in the implementation of school activities	Principals	5	27.7	8	44.4	3	16.6	2	11	-	-	4.34
		Teachers	11	12.9	27	31.8	22	25.9	17	20	8	9.4	
6	Positive,& mutual r/ship are fostered in the school	Principals	5	27.7	12	66.6	1	5.5	-	-	-	-	4.41
		Teachers	6	7	29	34	23	27	12	14	15	17.5	
7	The school has clear professional procedures for resolution of disputes	Principals	5	27.7	12	66.6	1	5.5	-	-	-	-	4.5
		Teachers	10	11.8	23	27	24	28.2	14	16.5	14	16.5	
8	School discharged professional duty by implementing special needs education strategy	Principals	2	11	7	38.8	5	27.7	4	22.2	-	-	3.86
		Teachers	4	4.7	23	27	34	40	13	15.3	11	12.9	
9	Decision making processes are clearly supported by evidences	Principals	5	27.7	12	66.6	1	5.5	-	-	-	-	4.8
		Teachers	7	8.2	22	25.9	23	27	17	20	16	18.8	
11	The school has created effective ®ular communication	Principals	3	16.6	10	55.5	3	16.6	2	11	-	-	4.17
		Teachers	5	5.9	20	23.5	14	16.4	36	42.3	10	11.8	
12	The School has provided opportunity for student, to participate in school clubs	Principals	4	22.2	13	72.2	-	-	1	5.5	-	-	4.40
		Teachers	12	14	28	32.9	13	15.3	18	21.2	14	16.5	

Note: 5=Very high; 4=High; 3=Undecided; 2=Low and 1= Very low, $\bar{x}$ = Mean

Table 4.7 Item 1 shows that both the strategic and annual plans of the schools were prepared in collaboration with the stakeholders i.e. 15 (85percent) and 16 (88 percent) of

principals and 47 (55 percent) and 45 (52 percent) teachers chosen the alternative high and very high respectively that the strategic and annual plans were prepared by involving the stakeholders respectively.

However, the student councils and the school improvement committee did not agree with the response of teachers and principals. Rather they reveal that the school does not involve all the stakeholders equally in active way in the process of preparation of strategic and annual plans.

Developing the school objectives to communicate and implement its strategic plan in a school is the major concern for the school management body. Because strategic and annual plans guide the school to perform detail activities in the planned time frame works. In line with this, Item 3 of the same Table, 10 (55.5percent) principals indicated high and 7 (38.8 percent) of them reflected very high, this means that the schools have clearly set objectives to communicate and implement their strategic plans. Likewise, 32 (37.6 percent) teachers revealed the communication of the schools objectives were high. This does not mean all teachers agreed with this idea; however, some teachers' response is somewhat different. For example, 20 (23.5 percent) teachers replied that the school communicating its objectives is low. In connection to this the teachers mean is 3.4 whereas principals mean is 4.65, it shows variation among the views of respondents.

Coaching and mentoring new teachers (mentees) by engaging experienced teachers (mentors) in the school system is one way of sharing experiences in which the new teachers get capacity buildings. Here many of the school directors 7 (38.8 percent) and 6 (33.3 percent) replied that very high and high coaching and mentoring of new teachers by the senior one was done. But 21 (24.7 percent) teaches yet did not decided and 14 (16.4) teachers reveals low and very low. This data shows that new teachers need mentoring and coaching by experienced teachers to develop their potential and implement their responsibilities in better ways.

As it was stated under chapter two of related review literature, promotion of positive, constructive and mutual relationship among the school community becomes important factor that enhance work environment and academic improvement of the learners.

Accordingly Table 4.7 of Item 6 reflected by the school leaders 12 (66.6 percent) of them preferred the alternative high that explained Positive, constructive transparent and mutual relationship has been fostered in the school community. However, 23(27 percent) teachers did not decided, 12(14 percent) low and 15 (17.5 percent) very low Positive, constructive transparent and mutual relationship has been made in the school community. In support to this, principals mean score (4.4) is greater than teachers mean score (3.2). This indicates that many teachers expected the promotion of more constructive and mutual relation among the school community.

Peaceful procedures of handling disputes and conflicts are another key factor for enhancing attractive and conducive school environment. Such procedures develop transparency and mutual trust in the staff. In the sample population of the study area 12 (66.6 percent) of school directors preferred the alternative high, which indicates that these peaceful procedures for resolution of disputes were set in to the school system. Whereas 28 (33.3 percent) teachers depicted that procedures of peaceful resolution of disputes were low and very low. This means that even through the school management responded in a good way contrarily teachers indicated that there are open holes that required for more effort to be done across the resolution of disputes arise in the schools.

As it can be shown in Table 4.7 of Item 8, with regard to decision making process, about 17 (94.4 percent) of principals reveals high and very high decision making processes were clearly elaborated and supported by evidences in their school systems. Unlike this figure, 23 (27 percent) and 33 (38.8 percent) of teachers reflected that undecided and low alternatives respectively. Additionally the teachers mean score (3.1) is less than the principals mean score .i.e. 4.8. This indicated that the response given by the two group respondents show variations. Therefore, the school administrations have the assignments of checking and revising decision making to provide proper & supportive decisions depend on reliable evidences.

Effective and regular communications with all stakeholders pave the way for the partners and the schools to discuss about activities and problems raised in the school systems. In such communication, the school gets the opportunity of gathering constructive ideas for the benefit of all staff members. In this issue, 10 (55.5 percent) of principals showed that

the schools have created effective & regular communication with all stakeholders, whereas 36 (42.3 percent) of teachers reveal low implementation of effective & regular communications. In connection to this point, teachers mean score (2.69) is shown variation when compared to principals mean score which is 4.17. Unless effective and regular communications in calculated in the school system, running one's own responsibility becomes difficult.

With regard to the opportunity the schools provided for students to take part in leadership role of school clubs, Table 4.7 Item 11 clarified that 13 (72.2 percent) and 4 (22.2percent) of principals replied high and very high opportunities given for students to exercise leadership role according to the principals respectively. As far as teachers concerned to this issue, 28 (32.9 percent) not decided. The numbers of teachers that responded low and very low was not undermined .i.e. they were about 32 (37.7 percent).

There was high variation between the two group respondents' response in their perception on the point of students participation in leadership roles of school clubs. Therefore, the investigator possibly summarize that the need to participate students in leadership role in co-curricular clubs in the schools is mandatory, because students lay foundation and developed their experiences of practicing leadership skills in the schools that help them in the future life.

4.4.4 Community Participation Domain

Hopkins, (1994), stated that it is vital to mobilize pupils, parents and other members of the community to support school activities. In the schools where parents' involvement limited, schools missed support provided by parents and even it has negative impact on the students' achievement.

Table 4.8 states Community Participation Domain. Under this table, the roles of the parents and the community in the school actives were presented in detail next to the table.

Table 4.8: Community Participation Domain

Items	Respondents Principal=18 Teachers=85	Rating scales										$\bar{x}$
		5		4		3		2		1		
		N	%	N	%	N	%	N	%	N	%	
Parents are encouraged to participate in meetings called by the school	Principals	3	16.6	11	61.1	1	5.5	2	11	1	5.5	3.7
	Teachers	10	11.8	35	41.2	18	21.2	16	18.8	6	7	3.3
Parents have provided comments upon reviewing their children's home works	Principals	2	11	4	22.2	5	27.7	6	33.3	1	5.5	3
	Teachers	3	3.5	22	25.9	25	29.4	15	17.6	20	23.5	2.6
The school has created effective partnership with parents and community	Principals	3	16.6	6	33.3	6	33.3	2	11	1	5.5	2.8
	Teachers	4	4.7	20	23.5	31	36.5	18	21.3	12	14	2.8
Teachers records show high frequency of interaction with parents	Principals	3	16.6	3	16.6	9	50	2	11	1	5.5	3.2
	Teachers	4	4.7	20	23.5	24	28.2	25	29.4	12	14	2.7
School records are documented and are readily accessible to parents	Principals	4	22.2	9	50	4	22.2	1	5.5	-	-	3.8
	Teachers	4	4.7	39	45.9	24	28.2	12	14	6	7	3.2
Community participation is integrated in internal rules of the school	Principals	1	5.5	10	55.5	3	16.6	2	11	2	11	3.3
	Teachers	7	8.2	30	35.2	23	27	16	18.8	9	10.5	3.1
Successful accomplishments have been acknowledged and respected	Principals	2	11	10	55.5	4	22.2	1	5.5	1	5.5	3.6
	Teachers	7	8.2	34	40	18	21.2	17	20	9	10.4	3
The external organizations have supported the schools by sharing practical experiences	Principals	-	-	8	44.4	4	22.2	5	27.7	1	5.5	3
	Teachers	2	2.3	21	24.7	24	28.2	20	23.5	18	21.3	2.6

Note: 5=Very high; 4=High; 3=Undecided; 2=Low and 1=Very low, $\bar{x}$ = Mean

Table 4.8 deals with community participation. Regarding this issues Item 1 of the same table clarified that 11(61.1 percent) and 35 (41 percent) of the principals and teachers respectively responded high, which means parents encouraged to participate in the meeting prepared by the schools. Of course there are other respondents who replied that the encouragement provided for parents was low and very low in both group of respondents. The number of these respondents was not seen as simple, which reminded us that the initiations of the schools to attract parent involvement take in to consideration.

Table 4.8 Item 2 treats comment given to parents about the homework of their children. Under this point, 6 (33.3 percent) principals had chosen the alternative low, 20 (23.5 percent) teacher answered very low. From the response given from the data, it is possible to understand that schools were not provided the opportunity for parents to give comment on pupils' homework. Additionally the mean value of the teachers was less than the principals' mean values, which shows that low opportunities of parent to comment their children' homework.

The same Table Item 3 and 4 illustrates, whether the school creates about effective partnership and frequency of interaction with parents and community or not. In relation to these points, considerable percentages of teachers and principals had chosen the alternative undecided. In addition, the number of respondents that selected high is not simple. Therefore, based on the responses it may be possible to infer that schools need to create effective partnership with parents and communities. The frequency of parents' interaction with school indicated that about 9 (50 percent) principals and 25 (29.4 percent) teachers replied undecided and low respectively. From the response provided it is possible to infer that parents' frequency of interaction with school was at low level.

In the same Table of Item 5 confirms that, whether the school records are documented and are readily accessible to parents or not. Accordingly, more than 72 percent principals and 50 percent teachers confirmed that the recorded documents are highly accessible and ready to parents. The parents can use the available documents to search concerning the results of their children achievement. Hence, the data showed us that, the schools already made the students' document easily accessible to parents.

Acknowledging and respecting those successfully accomplished their duties in an organization is one way of promoting their talent and efforts. It gives morals and internal commitments of the employees for the implementation of their responsibilities. In relation to acknowledging and respecting those successfully accomplished duties in the school system, more than 66 percent of principals reflected high and very high system of acknowledgement for their employees is to promote duties. Additionally 40 percent of teachers also supported and agreed that acknowledging practices at their school is high.

Table 4.8 of Item 8 illustrates how much external organizations have supported the learning teaching process by sharing practical experiences. The data reveals that none of the principals convinced that there are very high experience sharing. Teacher response is also similar with the response of the principals. This indicated that the support of external organizations that share practical experiences with schools is low. Therefore, it is possible to say schools linkage with external stakeholders is not as required to improve the teaching-learning processes & achieve students' success.

4.5 Strategies Used in the School Improvement Program

In our world, the teaching–learning process is a complex process that needs a continuous supervision control and follow up procedures to make it effective. To put in to practice such procedures developing systematic strategies are required. Strategies are important to follow up the daily activities of the schools. In this process, different check lists, supervision, and evaluation procedures are implemented having the core aim of identifying weaknesses and strengths. Then after it is possible to take measures in order to improve and correct those short comes.

The following Table 4.9 mainly concerned with school self evaluation, rate of dropout and rate of absenteeism, supervisory services, and classroom observations. These points contributed lots in the effective implementation of school improvement program. The detail presentations were presented following the table below.

Table 4.9 Strategies used in the School Improvement Program

Items	Respondents Principal=18 Teachers=85	Rating scales										$\bar{x}$
		5		4		3		2		1		
		No	%	No	%	No	%	No	%	No	%	
Self evaluations are conducted in schools to identify weaknesses and strength	Principals	8	44.4	10	55.5	-	-	-	-	-	-	4.44
	Teachers	16	18.8	29	34	23	27	14	16.5	3	3.5	3.48
The school depend self evaluation result for the preparation of strategic and annual plan	Principals	8	44.4	10	55.5	-	-	-	-	-	-	4.44
	Teachers	12	14	31	36.5	24	28.2	14	16	4	4.7	3.39
Implementation committees at different level put the level of responsibility for their duties	Principals	2	11	10	55.5	4	22.2	2	11	-	-	3.67
	Teachers	8	9.4	30	35.5	25	29.4	16	18.8	7	8.2	3.21
The school evaluation, recording and reporting activities harmonized to the national curriculum evaluation systems	Principals	1	5.5	12	66.6	2	11	3	16.6	-	-	3.61
	Teachers	10	11.8	30	35.3	24	28.2	12	14	9	10.5	3.24
Schools designed and implemented a system that reduce rate of absenteeism	Principals	5	27.7	12	66.6	-	-	1	5.5	-	-	4.17
	Teachers	11	12.9	24	28.2	13	15.3	25	29.4	12	14	2.96
School designed and implemented a system that reduce rate of students dropouts	Principals	4	22.2	9	50	2	11	3	16.6	-	-	3.78
	Teachers	7	8.2	16	18.8	17	20	32	37.6	12	14	2.65
The supervisors timely supervised the implementation of SIP	Principals	2	11	5	27.7	4	22.2	6	33.3	1	5.5	3.06
	Teachers	7	8.2	12	14	21	24.7	23	27	22	25.9	2.52
The school conducted periodic classroom observation, and evaluation systems	Principals	2	11	12	66.6	3	16.6	1	5.5	-	-	3.83
	Teachers	12	14	30	35.3	14	16.3	15	17.6	14	16.3	3.13

Note: 5=Very high; 4=High; 3=Undecided; 2=Low and 1= Very low, $\bar{x}$ = Mean

As it can be shown in Table 4.9, Item 1, all principals 100 percent responded that self-evaluations were conducted in schools to identify weaknesses and strength. 34 percent of teachers supported the views of the school principals, even through other teachers selected other alternatives. The mean values of the two respondents, principals, 4.44, whereas teachers mean score was 3.48. The teachers mean score is less than the principals mean, however, it is possible to conclude that the response between the respondents did not show wide variation.

Additionally the heads of sub-city education office more clarified that school evaluations are core activities in the school system. The officials emphasized to the implementation of the strategies that include; discussion and meeting with the stakeholders, continuous follow-ups, inspection, internal and external audit, reports, observations and checklists were utilized. All these duties were enhanced and supported by the provision of constructive feedbacks. According to the sub-cities, the office follow-ups whether those feedbacks are implemented or not to solve the weakness identified using different identification systems. One sub-city added that similar tests are prepared and administered for different schools of grade 4, 8 and 10 monthly for students and test analysis is conducted.

The data reflected in Table 4.9, Item 2 confirmed that the preparation of strategic and annual plans were directly in lined with school evaluation according to the response of whole principals. For teachers it is not always true because about 42 (48.9 percent) of them do not agreed with the view of the principals.

The principals mean score 4.4 is greater than teachers mean 3.39, which show the variation between the two group respondents. From this evidence, it is possible to summarize that the preparation of the plans is not fully incorporated to the school self-evaluation results. As the data implies the implementation committees at different level put the level of responsibility for their duties of school evaluation. Large number of the respondents agreed that the implementation committees perform their responsibilities.

As it is cited in the same table, item 4, whether the school evaluation, recording and reporting activities harmonized to the national curriculum evaluation systems or not. Many teachers and large number of principals responded that the school evaluation, recording and reporting activities are harmonized to the national curriculum evaluation systems in good way. This is because as supervisors replied, the evaluation, recording and reporting formats are prepared and sent to schools from the regional educational bureau through sub-city educational offices.

As clearly viewed from Table 4.9, Item 5 and 6 which states about absenteeism and dropout, in both cases 94 percent and 72 percent principals agreed that the schools designed and implemented a system that reduce the rate of students absenteeism and dropouts respectively. But in contrary considerable numbers of teachers were selected the alternative low and even very low designs formulated to reduce rate of absenteeism and dropout. In both absenteeism and dropout teachers mean score is 2.96 and 2.65 respectively less than the principals mean 4.17 and 3.7 accordingly. Therefore, one can easily understand from this data that, the mean values of the principals and teachers to reduce rate of both absenteeism and dropout shows deviation.

With regard to the supervisory service conducted and provided to the schools; Table 4.9 Item, 7 reveals large numbers of principals and teachers are confirmed that the supervisory service was low. For example, 7 (38.8 percent) principals and 45 (48.9 percent) teachers have chosen the alternative low and very low. In the interview session, the supervisors explained that being the schools are many, far apart, large numbers of teachers and additional and routine activities in the office, whereas the number of supervisor is few, the supervisory service given to schools was not enough. As matter of fact the schools did not supplied enough support from the supervisors.

4.6 Challenges Encountered SIP Implementation

The school system is a complex process, which encountered different challenges that has negative influences on the teaching-learning activities. Thus, the school management and other school community need to work in collaboration with other partners in considering challenging factors prior to the implementation of the school improvement program and in its due process. The following table explained those challenging factors in the school improvement processes.

The following Table 4.10 concerned with the challenges encountered the implementation of school improvement program in those selected secondary schools. Challenges in relation to training opportunities, availability of SIP manuals, supervisory services, collaborative work, school budget and turnover were some of the major issues raised in the table. The details of the analyses were presented following the table.

Table 4.10: Challenges Encountered SIP Implementation

Items	Respondents Principal=18 Teachers=85	Rating scales										$\bar{x}$
		5		4		3		2		1		
		No	%	No	%	No	%	No	%	No	%	
The principals have lack of knowledge and skills in planning SIP plan	Principals	1	5.5	4	22.2	1	5.5	9	50	1	5.5	2.5
	Teachers	11	12.9	25	29.4	20	23.5	18	21.2	11	12.9	
The stakeholders have lack of awareness about SIP	Principals	-	-	9	50	3	16.6	5	27.7	1	5.5	3.08
	Teachers	8	9.4	28	32.9	22	25.9	17	20	10	11.8	3.11
There is absence of guidelines for stakeholders that support SIP implementation	Principals	1	5.5	4	22.2	3	16.6	9	50	1	5.5	3.08
	Teachers	12	14	21	14.7	26	30.6	18	21.2	8	9.4	2.72
There is shortage of technical support from supervisors	Principals	2	11	3	16.6	6	33.3	6	33.3	1	5.5	3.13
	Teachers	13	15.3	22	25.9	22	25.9	23	27	5	5.9	2.94
There is inadequate financial support for SIP implementation	Principals	-	-	4	22.2	2	11	7	38.8	5	27.7	3.18
	Teachers	12	14	20	23.4	26	30.6	19	22.6	7	8.2	2.56
There is inappropriate utilization of available budget	Principals	-	-	6	33.3	1	55.5	6	33.3	5	27.7	3.13
	Teachers	12	14	28	32.9	24	28.2	16	18.8	5	5.9	2.28
There is lack of commitment among school to organize the effort of stakeholders	Principals	1	5.5	9	50	-	-	5	27.7	3	16.6	3.31
	Teachers	12	14	26	30.6	24	28.2	20	23.5	3	3.5	2.44
There is absence of collaboration among school stakeholders	Principals	4	22.2	4	22.2	1	5.5	7	38.8	2	11	3.00
	Teachers	15	17.7	20	23.5	24	28.2	22	25.9	4	4.7	3.28
There is high turnover of school principals	Principals	2	11	7	38.8	4	22.2	4	22.2	1	5.5	3.06
	Teachers	20	23.5	21	24.7	20	23.5	14	16.5	9	10.6	3.24
There is low students involvement in SIP planning & implementation process	Principals	4	22.2	7	38.8	3	16.6	4	22.2	-	-	3.28
	Teachers	17	20	27	31.8	23	27	12	14	6	7	3.35
There is high turnover of school teachers	Principals	1	5.5	2	11	4	22.2	9	50	2	11	3.61
	Teachers	11	12.9	32	37.6	26	30.6	11	12.9	5	5.9	3.44
The school missed to conduct school self evaluation process	Principals	2	11	2	11	2	11	10	55.5	2	11	2.50
	Teachers	13	15.3	21	24.7	25	29.4	16	18.8	10	11.8	3.39
There is low concern for the provision of training for school principals and teachers	Principals	2	11	3	16.6	4	22.2	8	44.4	1	5.5	2.83
	Teachers	18	21.2	17	20	28	32.9	18	21.2	4	4.7	3.32
There is low concern for the provision of training for school students	Principals	4	22.2	6	33.3	1	5.5	6	33.3	1	5.5	3.33
	Teachers	18	21.2	21	24.7	25	29.4	17	20	4	4.7	3.38

Note: 5=Very high; 4=High; 3=Undecided; 2=Low and 1= Very low, $\bar{x}$ = Mean

Concerning the knowledge and skill of the school leadership; from Table 4.10 Item 1 confirmed that half of the principals reflected the alternative low, which means no problems in line with knowledge and skill, but 4 (22.2 percent) of them selected the alternative high which means they have problems of knowledge and skills. In support to this, 36 (45 percent) teachers replied that lack of knowledge and skill of the principals is high. The mean score of the principals is 2.5 where as teachers mean is 3.08. This shows quite variation among the responses of principals and teachers is visible.

The view of the majority of the principals treated that lack of awareness is high. Teacher also confirmed that stakeholders have problems of awareness concerning the implementation of school improvement. The SIP committee and student councils forwarded a similar idea, which means the awareness they have is low.

In connection to the availability of guidelines in the schools, half of the school directors stated that the problem is low, whereas the majority of the teachers prefer to select the alternative undecided. In line with the financial support allocated for schools, Table 4.10 Item, 5 confirmed that 12 (66.6 percent) of the principals replied that the shortage of financial support allocated for schools is low and very low. This means the problem they encountered in this regard is minimal. In contrary total sum of 37 percent of the teachers replied that the problem is either high or very high.

Appropriate utilization of the available budget in the schools contributed a lot to full fill the materials and other needs of the schools. As indicated in Table 4.10 both respondents; teachers and principals revealed that the inappropriate utilization of available budget in the schools were high. For example: 6 (33.3 percent) of the principals and 40 (46) percent of the teachers depicted that the inappropriate utilization of available budgets in the schools were high and very high. From the collected data, it is possible to summarize that the schools experienced inappropriate utilization of budgets. These practices harm the proper implementation of SIP and negatively affect the whole work environment.

On the same Table; concerning commitment and collaboration, the school leaders to organize the effort of stakeholders for the benefit of student achievements. The data reflected that 10 (55.5 percent) and 38 (44.6 percent) principals and teachers respectively

confirmed that lack of commitment is high and very high among school leaders. Likewise concerning the collaboration, more than 44 percent of principals and 40 percent teachers replied that lack of collaboration is high and very high. The data informs us that the school principals lack commitment and collaboration to run their responsibility in organizing the effort of the stakeholders. The detail of the necessity of collaboration and commitment is presented in the review literature part. With the absence of commitment and collaboration among school leaders achieving the implementation of school improvement is tedious.

One of the major factors that challenge the school systems is turnover of the employees. Because the school improvement programs domains and other school activities are not implemented in a consistent ways only by newly deployed employees rather it needs experienced employees. Supervision, guiding, controlling and coaching is not preformed in the right time interval. Additionally provision of feedback system might be in a problem. Table 4.10 concerning turnover, 9 (50 percent) principals and 41 (48.2 percent) teachers agreed high and very high turnover of principals. In relation to teachers turnover half of the principals responded that the turnover was low whereas, more than 50 percent teachers responded the turnover is high and even more. This data implies us that there are high principals and teachers turnover in the schools that can make schools' deteriorate on the effects of their students learning outcomes.

As far as the provision of training concerned, the same table reveals the provision of training for both principals and teachers. From the total principals 8 (44.4 percent) replied low and 5 (27.7 percent) replied high or more. 35 (41.2 percent) teachers are replied high or more whereas 28 (32.8 percent) teachers select the alternative undecided. Depending on this evidence it is possible to conclude that the provided training was not enough for teachers and principals. Additionally the majority of respondent .i.e. teachers and principals reveal that the training given for students is low.

As the heads of sub-city education office explained, the major challenge of the schools is the turnover of principals and teachers. The experienced principals more of the time left in search of another profession for many reasons. As a result, the new employed principals with no training in the position are faced challenges in leading the schools.

Moreover, lack of commitment among teachers, different committee members and principals are other problems. Teachers lack to spend extra time in providing tutorial programs. The necessary ICT and laboratory inputs are also not well available for schools.

Moreover, the officers presented that many students are working by themselves to run their own private life by themselves since they do not have who support them. Therefore, they are not spending their full time for their education. This can negatively affect their results. Additionally there are also dwellers or other small-scale industries in the school compounds that bring sound pollutions and another problem. Insufficient or inappropriate management of budget is another problem. All these and other challenges are affecting the implementation of school improvement program in one way or another.

The supervisors also added the shortage of human and material resources and facilities for organizing better libraries, laboratories, ICT classes and equipments are in the area of challenges in the schools. This is because there are schools that have no libraries and laboratories. Actually, these schools are newly established. In some schools even, there is shortage of ICT teachers. The turnover of teachers and principals really brought great challenges in the implementation of school improvement in general student achievement in particular.

4.7 Solution Suggested by Respondents against Challenges

Encountered SIP Implementation

Under the open-ended questionnaires, the respondents provided their suggestions against the challenges encountered the school. Some of the major ones are listed below.

Creating common awareness for all stakeholders through preparing long and short term trainings are important. Participating students, parents, teachers and other concerned bodies in school improvement processes enhanced them to know their responsibilities in detail. Proper supervision, follow up and support of sub-city education office and supervisors is essential in the implementation of SIP. Allocation of enough budgets might for the materials need of the schools in which it solves the libratory, library, ICT and

other input problems of the schools. Therefore, in this regard the sub-city administration has to take the responsibility in providing sufficient budgets.

The respondents suggest additional views that the school principals have to be given a chance to develop best practices to bring concrete change in the school. The school evaluation system should strengthen to foster and identify the school weakness and strengthen in order to take proper measures in solving those weaknesses. The selection of the school principals should depend on educational qualification, experiences and the skills they have, rather than depend on being member of political party. The other point they raised is that the government must not interfere unnecessarily in the schools activity which means teaches should not be influenced to be party members.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

In this section, the summary of the major findings of the study, conclusions drawn on the base of the major findings and recommendations were presented.

5.1. Summary

The main objective of this study is to assess the Implementation of School Improvement Program in secondary schools of Addis Ababa city administration. To achieve the main purpose of the study, the following basic questions were formulated and administered to carry out the study.

1. To what extent do the schools made preparations for planning and implementation of school improvement program in secondary schools of Addis Ababa?
2. To what extent the school improvement program is carry out in secondary schools?
3. What are the major challenges encountered the implementation of School Improvement Program?
4. What strategies can be used to improve the implementation of the program?

The study was carried out in Kirkos, Lideta and Addis Ketema sub-vities of some selected secondary schools. The study employed descriptive survey. Both primary and secondary sources of data were utilized. To answer the basic questions, data were gathered through questionnaires, unstructured interview, and focus group discussions.

The interviews were conducted with three heads of sub-city education officers and five supervisors of the respective sub-cities. Besides, focus group discussions were made with all members of SIP committee and student councils of sample population. The data obtained through the above instruments were analyzed quantitatively using frequency count, percentage and mean scores; and qualitatively using descriptive statements. Finally based on the research results, the following major findings were obtained.

1. Background Information of Sample Population

The educational qualification of the study shows that 98.8 percent teachers, 94.4 percent principal and 66.6 percent sub-city heads of education offices were degree holders whereas 80 percent of supervisors were in the level of masters' degree. In regard to gender, only 2 (11.2) percent were female principals the rest were male. From total numbers teachers, 60 (70.6) percent of them were males whereas 25 (29.4) percent were females.

As far as work experience of the teachers concerned 42 (49.4) percent of them served for five or below five years and the number of teachers having work experience of 20 years and above is low. Concerning principals, 17 (94.4) percent of them have five or below five years of work experiences in their current position. This means that the number of experienced principals in their current position were small thus, inexperienced principals may encountered difficulties in the implementation of school improvement.

2. Schools Preparation for SIP Implementation

With regard to preparation and planning for the implementation of school improvement program, the result of the finding shows that 8 (44.4) percent of the principals responded the involvement of stakeholders in the preparation process is high whereas 30 (35 percent) teachers replied low involvement of stakeholders in preparation and planning. Large percent of teachers and significant numbers principals indicated that teachers' involvement in planning is low. On the other hand, 28 (32.9 percent) of teachers agreed that student participations were also low. However, 8(44.4 percent) principals reflected that the participation is high. Likewise, parental involvement is low in teachers answer whereas it is high as principals' response. According to the interview and focus group discussion conducted in the sample population, the stakeholders' participation in preparation and planning is not satisfactory.

As the research result indicates, 30 (35.3 percent) teachers and 5 (27.7 percent) principals shown that the supervisory support given to schools is low. The interview and focus group discussions made with sample population also reflected similar concepts that the

support supervisors provided is not enough. In relation to the availability of resources, significant number of teachers, members of SIP committee and student councils reflected that there is low accessibility to resources in their school. However, more than half of the principals agreed that the availability of resources in the schools is high and very high. The responses were contradictory to each other.

As far as school evaluation is concerned 12 (66.6 percent) of the principals reveals that teachers involvement in the evaluation process were high, whereas 26 (30.6 percent) of the teachers explained that their involvement in school evaluation process is low. Additionally the teachers replied that students' participation in the evaluation process is also low, in contrary to the principals' response, which revealed students' participation, were high.

3. Provision of Training

As far as training given for stakeholders at school levels concerned, it is not yet enough. For example from the total sample population of teachers, 61.2 percent of them did not get training concerning school improvement program. Other partners like; students, parents and local communities were not provided adequate trainings. For instance as teachers replied, 29 (34.1percent) and 33 (38.8 percent) students and parents provided low access to trainings. In support to this concept, 7 (33.8 percent) and 9 (50 percent) principals replied that students and parents respectively got low opportunity of attending trainings.

4. Concerning the Implementation of School Domains

The research findings reveal that 16 (88.8 percent) principals and 43 (50.6 percent) teachers agreed high and very high development of common values that lay strong foundation for learning-teaching environment in the schools. Additionally from both group respondents significant numbers of them indicated that teachers become a role model for their students. Teachers involvement in professional development is good as replied by the two group respondents however, 27 percent of teachers clarify that teachers' involvement in professional development was low. As the finding implies 9 (50 percent) principals and 28 (32.9 percent) teachers indicated that conducting action

research as a culture in the school was at low stage. Additionally the data reveals that the students' involvements in co-curricular activities were low. Both group respondents also agreed that favorable and inspiring classroom managements have enhanced students' learning motivations.

In connection to access for toilets and water services, the teachers and student councils have complained that its' accessibility is not sufficient for the whole students and the whole school community. Moreover, the finding shows in line with school leadership that variation is visible between teachers and principals responses. For example on the point of school participatory strategic plan, development based on the outcomes of self-evaluation; the mean of the principals is 4.43 whereas teachers mean is 3.63. Similarly, concerning school professional procedures for peaceful resolution of disputes and disagreements that happens on the working environment, the mean of the teachers (3.23) is less than the principals' mean that is 4.5. Variations were clearly observed in both participatory strategic plan development and peaceful resolution of disputes and disagreements among the two group respondents.

The two group respondents have also different views on the issue of decision making processes, whether it is clearly elaborated and supported by evidences or not. Here teachers mean is 3.1 whereas principals mean is 4.8, the variation between the two group respondents was visible. Additionally concerning schools' effective & regular communication with all stakeholders, the mean of principals is 4.17 but teaches mean is 2.69. The opportunity for students to participate in school leadership of the school clubs was also low.

Concerning school commitment of encouraging parents' participation in meetings called by the school, the result of the finding obtained was promising. Also the finding result shows that school records were documented and were readily accessible to parents. However, concerning points whether parents provided comment upon reviewing their children's home works is not as such satisfactory. Because 7 (38.8 percent) principals and 35 (41 percent) teachers agreed that, it is low and very low. The support that is expected from external organizations for schools support in the learning teaching process needs more emphasis.

5. Strategies used in SIP Implementation

As the research finding reveals concerning strategies used in SIP implementation, principals and teachers agreed that school evaluation systems were conducted to identify weaknesses and strengths. As all principals replied, they use this evaluation result for preparation of strategic plans. They were also replied that school evaluation, recording and reporting activities are harmonized to the national curriculum evaluation systems.

In relation to rate of absenteeism in the schools, the finding of the research implies that, more than 94 percent of the principals replied that systems of reducing rate of absenteeism were developed. However, about 30 percent of teachers responded that the developed system to reduce absenteeism is low. Concerning the rate of students' dropouts in the schools, about 44 (51.6 percent) teachers replied that the system developed to reduce rate of drop out was low and very low. Whereas, more than 72 percent of the principals replied that in the schools system was developed to reduce rate of dropout.

In relation to the supervisory services provided for schools, the research result reveals that both group respondents were not in a position of getting sufficient supports from the sub-city supervisors. For instance 7 (38.8 percent) of the school directors and 45 (53 percent) of teachers pointed out that the supervisory services schools and teachers got was low and even below. However, periodic classroom observation, monitoring and evaluation systems were conducted by the school, i.e. more than 77 percent principals and 49 percent teachers supported that classroom observations were regularly conducted.

6. Challenges Encountered SIP Implementations

Since teaching learning is a complex process, the implementation of school improvement program encountered different challenges in the day-to-day teaching-learning activities. As the research finding indicates in relation to principals' knowledge and skill of leading the school, more than half of the principals answered that the problems were low. Whereas, about 27.7 percent of them implies the problems were high and even more. Additionally, 42 percent of the teachers responded that the school principals' lack of knowledge and skill were high and very high.

The research finding revealed that inappropriate utilization of available budgets in the schools was observed: 6 (33.3 percent) principals and 28 (33 percent) teachers responded that inappropriate utilization of available budget is high. Moreover, more than 55 percent of principals and 44 percent of the teachers indicate lack of commitment among school leaders to organize the effort of stakeholders is high.

Moreover, the finding of the research indicates 8 (44.4 percent) principals and 35 (41.2 percent) teachers indicated that there is absence of collaboration among stakeholders. Additionally turnover of teachers and principals is high.

Training given for stakeholders has great contributions in building their capacity and implementation qualities. As the finding implies large numbers of the respondents indicated that low opportunity of training is given for teachers, students and parents in connection to school improvement program.

5.2. Conclusions

Based on the major findings drawn from the study, the following conclusions were made.

The preparation that schools made for the implementation process of SIP lacks the involvement of all stakeholders to share their full efforts in planning and implementation of the program. As a result, the stakeholders were encountered problems of clearly understanding and implementation of the entire contents of the SIP plan as required.

The culture of conducting action research, student involvement in co-curricular activities, toilet services, and peaceful resolution of disputes, decision making processes & support given from external bodies were low. The existence of all these problems in the schools generated inconveniency, dissatisfaction, turnover, lack of commitment & collaboration.

The supervisors had not provided sound professional support for the schools. As a result schools were encountered problems; such as inadequate promotion of student center teaching-learning process, unorganized and poor system that minimize student absenteeism and dropout which have negative impacts on education quality and efficiency.

5. The supervisory services given to schools were not enough. Regular and continuous follow-up and monitoring system are essential for the schools day-to-day activities. Thus, the sub-city education offices and supervisors should have to control, manage and provide sound and constructive supervisory supports to schools.
6. The rate of absenteeism and dropouts in each school was no simple. To reduce rate of absenteeism and dropouts, the school management should have to work in collaboration with teachers and parents to: develop new and strong school based rules, set regular attendance sheets in each period and take right measures, develop system of regular communication book with parent and deal with the students about the problems encountered them.
7. In the schools, the number of teachers and principals turnover in different time was not easy. To reduce the numbers of employee turnover; the Civil Service Mister, Addis Ababa education bureau, and the sub-cities should have to work in collaboration to support teachers and principals with the provision of adequate salary compared to other organizations, increase house allowance, Provision of residential houses, and expanding educational opportunities.

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Appendix-I

ADDIS ABABA UNIVERSITY SCHOOL OF GRAGUATES COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire: to be filled by Secondary School Principals and Teachers.

Purpose: The main purpose of this questionnaire is to gather data on "The status of Implementation of School Improvement Program (SIP) in Addis Ababa" particularly in selected secondary schools. It extends to examine the value of SIP implementation in improving quality of education and to facilitate learning, in fulfilling the need of learners. The success of this study, thus, depends on your appropriate responses and your response is strictly confidential and it is used only for academic purpose. Finally, I would like to appreciate your genuine response for the questionnaire in advance.

Part one: Personal Background

Direction I: A) Please don't write your name

B) Where alternatives are given, please encircle the letter of your choice.

C) Please write your opinion on the spaces provided precisely.

D) SIP=School Improvement Program

Thank you in advance for your cooperation!

1. Sex: A) Male B) Female
2. Age: A) 20- 25 B) 25-30 C) 31-35 D) 36-40 E) 41-45
F) Above 45
3. Educational Qualification A) Diploma B) BA/BED/BSC C) MA/MSc
D) If any other.
4. Area of Your specialization _____
5. Name of sub-city _____, name of school _____
6. Your current position A) Teacher B) Principal
7. Total work experience _____ your experience in the current position _____
8. Have you attended any training on SIP implementation? a) Yes b) No

Part two: General Directions.

This part is concerned with the preparation schools made, school domains, strategies used and challenges encountered in the implementation of school improvement program.

Under the following points where you are required to show your reactions (rating) please put "✓" below the number of your choice parallel to each statement in the space provided. When alternative answers are given, please encircle the letter of your choice. In answering the open ended questions please make it clear and precise.

2.1. Concerning the preparation for the implementation of school improvement

In the implementation process of school improvement program, the overall school preparation in human resource, material resources and provision of training for stakeholders is essential for the preceding process of planning, and implementation. In this regard put your level of rating in the space provided using "✓" mark.

Very high=5; High=4; Undecided=3; Low=2; Very low=1

No	Items	Scale				
		5	4	3	2	1
1	The school principals discussed with stakeholders about the preparation and planning of SIP					
2	The teachers engaged in planning process of SIP					
3	The students involved in planning process of SIP					
4	Parents participated in planning of SIP					
5	The supervisors take part in the planning process of SIP					
6	The SIP committee involved in the planning of SIP					
7	Human resources were organized for planning of SIP					
8	Financial resources were ready for planning of SIP					
9	Material resources were set in the school for planning of SIP					
10	Teachers take part in the self evaluation of the school					
11	Students participate in the self evaluation of the school					
12	Parents were attended school self evaluation					

2.2. Concerning training given for the stakeholders

In the implementation process of school improvement program the provision of trainings to develop awareness for stakeholders is important in the preceding process of planning, monitoring and implementation. In this regard put your level of rating in the space provided using “✓” mark

Very high=5; High=4; Undecided=3; Low=2; Very low=1

No	Items	Scale				
		5	4	3	2	1
1	Training on SIP implementation was given for principals & v/principals					
2	Basic training was given for SIP committee					
3	Adequate training on SIP implementation was given for teachers					
4	Training on SIP implementation was given for students					
5	Training on SIP implementation was given for parents & community					
6	The stakeholders have awareness about SIP					

2.3. Concerning school domains

The implementations of school domains are essential for school improvement. In relation to the domains, detail information is listed below. Please select your choice from the given alternatives and put your level of agreement or disagreement in the space provided below using "✓"mark.

A Learning-teaching domain

Strongly agree=5; Agree=4; Undecided=3; Disagree=2; strongly disagree=1

No	Items	Scale				
		5	4	3	2	1
1	The school has developed common values that lay strong foundation for learning- teaching environment					
2	Teachers are role models to their students					
3	Students have improved learning abilities due to teachers support using suitable teaching methods					
4	Teachers have improved their teaching qualifications through the use of continues professional development programs					
5	Students demonstrate active participation in school clubs to improve their awareness.					
6	The school implemented supplementary tutorial support to improve students' academic achievement					
7	Conducting action research is developed as culture in the school to improve student achievement					

b) School environment domain

Strongly agree=5; Agree=4; Undecided=3; Disagree=2; strongly disagree=1

No	Items	Scale				
		5	4	3	2	1
1	Inspiring class room managements have developed in the school to enhance students' learning motivation					
2	School community benefited from adequate access to toilet services for ladies and gents					
3	The school has provided all rounded support to students, which helped to minimize wastage of educational resources					
4	The school has developed culture of student participation in decision making process					
5	The school provided sufficient amount of water for the school community					
6	The school has attractive environment that enabled students to attend class regularly					

2.3. Concerning school domains

The implementations of school domains are essential for school improvement. In relation to the domains, detail information is listed below. Please select your choice from the given alternatives and put your level of agreement or disagreement in the space provided below using "✓" mark.

A Learning-teaching domain

Strongly agree=5; Agree=4; Undecided=3; Disagree=2; strongly disagree=1

No	Items	Scale				
		5	4	3	2	1
1	The school has developed common values that lay strong foundation for learning- teaching environment					
2	Teachers are role models to their students					
3	Students have improved learning abilities due to teachers support using suitable teaching methods					
4	Teachers have improved their teaching qualifications through the use of continues professional development programs					
5	Students demonstrate active participation in school clubs to improve their awareness.					
6	The school implemented supplementary tutorial support to improve students' academic achievement					
7	Conducting action research is developed as culture in the school to improve student achievement					

b) School environment domain

Strongly agree=5; Agree=4; Undecided=3; Disagree=2; strongly disagree=1

No	Items	Scale				
		5	4	3	2	1
1	Inspiring class room managements have developed in the school to enhance students' learning motivation					
2	School community benefited from adequate access to toilet services for ladies and gents					
3	The school has provided all rounded support to students, which helped to minimize wastage of educational resources					
4	The school has developed culture of student participation in decision making process					
5	The school provided sufficient amount of water for the school community					
6	The school has attractive environment that enabled students to attend class regularly					

c) School leadership and administration domain

Strongly agree=5; Agree=4; Undecided=3; Disagree=2; strongly disagree=1

No	Items	Scale				
		5	4	3	2	1
1	The school has developed strategic plan on the basis of the outcomes of self evaluation					
2	The school has developed participatory annual plan on the basis of the outcomes of self evaluation					
3	The school has clearly set objectives to implement its strategic plan.					
4	The school has laid down teachers' mentoring system by engaging experienced teachers in support of junior teachers					
5	There is consistency in implementation of school activities					
6	There is Positive, constructive transparent and mutual relationship has been fostered in the school community					
7	The school has clear professional procedures for peaceful resolution of disputes					
8	School administration has discharged professional duty by implementing of special needs education strategy					
9	Decision making processes are clearly elaborated and supported by evidences					
10	The school has created effective & regular communication with all stakeholders					
11	The School has provided opportunity for students to participate in school leadership of school clubs					

d) Community participation domain

Strongly agree=5; Agree=4; Undecided=3; Disagree=2; strongly disagree=1

No	Items	Scale				
		5	4	3	2	1
1	Parents are encouraged to participate in meetings called by the school					
2	Parents have provided comments upon reviewing their children's home works					
3	The school has created effective partnership with parents and community					
4	Teachers records show high frequency of interaction with parents					
5	School records are documented and are readily accessible to parents who provided support to the school					
6	Community participation is integrated in internal rules of the school					
7	Successful accomplishments of the school have been acknowledged					
8	The external organizations have supported the learning teaching process by sharing practical experiences					

2.4. Concerning the strategies used in the school improvement

In the implementation of school improvement program strategies in which the school follows up the implementation process of SIP is important. In this regard please put your level of rating in the space provided below using “✓” mark.

Very high=5; High=4; Undecided=3; Low=2; Very low=1

No	Items	Scale				
		5	4	3	2	1
1	Self evaluations were conducted in schools to identify the implementation status of SIP					
2	The school depend on the school self evaluation result for the preparation of strategic and annual planning process					
3	The implementation committees at different level put the level of responsibility for their duties					
4	The school evaluation activities were harmonized to the national curriculum evaluation systems					
5	The school designed and implemented a system that reduce the rate of absenteeism					
6	The school designed and implemented a system that reduce the rate of students dropouts					
7	The sub-city supervisors timely supervised the implementation of SIP					
8	The school conducted regular classroom evaluation systems					

2.5. Concerning challenges in the implementation of SIP

The key importance of identifying those challenging factors in SIP implementation enhances to indicate their sources & take proper measures in order to provide quality education. Concerning this issue please put your level of response of ratings in the space provided below using “✓” mark.

Very high=5; High=4; Undecided=3; Low=2; Very low=1

No	Items	Scale				
		5	4	3	2	1
1	The principals have lack of knowledge and skills in planning school improvement plan					
2	The stakeholders have lack of awareness about SIP					
3	There is absence of guidelines for stakeholders that support SIP implementation					
4	There is shortage of technical support from sub-city supervisors					
5	There is inadequate financial support for SIP implementation					
6	There is inappropriate utilization of available budget in the school					
7	There is lack of commitment among school leaders to organize the effort of stakeholders					
8	There is absence of collaboration among stakeholders					
9	There is high turnover of school principals.					
10	Low concern is given to students in SIP process					
11	There is high turnover of school teachers					
12	The school missed to conduct self evaluation that improves the learning-teaching process					
13	There is low concern for the provision of training for school principals and teachers					
14	There is low concern for the provision of training for school students					

List if any additional factors that hinder the implementation of school improvement program at the level of secondary & preparatory schools

Please provide appropriate responses for the following questions

2.6.What are the major strengths in the implementation of school improvement Program?

2.7.What are the problems encountered the implementation of school improvement?

2.8.What solutions do you suggest for these problems?

Appendix-II

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRAGUATES
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
Part Two**

Interview guide questions prepared for secondary & preparatory school supervisors and heads of sub-city education office

The main purpose of this interview is to gather data on the implementation of school improvement program (SIP) in Addis Baba City Administration. It extends to examine the value of School Improvement Program implementation in improving quality of education and to facilitate learning, in fulfilling the need of learners. In the process of awareness creation; provision of training; planning, implementation, monitoring and evaluation of school improvement program; the contribution of sub-city education heads and secondary school supervisor role is too much important. The success of this study, thus, depends on the honesty and frankness of your responses and your response is strictly confidential and it is used only for academic purpose. Finally I would like to appreciate your genuine response to the interview in advance.

Background Information

1. Sex: A) Male B) Female
2. Age: A) Below 20- 25 B) 25-30 C) 31-35
 D) 36-40 E) 41-45 F) Above 45
3. Educational Qualification A) Diploma C) Degree D) Master E) any other.
4. Area of specialization _____
5. Name of sub-city _____
6. Your current position: A) Head of sub-city education office B) Supervisor
7. Total work experience _____ work experience in the current position _____

The major questions prepared for interviews are the following

1. To what extent the sub-city and supervisor work with schools to made preparation for the implementation process of School Improvement Program?
2. How far the school improvement program implemented in the schools to achieve student performance?
3. What are the main challenges encountered in the implementation of School Improvement Program?
4. What are the implementation strategies used by the sub-city and supervisors to follow up school improvement programs?

Thank you in advance for your cooperation!

Appendix-III

አዲስ አበባ የኒሽርሲቲ

የትምህርትና ባህሪ ጥናት ኮሌጅ

የትም/ት ዕድቅና ሥራ አመራር ትም/ት ክፍል

ለትምህርት መሻሻል ኮሚቴና ለተማተሪ ተወካዮች የተዘጋጀ የውይይት መነሻ ጥያቄዎች

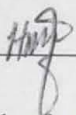
1. የት/ቤት መሻሻል መርሃግብር ማለት ምን ማለት ነው?
2. ት/ቤታችሁ የት/ቤት መሻሻል መርሃግብርን ለመተግበር የግብአት ፣ የሰው ኃይልና ፋይናንስ ዝግጅቱ ምን ይመስላል?
3. የት/ቤቱን የሰው ኃይል የማስፈጸም አቅም ከማጎልበት አንፃር ምን ያህል የሰልጠና ድጋፍ ይደረግላችኋል?
4. ት/ቤታችሁ ምን ያህል ለመማር-ማስተማር ሥራ የተመቻቸ ሁኔታዎች ተፈጥረዋል?
 - ምቹና ሳቢ ከማድረግ አንፃር ፤
 - የውሃና የመጸዳጃ አገልግሎት ከማሟላት አንፃር ፤
 - ተማሪ ተኮር ፣ ተከታታይ ምዘናና ምልካም አስተዳደር ከመፍጠር አንፃር
5. የት/ቤት መሻሻል መርሃ ግብርን ከመተግበር አንፃር ት/ቤታችሁ እንዴት ይገለፃል?
6. የመርሃግብሩን ትግበራ በምን ዓይነት ዘዴ ይከታተላሉ?
7. በትግበራ ወቅት የሚያጋጥማችሁ ዋና ዋና ችግሮች ምንድናቸው?

በውይይቱ ላይ በመሳተፍና ሀሳባችሁን በመግለፅ ስለተባበራችሁኝ አመሰግናለሁ!

Declaration

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

Name Hirpassa Chala

Sign 

Date of submission 25-10-2025 E.C

The thesis has been submitted for examination with my approval as university advisor

Name _____

Sign _____

Date of Approved _____