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Addis Ababa University
Colleges of Education and Behavioral Studies
Department of Educational Planning and management
Factors that Affect Quality of Education in Tarmaber Wereda
Secondary Schools' of Amhara Regional State

BY

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ABBREVIATIONS AND ACRONYMS

CGC	College Graduate committee
CGS	Council of Graduate studies
DGC	Department of Graduate committee
EFA	Education for all
ESDP	Education Sector Development Programme
ILO	International Labour organization
MOE	Ministry Of Education
NGOs	None Governmental Organizations
OECD	Organization for Economic Co- operational and Development
TI	Transparency International
UNESCO	United Nation Educational Scientific and Cultural Organization
UNICEF	United Nations International Children Emergency Fund
WB	World Bank

Abstract

The purpose of this study was to identify major factor that affect the quality of education in secondary schools of Tarmaber woreda Debersina Town. Descriptive survey design was employed to carry-out the study which enabled the researcher to undrestand the present status of the problem under study. The necessary data for the study was collected from 267students(129 males and 138 females),15 teachers(12males and 3females),15 PTSAs(9males and 6 females) ,2 principals, 2vice-principals,1 supervisors and 3 Woreda education officers. The researcher used stratified random sampling to select students, teachers and Woreda education officers. Availability sampling was used PTSAs, principals, vice-principals and supervisor. The instrument employed to collect data from the respondents were questionnaire, interview and documents. The quantitative data gathered from the respondent was analyzed by using frequency, percentage and mean score. The qualitative data was analyzed through narration. The findings of the study revealed that, the major factor that affect the quality of education in secondary schools in study area were the problem of student hour pre week, parent involvement, method of teaching and teacher experience and attitude towards their job. The conclusions of the study also show that to improve quality educations to change the student attitude, to participate parent in all activity of school, motivate teacher to use different teaching method and to change attitude towards their jobs. Based on the finding and conclusion the following recommendations are made to alleviate the existing problems. Accordingly teachers and guidance and counseling help students to study hared, to increase the accountability of stake holder, improve method of teaching, All stakeholders arrange motivation program for teachers and full filed school facilities and other which are assumed to solve the identified problem were recommended.

CHAPTER ONE

1. Introduction

1.1. Background of the Study

Education is a key investment in any country as it plays a critical role to ensure sustainable human resource development. Thus, investment in education is a widely recognized means of supplying the required human capital for sustaining economic, social and technological development of nations. (Adedeji and Olaniyan, 2011).

Most literatures have stipulated that education is powerful machinery for enhancing the quality of human capital of a given country. Hence promoting the economic growth and improvements in human well being have been the aspiration of various factors including the government that was being reflected in the political discourse be it developed or developing countries of the world . In connection with it the rationale of the economic philosophy of education has showed that both micro and macro-economic analysis have to estimate contribution of education to the country's economic growth performance. Finding of the two approaches have traditionally been in consistent. Micro-economic evidence suggests that private returns to education are substantial (Psacharepolous & Patrines, 2002). And the impact of social outcomes is significant. (Glewwe, 2007 .Ndulu&o'connels, 2006 ,Pritchett,2001).

In order to be competitive in the future, we ought to be concerned about the quality of education that was being provided (Madu & kwei ,1993) . As important, this was assessing the factor affecting the quality of education was not an easy task. In this regard, we should first know what a good quality means in education which would involve many stakeholders, where different stakeholder would have different perspective on what quality is in education (Becket &Brookes, 2005; Scheerens, Luyten & Revems, 2011). The quality of education is likely to be defined by the ministry of education, However, major actors or stakeholders such as school governors and managers, teachers, students and parents may have a misconception and hence there is a need to find a core factor of quality in education, understand the different concepts of quality that inform the preference of different stakeholders (Harvey and Green, 1993).

Even though many research works have been conducted so far in assessing quality in education, there are no standards on how to measure quality of education (Becket &Brookes, 2005). This influenced by different components such as stakeholders, component of education. The definition of quality in education in different views is the ability of being exceptional, the ability of following a set of rules perfectly and education quality as empowerment to their student through additional values (Tiffany Adriana,2013).

It was vague to define the term quality in general and that of education quality in particular, because the description of the term quality of education requires the consideration of various elements such as the provision of quality teaching-learning process; professionally managed education system; quality and quantity research in education; successful and apparent linkage between education and training; active involvement of key stakeholders in the provision of quality education, etc. Lacks of these elements resulted into major challenges in ensuring the provision of quality education in Ethiopia (MoE, 2006).

Quality in its broad sense, may mean the general standard or grades of something. The quality or grade of something can be poor or good depending upon its nature or character and social demands it satisfies. In relation to education, quality can be defined as the standard of education that produce knowledgeable, skillful, competent, confident and committed citizens for personal and national development. The term quality of education may also be defined as the assurance of qualification and accreditation, and recognition of the qualification of a person(Adams, 1993).

The overall quality of education of a country often determined by the mode of delivery and qualification of teachers; the supply of educational materials; teacher-students ratio; the level of educational wastage; rate of literacy and the status of adult and non-formal education; etc (philip,2000). For instance, the standard qualification for primary education in Ethiopia requires teachers with minimum first degree and above for secondary education.

When we assess educational activities in Ethiopia, it was clear that the status of quality of education in general and teaching learning activity in particular were suffering from inadequate availability of instructional materials, number of student, absence of comprehensive curriculum, shortage of qualified teacher, poor primary school performance of students weak promotion policy are some of the observed problems that affect educational quality at least in the study area.

Although educational quality was compromised in many ways in Ethiopia , the degree of the problem varies from place to place due to a number of factors. Keeping this in mind, however ,it seems more serious in the study area in particular and almost all secondary schools located in the rural and semi rural towns of the Amhara Regional state.

According to education training policy, the objectives of general secondary school are listed as follows:

“Providing a graded education that will enable the students to identify their needs, interest and potentials so that they can choose their field. It enables the students to continue further education and training. preparing citizens who can involve in the production sector with advanced vocational training” (MOE ,1994).

These objectives could be achieved only if the provision of education at this level performed effectively and efficiently in terms of quantity and quality.

So, quality of education are measured by indicators like input, process and output. According to Chapman and Adams (2002), education quality apparently may refers to inputs (school building, numbers of teachers, amount of teacher training, number of textbooks), processes (amount of direct instructional time, method of teaching, extent of active learning) and outputs (test scores, graduation rates) .

1.2. Statement of the Problem

Defining school quality was the first step towards measuring and monitoring it. Both social and academic dimensions might be considered. The social dimension includes the attitude, ambition and mental well-being of students. While the academic dimension pertains to student learning (Daniel, 2000) .

Secondary education serves dual purpose. On one hand, it produces middle level work force that is needed in different sectors of the economy. On the other hand, it serves as a basis for higher learning, which enables the production of higher-level human power. The participation of students has increased since the introduction of the new education policy of 1994. Although quantitative progress has been made; the quality of education being offered is not to the level desired (MoE, 2004).

In this era of globalization and technological revolution, education is considered as a first step for every human activity. It plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living (Battle and Lewis, 2002). It ensures the acquisition of knowledge and skills that enable individuals to increase their productivity and improve their life. This increase in productivity also leads towards new sources of earning which enhances the economic growth of a country (Saxton, 2000).

According to Akhtar (2007), the school is the primary to nursery where the seeds of future generations are grown to give the mature trees with the minds and brain to design the economic and social fabric of the country. Quality education is reflected by the development and growth of any economy. However, poor quality education could be a poor investment.

Edwards (2002) stated that the common causes of poor quality in education include poor curriculum design, unsuitable and poorly maintained buildings, poor working environment, unsuitable system and procedures, lack of necessary resources and insufficient staff development. In addition, the special causes of quality problems could include lack of knowledge and skill on the part of members of the staff, lack of motivation, communication failures and problems with particular pieces of equipment.

Many related studies have been conducted on quality education in as international findings indicate the poor performance of secondary education had three major factors:-

The first factor was related to the system of education ,the second factor related to quality of teacher that train primary school student who are the candidate of secondary education and the third factor was focused on resource materials.(Norman Adamson, 2013)

In Ethiopian context. Ahmed (2016) was examined in school factor affecting of quality education in secondary schools in Afder zone , and his findings indicated that shortage of class room, shortage of text book, student lower grade pass mark and turnover of teacher.

However, my research is focused on method of teaching, teachers' teaching experience and their competent, parent involvement and teachers' attitude towards their job,

From the thirteen years engagement of teaching and three years leadership experience of the researcher of this study, he observed that a large number of secondary school teachers devote most of their time in traditional way of teaching. This motivates the researcher to do this research.

In light of the above impressing and sensitive issues, the researcher would investigate some of the factors that affect quality of education in secondary schools of Amhara regional state, Tarmaber wereda. In doing so, the researcher would raise the following basic research questions:

1. What are the major school related factors affecting quality of education?
2. To what extent teachers role affect quality of educations?
3. How dose teaching methodology affect quality of education?

1.3. Objective of the Study

1.3.1. General Objective

- The general objective of this study was to assess the factors that affect quality of education in Tarmaber wereda secondary schools.

1.3.2. Specific Objectives

The following specific objectives were formulated from the above general objective.

1. To identify the major school related factors that affect quality of education in the study area.
2. To assess the role of teacher that affect quality of educations in the study area.
3. To assess the influence of teaching methodology on quality of education in the study area.

1.4. Significances of the Study

The issue was critical and nationwide; the findings of the study would be expected to get the following benefits:

- Though this was conducted with a limited resources in woreda level, it might give very useful insights regarding the problem and the need to conduct comprehensive study either in a zonal or regional or even a national level.
- It would also be hoped that the study may contribute to the improvement of quality of education by initiating responsible parties in school improvement program which ultimately would end with the highest learners' achievement.
- It would help all concerned stakeholders to identify the strengths and weaknesses of quality of education to take remedial measures against the challenges that secondary schools faced in implementing quality. It may facilitate subsequent supervision of the impact of quality by input, process and output.

- It would also add to the existing body of literature in line with factors of quality of education in secondary schools.
- Serve as a springboard for further investigation on the issue under discussion.

1.5. The Scope of the Study

In order to make the study more manageable geographically, the study was limited to one preparatory school and two secondary schools of North Shoa Zone, Amhara Regional State, Tamaber wereda, Debre Sina district. Hence, So as to generate the required information used for the data finding, interpretation and to make a sound analysis, the scope of the study should be focused on assessing the major factors that affects quality of education in the study area.

1.6. Limitation of the Study

On the one hand, the non availability of the required resources such as financial constraints and scarcity of time, on the other hand unwillingness and less cooperative nature of some of the respondents who were expected to respond the primary data were the main limitation that directly or indirectly affect on the content of the study

1.7. Conceptual Framework of Quality Education

Perspectives on education quality could be clarified on the basis of a conceptual framework that describes education. The most frequently used way to do so was to depict education as a productive system, in which inputs are transferred into outcomes. Steps in elaborating this basic scheme consist of:

- a) Including a context dimension, that functions as a source of inputs and constraints but also as a generator of the required outputs that should be produced;
- b) Differentiating outcomes in direct outputs, longer term outcomes and ultimate societal impact;

c) Recognising the hierarchical nature of conditions and processes, this comes down to considering the functioning of public education as just another example of “multilevel governance”.

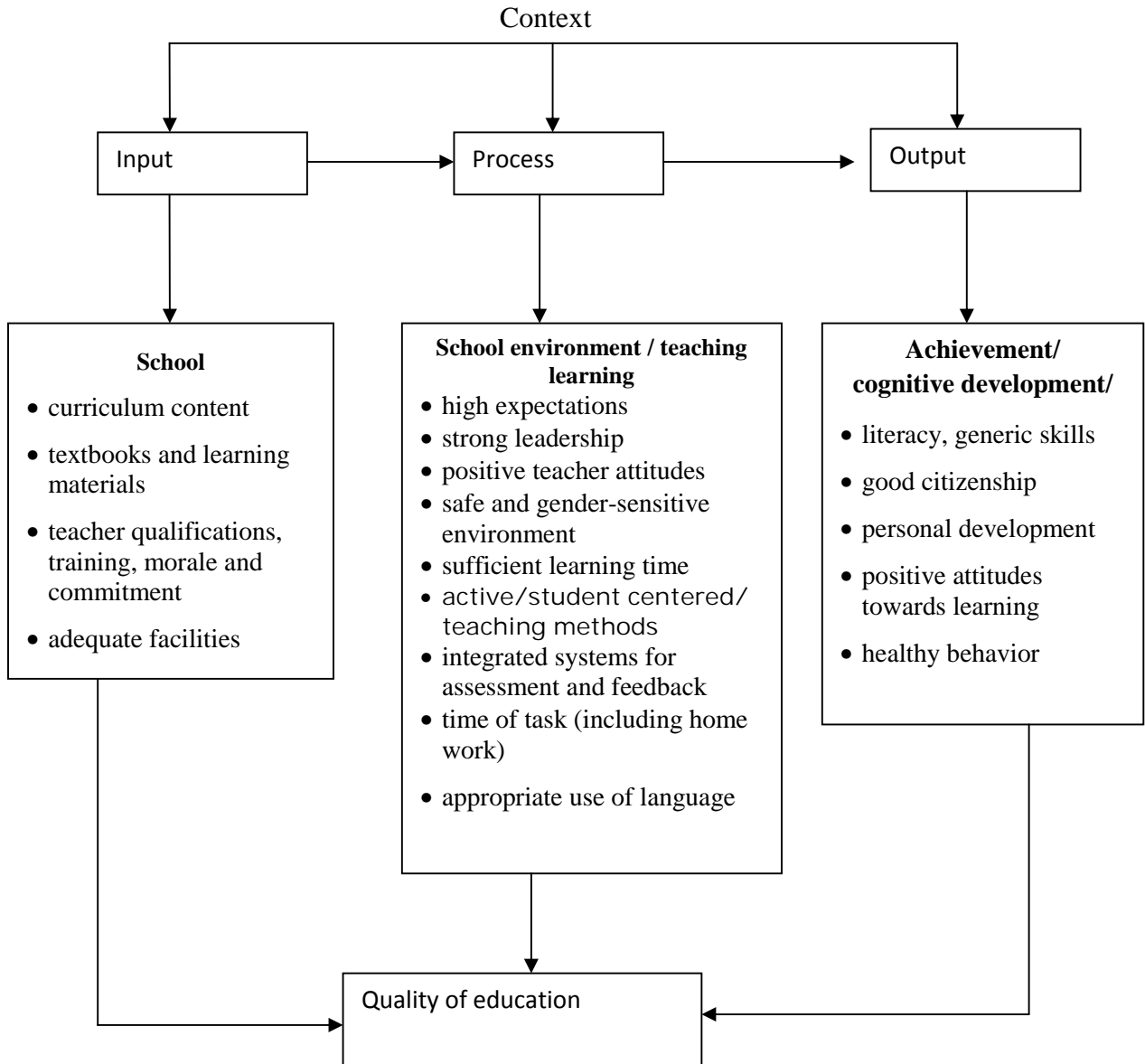


Figure 1: An input-process-outcome framework for assessing education quality; source EFA Global Monitoring Report, 2002

1.8. Organization of the Study

This thesis was organized in such a way that it has five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, the scope of the study and operational definition of terms. The second chapter review of related literature. The third chapter presents research design and methodology including the sources of data, the study population, sample size and sampling technique, procedures of data collection, data gathering tools and methodology of data analysis. The fourth chapter result and discussion and the fifth chapter summary, conclusion and recommendation.

1.9. Operational definitions of Key Terms

- The term **Quality** is conceptualized differently by various educators. In this study quality is defined as achieving educational goals.
- Input:- related to school facilities, student and teacher
- Process ;- teaching learning activity
- Output ;- student achievement
- Parent teacher student association (PTSA) is the committee that participates in all activities of school, planning, implementing and evaluating.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2. Introduction

The purpose of this study to focuses on the factors affecting the quality of education in secondary schools of Debresina Town of North Shoa zone Amhara regional state. The chapter reviews related literature mainly deals with the views of different scholars about quality of education with particular attention on the following sub-topics: concept of quality of education, quality education indicators, factors of quality education , school context ,teaching learning process . It also reviews the role of teacher in quality of education, parents-community involvement and support in school activity.

2.1. Quality education in Ethiopia

The introduction of modern education in Ethiopia dates back to over 100 years of the country's history. Despite the relatively longer years of dissemination of formal and informal education, the country's educational super structure was entangled with complex problems of policy framework, relevance, quality, accessibility and gender equity.

Furthermore, prior to 1994, the country's education system lacked clear goals and directions. Policies and strategies set for the sector were not streamlined and mainstreamed with the development needs of the country and suffered from poor planning, low quality as well as over politicization and ideological manipulation. Inadequate facilities, insufficient training of teachers, overcrowded classes, shortage of books and other teaching materials, all indicate the low quality of education provided.

Mindful of the disparities in the education sector in Ethiopian and remaining cognizant of the shortfalls and loopholes in the entire system, the Federal Democratic Republic of Ethiopia has placed great importance on education and recognized it as a significant tool for development needs of the country.

Thus in 1994 the government issued an education and training policy that envisaged the development perspectives of the nation.

The policy emphasized on the development of problem solving capacity in the content of education, curriculum structure and approach, focusing on the acquisition of scientific knowledge and practicum.

By way of ensuring the successful implementation of the policy and its strategies, a five-year Education Sector Development Programme (ESDP I) was initiated, prepared and implemented between 1997-2002 years. ESDPI has aimed to improve quality of education, expand access with special emphasis on primary education in rural areas as well as the promotion of education for girls. Increase access to educational opportunities at primary level, to achieve universal primary education by 2015.

ESDP II has also been prepared as a continuation of ESDP I for the period 2003-2005 with the aim to ensure quality education a sustainable manner. The government set the year 2015 as a goal for achieving good quality primary education in the proper context of the Millennium Development Goals. Later on, the Ministry of Education embarked on the ESDP-III and ESDP IV based on the experience of the implementation of the previous strategies.

The overall goals of ESDP-III were in line with priorities of PRSP (Poverty Reduction Policy and Strategy of the Ethiopian Government) and the Millennium Development Goals, i.e. good quality universal primary education by 2015, meeting qualitative and quantitative demand for manpower, etc

The prospects for quality education in Ethiopia depend upon the achievements of the overall development pace of the country. Quality education is a process and cannot be achieved in a fixed period of time or only through directives issued by the government. All stakeholders should do their part in promoting education of the best quality in Ethiopia.(Solomon;2015)

2.2. The concept of quality

Different scholars have tried to explain quality. For example, Quality can be defined by means of identifying longer-term aim, which helps to define medium term goals and lead to the immediate

short-term objectives. By closely specifying objective and striving to achieve them, we find ourselves led towards the achievement of related goods and pursuit of the ultimate aims (Hoy, Bayne-Jardine & Wood; 1999).

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

According to Harvey and Green 1993, from different definition of quality education, they propose that the many different concept of quality can be grouped in to five discrete but interrelated way of thinking as follows :-

1. Quality as exceptional

The term exceptional means that quality is something special, which has three variations. The first one is the traditional notion of quality as distinctive, where quality is apodictic and there is no benchmark to measure quality. This is useless in term of assessing quality in education, because it doesn't provide definable measure. Secondly, quality is viewed as embodied in excellence which is exceeding very high standards that are almost unattainable. The final view of quality as exceptional dilutes the notion of excellence, as quality product is defined as one that has passed a set of quality checks based on attainable criteria that are designed to reject 'defective' items. In this view it could be said that quality is the result of scientific quality control, and quality is improved if standards are raised.

2. Quality as perfection or consistency

This concept of quality focuses on process and sets specification that it aims to meet perfectly. The term 'zero defects' is used in this concept, and defines quality by the ability to conform to a particular specification perfectly and consistently. Furthermore, this view accentuates on prevention rather than inspection and always tries to ensure that things are done right the first time. It is by promoting a quality culture that zero defects could be achieved, where everybody in the organization is responsible for quality, and not just the quality controllers.

3. Quality as fitness for purpose

In this concept, quality is judged in terms of the extent to which the product or service fits its purpose. However, this view raises many questions such as the relativity of whose purpose should be fulfilled, and how is fitness itself assessed. This view is differentiated into two sub-concepts, which are fitness for purpose based on customer specification and fitness for purpose based on mission or target. The customer itself is not clear in the education sector, whether it is the service user (i.e. student), or those who pay for the service (e.g. government, employers, parents), or should other stakeholders (e.g. academic staff) be included as the customer.

4. Quality as value for money

When quality is related to value for money, the main consideration is effectiveness. There are two ways to measure quality in terms of value for money, performance indicators which provide a measure of accountability for the treasury, and customer charters which encapsulates accountability to the customers.

5. Quality as transformative

The transformative view of quality is rooted in the notion of 'qualitative change', a fundamental change of form. Education is not a service for a customer but an ongoing process of transformation of the participant, be it student or researcher. This leads to two notions of transformative quality in education, enhancing the participant and empowering the participant. Enhancing the participant values the quality of education as the one that effects changes on the participants through added-value and, thereby, presumably enhances them. Empowerment of participants involves giving power to participants to influence their own transformation, which means the ability for them to make decisions.

In spite of the controversy over the definition of quality, Doherty (2008) defines quality as something that organizations do; a methodology for judging the degree to which the macro aims, objectives and outcomes of organizations have been achieved. In other words, it is a managerial tool, which can make an effective contribution to improving performance at the institutional, subject or departmental level within an institution.

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

The primary concern in the quality of education is learning; the teacher is critical. In addition to the inputs, the processes, environment and outputs that surround and foster learning are important as well. They positively affect the quality of education at two levels: the level of the learner in his or her learning environment and the level of the education system that creates and supports the learning experiences. UNESCO (2004) uses a framework for understanding quality of education by identifying five dimensions where different variables contribute to quality of education. These include:

- i) Learners characteristics that affect quality. These are aptitude, school readiness, and perseverance.
- ii) Context, which also significantly affects quality. This refers to socio-economic and cultural conditions, public resources for education, parental support, and time available for schooling and homework.
- iii) Inputs are critical in quality monitoring and improvement. They refer to all types of resources (i.e. personnel, facilities, space, equipments and supplies, information) that support the implementation of a program.
- iv) Teaching and learning approaches which refer to learning time, teaching methods, assessment, feedback, incentives, and class size.
- v) Outcomes which signal overall quality. These entail literacy, numeracy, life skills, creative and emotional skills, values, and social benefit

2.3. Quality education indicators

Input: This is what is put in a system for it to function or work while output refers to the final product of a system. In an education system, it refers to personnel who possess relevant, desirable knowledge, skills and attitudes and who are guided in their actions by certain norms and values. Education as a system has an input such as students, teachers, managers, administrators, other support staff, supervisors, inspectors, teaching and learning resources and finances. All these and many others make up system inputs and outputs.

In a school, inputs play a significant role in contributing to quality education, especially in terms of performance or outcomes. Leu and Price-Rom (2005), Muskin (1999), observe that one way of looking at quality prevalence in both the research literature and reports of program implementation concerns the relationship between different inputs and a measure of student performance or outputs.

In enabling inputs, the success of teaching and learning is likely to be strongly influenced by the resources made available to support the process and the direct ways in which these resources are managed. At the end of formal learning, therefore, the outcomes of education should be assessed in the context of its agreed objectives. They are most easily expressed in terms of academic achievement and whatever the case, the outcomes which are determined by inputs should be objectively quality outcomes.

2.4. Factors of quality education

2.4.1. Students' Capacity and Motivation to Learn

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

learners they can be. Many elements, therefore, go into making a quality learner, including health, early childhood experiences and home support (UNICEF, 2000).

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

2.4.2. Teachers' Knowledge, Skill, Experience and Motivation

The more people know the more they can do. The better-educated staff the better able they will be to undertake quality improvements (sallis, 1993). It is the quality of the teacher influences the quality of teaching in the class rooms (Deer, 1996). Effective teaching is determined by the individual teacher's knowledge of the subject matter and master of pedagogical skills, which create a strong positive effect on student achievement. For this happen adequate preparation is required. This means that a teacher needs professional training to be able to understand the needs of the students and to assist them expertly in a more effective way. Teachers in secondary schools are responsible to bring a large number of knowledge of their pupils. For this reason, they are required to take greater amount of advanced work in one or more subject areas than do elementary school teachers. Regarding this, Meyer and Gayle (1996) expressed that secondary school teachers must be well educated and competent in their professional skills. This emphasizes the need for an adequate preparation in the subject(s) to be taught by a secondary school teacher.

Teachers are fundamental to educational delivery and the quality of education will depend largely on the quality of teaching and teacher effort (Carnoy, 1999). Similarly, OECD (1992) argued that improved educational quality has become a wide spread priority and in this the role of teachers is pivotal and successful reform is realized by and through them. For teachers to accomplish this responsibility, Carnoy (1999) has argued that if teachers are crucial educational policy makers will need to get a much clearer picture of who their teachers are, how they view

their role in the system and the type of incentives, regulations, and training that will increase their effort and improve their capacity to transmit knowledge to students.

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

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

2.4.3. Relevance and Development of the Curriculum

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

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

2.4.4. Quality of Infrastructure

Physical learning environments or the places, in which formal learning occur range from relatively modern and well-equipped building to open air-gathering places (UNICEF, 2000). Therefore, infrastructure included classrooms, study rooms, offices, toilet rooms, water and electricity service, etc. According to ministry of Education (MoE, 2002), school facilities include water, latrines, clinic, library, pedagogical center and laboratories. These materials are required to be proportional

to the number of teachers and students in the school. In developed countries where choice is the norm, parents visit schools to look at availability and condition of facilities before making decision on where they enroll their children. Even in developing countries like Ethiopia, the Ministry of Education believes that school facilities have impact on the access, quality and equity.

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

In addition to this, Joshua (2012) explain that, the quality of the school buildings and furniture will determine how long such will last while comfortable classrooms and adequate provision of instructional resources facilitate teachers' instructional task performance and students' learning outcomes.

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

Laboratory is also one of the schools facilities, which is useful especially for science teaching. To acquire scientific knowledge systematically in depth, the most important means is the teaching of science that should give an increased emphasis in enhancing student involvement in scientific

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

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

believed that the less the number of pupils per teacher, the higher the degree of contact between pupil and teacher. Lower number of pupils per teacher, is considered a positive indicator of quality education (Tagegn Nuresu, 1998).

Text Books

After black boards and chalk, text books are the most common and most significant instructional materials in most countries. Almost all studies of textbooks in low-and middle-income countries show that the books have a positive impact on student achievement Fuller and Clarke 1994 cited in World Bank (1995).

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

Instructional Time

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

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

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

Language of Instruction

Most of the time, the language of instruction is the concern of all teachers. Not simply because it is through the language of instruction that, the content of the subject is delivered to students, but also, because it is through linguistic interaction that, the students acquire the desired intellectual abilities which makes the constructive activity possible (Marew, 1998). Regarding the usefulness of effective communication in teaching-learning process, Kuper, (1998) cited in Dereje (1998) has asserted that:

“In general, one of the areas ensures curriculum relevance is the immediacy of events, ideas and phenomena that are communicated to the learner through the language she/he can understand instructional process are by and large the acquisition when classroom instruction is facilitated. There must be the relative end of curriculum under taking, since many educators argue that, low achievement is due not to lack of student intelligence, to communication problems.”

The above idea reveals that, the language of instruction is a key factor either to facilitate or hinder the quality of education. That is, there should be effective communication between the students and the teacher in order to enhance the teaching-learning activity and effective communication between the two is determined by the language ability of the learners as well as the teachers. In line with this, Wakitavi and Vender (1997) have indicated that, in Kenya, as in other developing countries, teachers have limited proficiency in English and they find it difficult to help students with their academic problems. This is because of the fact that, for most of the Kenyan students, English is usually their third language. Therefore, they face the challenge of maintaining facility among the three languages. The problem of proficiency in the language of instruction (English) at secondary school level is not only the concern of students, but it seems the problem of teachers too. According to Wakitavi and Vender (1997), some teachers are not proficient enough in the English language and one wonders how they can help students who struggle to learn.

Home work

Homework is defined as any type of academic work assigned by a teacher to be completed at home. The assignments may be completed during a study hall period, or other class time (Cooper, 2001). Secondary school teachers were more likely to use homework to prepare students for work yet to come and to enrich classroom activities. Cooper, list many reason for homework and assignments. These reasons include communication, practice, re-teaching, and preparation. It helps parents know what their child's strengths and weaknesses are academically. Teachers can and should use parent involvement practices to create more understanding of the school environment. Teachers sometimes use homework as punishment for misbehavior, or do not know how to assign proper homework.

Epstein & Voorhis (2001) state the misuse of homework as punishment is not a valid purpose. Homework is the most common point of intersection between parents, students, and school (Hong & Milgram, 2000). Teachers need to realize that some parents may not be able to help their child complete homework due to the educational level of the parents. Parents have academic barriers to helping at home. Parents may also not be aware of the surroundings their children work best in to complete their homework.

A research by Cooper (1994) showed that homework can have both positive and negative effects. Cooper reported the positive effects of homework included "improved attitude toward school; better study habits and skills; and learning was encouraged during leisure time; greater self-discipline; better time organization; and more independent problem solving". Cooper also reported significant negative effects of homework as "loss of interest in academic material; copying homework from other students; and getting help beyond tutoring". Research by Brahier (2000) has shown that the positive effects of homework generally outweigh the negative effects. Brahier suggested that teacher' follow assessment principles in assigning and evaluating home work effectiveness. The homework assignment should be consistent to the overall teaching strategy and assessment for the course. Where homework counted towards final grades, teachers felt students took it more seriously

2.5. Roles of teacher in quality education

2.5.1. Professional learning for teachers.

The highest quality teachers, those most capable of helping their students learn, have deep mastery of both their subject matter and pedagogy (Darling-Hammond, 1997). The preparation that teachers receive before beginning their work in the classroom, however, varies significantly around the world and even within the least developed countries. In Cape Verde, Togo and Uganda, for example, 35 per cent to 50 per cent of students have teachers who had no teacher training. Yet in Benin, Bhutan, Equatorial Guinea,

Madagascar and Nepal, over 90 per cent of students do have teachers with some form of teacher training. In these latter countries, most teachers have, at least, lower secondary education; this contrasts sharply with Cape Verde and Tanzania where over 60 per cent of students have teachers with only a primary education (Postlewaithe, 1998). Perhaps as a consequence of too little preparation before entering the profession, a number of teachers in China, Guinea, India and Mexico were observed to master neither the subject matter they taught nor the pedagogical skills required for good presentation of the material (Carron & Chau, 1996). This affects educational quality since student achievement, especially beyond basic skills, depends largely on teachers' command of subject matter (Mullens, Murnance & Willett, 1996) and their ability to use that knowledge to help students learn. A recent evaluation of the East African Madrasa (Pre-school) Programme noted the importance of mentoring by trainers in the form of continuous support and reinforcement of teacher learning by on-site visits to classrooms following a two week orientation training and alongside weekly trainings in Madrasa Resource Centres. (Brown, Brown & Sumra, 1999).

2.5.2. Teacher competence and school efficiency.

Whether a teacher uses traditional or more current methods of instruction, efficient use of school time has a significant impact on student learning. Teachers' presence in the classroom represents the starting point. Many teachers face transportation and housing obstacles that hinder them from getting to school on time and staying until school hours are over. Many teachers must hold second jobs, which may detract from the time and energy they expend in the classroom. Teachers may miss school altogether. A study in China, Guinea, India and Mexico found that nearly half the teachers interviewed reported being absent at some point during the previous month (Carron

& Chau, 1996), requiring other teachers to compensate for them or leaving students without instruction for the day. Next, when teachers are present, learning occurs when teachers engage students in instructional activities, rather than attending to administrative or other non-instructional processes (Fuller, et al., 1999). As mentioned above, the opportunity to learn and the time on task have been shown in many international studies to be critical for educational quality. Finally, some schools that have been able to organize their schedules according to children's work and family obligations have seen greater success in student persistence and achievement. In Ethiopia, for example, schools that began and ended the day earlier than usual and that scheduled breaks during harvest times found that educational quality improved. "The quality of a school and the quality of teaching of the individual teacher is [sic] higher in schools that are able (and willing) to make more efficient use of the available time of its teachers and its pupils" (Verwimp, 1999).

2.5.3. Teacher feedback mechanisms.

Good teachers are skilled not only in instructional methods, but also in evaluation and assessment practices that allow them to gauge individual student learning and adapt activities according to student needs. This process should include both performance assessment and assessment of factual knowledge. Observations in Guinea and India found that teachers are very poorly trained in evaluation techniques, and the reality is far from the continuous evaluation procedures recommended by official programmed (Carron & Chau, 1996). Indeed, many teachers and educational systems continue to rely almost exclusively on traditional paper-and-pencil tests of factual knowledge that tend to promote rote memorization rather than higher order thinking skills (Colby, 2000).

2.5.4. Teacher beliefs that all students can learn.

The way time is used is related to school priorities and expectations. Quality education puts students at the centre of the process; student achievement must be the school's first priority. Since schools exist because of students, this would seem self-evident. Perhaps because of the complexity of educational systems, however, teachers may not always believe in the school's ability to help all students. For example, teachers interviewed in Guinea and Mexico had little awareness of the school's role in pupil failure and dropout. Instead, they tended to blame the

pupils and their family environment (Carron & Chau, 1996). Research around the world has shown that low expectations for student achievement permeate educational systems. Rather than setting high standards and believing that students can meet them, teachers and administrators in many developing countries expect that up to half the students will drop out or fail, especially in primary grades. Schools committed to student learning communicate expectations clearly, give frequent and challenging assignments, monitor performance regularly, and give students the chance to participate in and take responsibility for diverse school activities (Craig, Kraft, & du Plessis, 1998).

2.6. Parent –community involvement

There is a growing concern that parents and the community are important in schools, especially as they contribute to education through their participation in educational activities. A study by the Organization for Economic Cooperation and Development, OECD (2001) shows that learning is no longer restricted to what goes on within the school walls. It is now universally accepted that schools must relate well to their surrounding communities if they are to be effective. The school's role needs to be related directly to the changes that are taking place around it. OECD emphasizes that the decentralization of power to the school itself increases the pressure for new forms of governance and partnership, including shared decision-making with teachers, parents and members of the community.

Head teachers and other agencies now need to become coalition builders as much as managers; the internal aspects of schools are no longer as precise as they once were. OECD adds that, the school's functions are being redefined as they become multi-service establishments, incorporating child care and pre-school as well as formal schooling and recreational services. In fact, these added functions have become even more important as the social capital generated by families, neighborhoods, communities and other networks tend to shrink in many countries (OECD, 2001).

The relationships between the school and the community are important to the growth and development of students. The school as a social institution acts as an instrument of society for teaching and learning of students. A Transparency International report (2011) gathered from 8,500 educators and parents in Ghana, Madagascar, Morocco, Niger, Senegal, Sierra Leone and

Uganda, found that lack of parents involvement, especially as an overseer of government activities, leads to enormous corruption.

This is most often found to be the case because parents and communities feel as though they lack any kind of power and rights in regard to education of their children. The (TI) report found that in Uganda only 50% of parents believe that they have the power to influence decisions regarding the education of their children. Meanwhile in Morocco, just 20% of parents believed they held any sort of participatory power in consultative decision making.

When effective connections between parents, community and school embrace a philosophy of partnership where power is shared the responsibility for children's educational development is a collaborative enterprise among parents, school staff, and community members. The (TI) report found that involving parents in schools gives them a strong voice in school management and strengthens the school's accountability to the community, increases teacher and student attendance, improves efficiency of resource use, mobilizes increased community support for schools and improves students learning.

In addition, it is not only attendance and learning that both parents and community involvement brings about; it also promotes learners academic achievement. Asuga (2002) in his study cited by Kathuri (1997) found that children whose parents paid regular visits to check their progress and attended school functions do better academically than those whose parents never showed any interest in their children.

Parents and community are not only co-workers in school. Rather, they contribute financially to schools. Sheldon (2003) says that when parents and community members are engaged in the life of the school, the resources available for teaching and learning expand the environment. In other words, when the school administration builds trust among parents and community, it can develop a common vision for school reform and work together to implement necessary changes in the school. Therefore, this intersecting relationships among parents, teachers and community can provide a holistic environment in which children are raised with a unified set of academic expectations and good behaviors.

But the study notes that collaboration between parents/guardians, community and school is being impaired by social strata. The financially endowed families are more regular and committed to

school functions; those with higher education play a greater role in supporting their children in home education. Hinde (2010) discovered that parents with an education goal follow their child's progress consistently and help spell words; if their child is not on track, they talk to the teacher, help with homework or get a tutor to help.

On the other hand, the less educated and financially poorer parents do not contribute much to both school and their children. In school activities, these families do not do much and they are less active in school meetings, simply because most often they are laboring for their needs. Educationally, they hardly check on their children's assignments or supervise the class-work or homework of the children. They are not concerned whether the children's assignments are marked or not. Finally, the study showed that most parents, guardians and community members who are active in school activities are women.

Hinde emphasizes that parental involvement in school activities is a catch-all term for many different activities including „at home good parenting, helping with homework, talking to teachers, attending school functions, through taking part in school governance. Desforges (2003) comments on pupils' academic achievement and progress, says pupils academic achievement and adjustment are influenced by many people, processes and institutions. Such people and institutions include parents, the larger family, peer groups, neighborhood influences, schools and other bodies (e.g. churches, clubs) are all involved in shaping children's progress towards educational self-fulfillment and citizenship.

Parental involvement may be different from culture to culture and society to society. Parental involvement may have different types, which might have differential influence on academic performance of their children. Parental expectations have a greater impact on student's educational outcomes. Parental involvement may include activities like helping children in reading, encouraging them to do their homework independently, monitoring their activities inside the house and outside the four walls of their house, and providing coaching services for improving their learning in different subjects. Parents play a crucial role in both the home and school environments. In general, parental involvement is associated with children's higher achievements in education , enrolment in more challenging programs, greater academic persistence, better behavior, better social skills and adaptation to school, better attendance and lower drop-out rates (Henderson & Mapp, 2002).

Parental involvement categorized into four broad strands; Parental involvement in children's school-based activities, Parental involvement in children's at home-based activities, direct parental involvement in academic activities of children and indirect parental involvement in academic activities of children. It is true that parental involvement level vary among parents. For example mother parent of young children, educated or uneducated parents, father's involvement, their economic status, family background, social environment. It is observed that parental involvement with children from early age has been found to equate with better outcomes specially in building their personalities parents are primary guides to them, children try to copy them, and considered them that they are always write so parents can shape their life as they can. Their involvement has positive impact on children academic achievement even when the background factor of such as social class, family size, has been taken into account (Desforges & Abouchar, 2003).

The Ethiopian Education and Training Policy (MoE, 1994) and the guideline for National Teachers Education stress the need for teacher commitment in involving parents and community in the educational process. The required guidelines, strategies and programs are available to promote the involvement of parents in their children education. The Guideline on Organization of Educational Management Community Participation and Education Finance (MoE, 2002) emphasis on the school boards and parent-teacher association which are expected to handle managerial, administrative and academic matters in the education of children in Ethiopia.

In general this review literature discussed about mainly examine the factors that affect quality of edication in secondary schools and provided that deals quality in secondary schools education, relationship between quality and in-school and out-school factors and factors that affect quality of education .The researcher would therefore like to go ahead and statistically prove the relationship between these variables, Physical environment and the school facilities, instruction facilities and materials, teachers' competency and training, teacher experience, teachers' attitude towards their job, parent involvement and homework related to quality education in secondary schools of study area.

CHAPTER THREE

3. Methodology of the Study

This chapter presents the study area, the research design, the sources of population, the study of population, the sample size, sampling techniques, the procedures of data collection, the data gathering tools and the methods of data analysis.

3.1. The Study Area and Period

The study area is located in Amhara regional state. The region has fourteen zones and North Shoa is one of the 14th zones found in this regional state. The zone has 24 weredas. Among others, Tarmaber wereda is one of the 24 weredas in the zone. It has 49 elementary, two secondary and one preparatory, totally 52 schools. The researcher intend to make a research only in the following three secondary schools two of them are high schools and one preparatory school. The study was commenced from December 2016-May 2017 G.C

3.2. The Research Design

A descriptive survey method was employed. The researcher utilized descriptive methods in conduct of the study because descriptive research studies are those studies which are concerned with describing the characteristics of a particular individual, or of a group, As against this, Descriptive research studies concerned with specific predictions, with narration of facts and characteristics concerning individual, group or situation(Kothari, 2004).

A descriptive survey analysis would make on factors that affect quality of education in secondary schools of study area. It would also develop a well-grounded picture of implementing quality of education and would give a verbal and numerical picture of it, It would be appropriate when a researcher wants to design to obtain information concerning the factors that affect quality of education (Best and Kahn, 2003).To this end both qualitative and quantitative research methods of data collection will be in place so as to generate the required primary and secondary source of information. Utmost effort would be paid and the researcher is determined for implementing the conventional ethical consideration which collecting the information from selected respondent.

3.3. Sources of Data

The data for the study was obtained by using both Primary and secondary sources.

3.3.1. Primary Sources

The primary sources for first-hand information was gathered from selected schools. It was believed that systematically selected respondents such as school principals, teachers, vice principals, students, woreda education officers and Parent Teacher student Association (PTSA) were selected as primary sources of the research.

3.3.2. Secondary Sources

The secondary sources would be school records such as, reports and any other documents relevant to the study.

3.4. Population of the Study

The total population of the study area was expected to be 2958. From this study population 2761 were students and the rest of them were school principals, Vic principals, supervisors, teachers, woreda education officers and parent student teacher associations(PTSA).

3.5. Sample Size and Sampling Technique

The researcher considered conventional sample size from of the study population as sample size and non probability sampling techniques would be employed so as to ensure representativeness of the respondent . The researcher had decided to use large sampling size because as sample size increases sample error decreases (Coban, 2007). The sample of the study consists of three secondary schools in Debresina town. Regarding the sample, respondents would be 2 principals, 2 vice- principals, 1 supervisor , 15 Parent Teacher Association (PTA) and. in the sample by using availability sampling technique, because their number would be easily manageable. The other group of respondents would constitute 152 teachers, woreda education offices 25 and students, sample of the respondents would be taken by stratified random sampling technique, , The total population of the student would be Debresina preparatory school, Debresina secondary

school and Mezezo preparatory and secondary schools of grade 9- 12 students and their size would be 364, 1310 and 1087 respectively. Since the population is homogeneous and large population, among 2761 out of grade 9th -12th students' population, the sample of the respondents would be taken by stratified random sampling technique from the three selected schools. We usually follow the method of proportional allocation under which the sizes of the samples from the different strata are kept proportional to the sizes of the strata (Kothari , 2004). That is, if P_i represents the proportion of population included in stratum i , and n represents the total sample size, the number of elements selected from stratum i is $n \cdot P_i$. To illustrate it, let us suppose that we want a sample of size $n = 276$ to be drawn from a population of size $N = 2761$ which is divided into three strata of size $N_1 = 364$, $N_2 = 1310$ and $N_3 = 1087$. Adopting proportional allocation, we should get the sample sizes as under for the different strata:

For strata with $N_1 = 364$, we have $P_1 = 364/2761$ and hence $n_1 = n \cdot P_1 = 276 (364/2761) = 36$

Similarly, for strata with $N_2 = 1310$, we have $n_2 = n \cdot P_2 = 276 (1310/2761) = 131$, and for strata with $N_3 = 1087$, we have $n_3 = n \cdot P_3 = 276 (1087/2761) = 109$ are presented.

Table 1: sample size of students from each stratum

No	Name of school	No of student	Sample size	Remark
1	Debresina preparatory school	364	36	
2	Debresina secondary school	1310	131	
3	Mezezo secondary school	1087	109	
	Total	2761	276	

The sample size of teachers to illustrate it, let us suppose that we want a sample of size $n = 15$ to be drawn from a population of size $N = 152$ which is divided into three strata of size $N_1 = 33$, $N_2 = 67$ and $N_3 = 52$. Adopting proportional allocation, we shall get the sample sizes as under for the different strata:

For strata with $N_1 = 33$, we have $P_1 = 33/152$ and hence $n_1 = n \cdot P_1 = 15 (33/152) = 3$

Similarly, for strata with $N_2 = 67$, we have $n_2 = n \cdot P_2 = 15 (67/152) = 8$, and for strata with $N_3 = 53$, we have $n_3 = n \cdot P_3 = 15(52/152) = 5$ are presented

Table 2- sample size of teachers from each stratum

No	Name of school	No of teachers	Sample size	Remark
1	Debresina preparatory school	33	3	
2	Debresina secondary school	67	7	
3	Mezezo secondary school	52	5	
	Total	152	15	

Table 3- summary of sample size all stratum

No	Respondent	Total number	Sample size	Sampling techniques
1	Student	2761	276	stratified random sampling
2	Teacher	152	15	stratified random sampling
3	Woreda education officer	25	3	Responsible personals
4	student teacher association	15	15	Availability sampling
5	Supervisor, principals, Vic principals	5	5	Availability sampling
	Total	2958	314	

3.6 Data Collection Procedures and Tools

This study would utilize both quantitative and qualitative methods of data collection. Data collection process should be managed and supervised by the researcher. Enumerator /Assistance /would be identified and trained on the basic techniques, protocols of data collection and ethics for the study. With regard to the technique of data collection, structured questionnaire would be

distributed to the respondents who would be randomly selected from the research sites to collect quantitative data.

3.6.1. Questionnaires

Structured and open ended question items were constructed to collect information from three secondary schools teacher, student and PTAS. The question items were prepared in English for PTAS in Amharic and developed using likert- type five point rating scales. The five points were weighed according to the degree of agreements: Always (5), Often (4), Sometimes (3), rarely (2), and Never (1). In close-ended questions the respondents have only one choice but in open-ended questions they have more than one option. To answer these questions the respondent used one of the Amharic languages .

The questionnaire had three parts each consists of independent items. The first part of the questions dealt with the background of the respondents such as school name, gender, position, academic qualification, and service year in teaching, marital status, field of study and age. The second and third parts of the objective and subjective questions items respectively were based on Physical environment and the school facilities, instruction facilities and materials, teachers' competency and training, teacher experience, teachers' attitude towards their jobs, parent involvement, class-size and homework. A pilot test have been conducted before the questionnaire administered by involving non-sample respondents 10 teachers, 20 students, 1 vice-principals and 5 PTA Debre sina secondary school, which is 2 kilometers far from Debre sina town on the way to Addis Ababa. The main aim of this pilot test is to assure the validity and to evaluate the clarity and reliability of the questions based on the response of the pilot sample by avoiding ambiguities and making relevant amendments.

The reliability of the items was tested and analyzed by Chronbach's alpha (α). The analysis of pilot test has been taken place using SPSS version 20 and the reliability of Chronbach's alpha (α) of 0.83 was obtained. According to Margurite (2010) the Chronbach's alpha value indicates that the instrument is very good to measure the intended objectives.

The reliability tested for each theme accordingly: factors that affect quality of education in secondary schools for the reliability test was tested for each theme accordingly: Physical environment and the school facilities (α)0.71, instruction facilities and materials (α) (0.71, teachers' competency and training (α) 0.78, teacher experience (α) 0.74, teachers' attitude

towards their jobs (α).0.82, parent involvement (α). 0.82, class-size (α). 0.84 and homework (α).0.84 respectively tested so the results that showed very good to measure the intended objective

3.6.2. Interview guide

In this study, interview was taken in the form of person-to-person encounters using semi-structured and un-structured questions enabling respondents to address matters in their own terms and words. Based on this the source of data in interview were 2 principals and 2 vice-principals 1 supervisor that were taken available and 3 woredas education officers that were taken stratified from Debre sina town secondary schools. The interviews were prepared in English Language, because the interviewees can understand the Language. Hence, semi-structured interview questions were prepared and this was helped the researcher to obtain relevant data that were not handled by questionnaire and also to counter check the information already obtained.

3.7. Method of Data Analysis

The data were analyzed both quantitatively and qualitatively. Data analysis refers to examining and structuring what has been collected to make inferences (Kombo and Tromp, 2006). Mugenda and Mugenda (1999) add that data analysis is the process of bringing order, structure and meaning to the mass of information collected. The analysis of data was based on the research questions.

The questionnaire guides were coded into themes and categories and entered into the computer. Quantitative information from close-ended questions, especially demographic information, was analyzed using descriptive statistics such as frequencies, percentages, tables, pie charts and bar charts. Bell (1996) says that when making the results known to a variety of readers, simple description statistics such as percentages have a considerable advantage over more complex statistics.

The open-ended responses from teachers were coded and summarized into themes, categories, patterns and presented in a narrative form. The interviews of principals, Vice principals, supervisor and wereda education officer were also transcribed into narratives, themes and

categorized into their similarities according to each research question. According to Gay (1996), coding involves critically analyzing the data and identifying themes and topics which represent categories in which similar data can be classified.

The researcher found frequency, mean and percentages appropriate analyzing tool as they convey the sought findings of the study under investigation understandably. Item of the questionnaire were prepared in the form of never, rarely, sometimes, often and always. These responses were given the value of 1, 2, 3, 4 and 5 respectively. The average value was obtained by dividing the sum of each value by the number of scale. Accordingly, the average value was 3. Based on the average value, the mean score was interpreted as follows. If the mean score is less than 3 then, the involvement is below average, and if the mean score is greater than 3, then the participation is above average. To make it more specific, if the mean falls between 0.5 and 1.49 below average, between 1.5 and 2.99 moderate and 3.0 above average. In the attitude part major indicators of each factor were selected and presented to the respondents to be rated on a five Likert-type rating scale from always = 5 to never =1. For this purpose mean score interpreted as mean 4.5 is always; 3.5 mean <4.5 is often; 2.5 mean < 3.5 is sometimes 1.5 mean < 2.5 is rarely and mean < 1.5 is never

3.8. Ethical Consideration

After receiving official letter of cooperation from Addis Ababa University, the researcher communicated all institutions and individual participants smoothly. The purpose of the study was made clear and understandable for all respondents. Any communication with the concerned bodies was accomplished at their voluntarily consent without harming and threatening the personal and institutional wellbeing. In addition, all information obtained from individual respondent and school record was kept confidential.

CHAPTER FOUR

4. Result and discussion

This chapter was concerned with the presentation and the analysis of the data gathered from different sources to answer the main question of the study. The data were analyzed in the accordance with research question.

4.1. Respondent characteristics

As already stated in chapter three of this paper questionnaire with closed and open-ended items was prepared for the teachers, students and PTSA in three secondary school of Debresina Town. Thus, 267 copies of questionnaire were distributed, to three secondary schools, for 267 students of grade 9th-12th . 267 questionnaire copies were returned; 15 and 15 filled in by teachers and PTSAs respectively. Interview successfully conducted with eight (8) interviewees' two (2) principals, two (2) Vic principals, one(1) supervisor and three (3) Woreda education officer . Moreover, related documents were assessed.

Table -4 Respondent personal characteristics

S.n	Variables	Student		Teacher		PTSA	
		Frequency	Percent	Frequency	Percent	Frequency	Percent
1	Sex						
	Male	129	48.3%	12	80%	9	60%
	Female	138	51.7%	3	20%	6	40%
	Total	267	100%	15	100%	15	100%
2	Age						
	15-16 year's	115	43.1%				
	17-19 year's	144	53.9%				
	20-22 year's	8	3%	11	73.3%		
	21-30						
	31-40			4	26.7%	6	40%
	41-50					4	26.7%
	51-55					3	20%
	56 and above					2	13.3%
	Total	267	100%	15	100%	15	100%
3	Level of Education:						
	Not educated						
	Grade 1-8					2	13.3%
	Grade 9-12					7	46.7%
	Certificate					2	13.3%
	Diploma						
	BSC/BED			15	100%	4	26.7%
	MSC/MED						
	PhD and others_____						
Total			15	100%	15	100%	
4	Experiences:						
	1-5 years			6	40%		
	6 -10 years			4	26.7%		
	11-15 years			2	13.3%		
	16-20 years			2	13.3%		
	21-25 years			1	6.7%		
	26 and above						
	Total			15	100%		

As it can be noticed in table 4 the total 267 student respondents 129(48.3%) were male and 138(51.7%) were female. The data show that participation of female greater than male but in teacher and PTSA participation of female less than male. As the above table the age of respondents 43.1% between 15-16 years, most of the students were categorized 53.9% in 17-19 years. About teacher most of teacher 73.3% in 20-22 years which were young. With experience 40% (1-5 years) this indicates that most of teacher were not experienced. But according to Ogembo (2005) teacher have more experienced better to teach student and get quality. The level of education of teacher were 100%(BSC/BED). As shown in the same table the majority 9(60%) of PTSA were male and most of parent teacher student association (PTSA)of respondent found to be 31-40(40%) year of age and the education level of PTSA , 2(13.3%) were grade 1-8 and 7(46.7%) were grade 9-12 the other certificate and above holders. According to Desarrollo (2007), student ,parent/ Guardians education back ground indicated that the extent to which parents or other family members are actively engaged in a student's education had positive influence on the quality of education.

4.2. Response on factors affecting quality of education in secondary schools

In this study, respondents were given questionnaires to indicate how much parents are involved in students learning at home and at school. The table below presents and summarize the result. In addition to this interview was conducted for school principal ,vice- principals, woreda education officers and supervisors to mention some point regarding parental involvement in school activities.

4.2.1. Respondent living condition

Table -5 Respondents living condition

S.n	Items /variables	Frequency	Percent
1	With whom are you living now		
	with my mother and father	203	76.1
	with my mother	23	8.6
	with my father	5	1.9
	with my mother and step father	25	9.4
	with my step father and mother	4	1.5
	with relatives	7	2.6
	Total	267	
2	Which of the following is true about your mother and your father?		
	they live together	208	77.9
	they are divorced	29	10.9
	my mother has died	7	2.6
	my father has died	19	7.1
	my mother and father have died	4	1.5
	Total	267	
3	My mother's educational status is:-		
	never been to school	114	42.7%
	between grade 1-8	137	51.3
	between grade 9-12	11	4.1
	has a certificate	1	0.4
	Total	267	
4	My father's educational status is:-		
	never been to school	86	32.2
	between grade 1-8	126	47.2
	between grade 9-12	23	8.6
	has a certificate	16	5.9
	Total	267	
5	Who gives you tutorial at home?		
	my mother	50	18.7
	my father	46	17.2
	my brother/sister	62	23.2
	hired tutor	13	4.9
	no one tutors me	85	31.8
	specify if any	11	4.1
	Total	267	
6	How many hours do you study per week?		
	more than 5 hours per week	87	32.6
	5 hours	30	11.2
	4 hours	54	20.2
	3 hours	39	14.6
	2 hours	43	16.1
	I do not have time to study	14	5.2
	Total	267	

According to table 5 above indicates the student living condition most of the students 208(77.9%) were live with mother and father together . most of student mother and father educational status between 1-8 grade . according to this table the majority 85(31.8) of students did not have tutor. According to Charles&O'Quinn(2001), they also found that providing one-on- one tutoring gave student the necessary support to help the catch up and learn necessary study skill required to learn on their own. The study hour pre week of table 2 indicates that from the sample total student 87(32.6%) responded more than five hour per week and 14(5.2 %) responded no study hour per week this was one of the factors of quality of education.

4.2.2. Response related to parent involvement

Table -6 parents involvement in school

S. N	Variables	Value 5		Value 4		Value 3		Value 2		Value 1		Mean
		frequency	Percent	frequency	Percent	Frequency	Percent	frequency	Percent	frequency	Percent	
I	Items related to parents involvement/student/											
1	My parents provide educational materials for me	175	65	45	16.8	27	10.1	9	3.4	11	4.1	4.4
2	My parents help me to do my homework on time	116	43.4	50	18.7	40	14.9	36	13.5	25	9.4	3.7
3	My parents communicate with teachers about my academic progress	79	29.6	59	22.1	53	19.9	41	15.4	35	13.1	3.4
4	Many parents involve in school- parent' teacher conferences.	119	44.6	51	19.1	37	13.9	33	12.4	27	10.1	3.39
5	Many parents involve in school activities when requested	126	47.2	51	19.1	39	14.6	26	9.7	25	9.4	3.85
6	Many parents know what subjects their children learn	60	22.5	73	27.3	42	15.7	43	16.1	49	18.4	3.2
	Average mean											3.7
I	Items related to parents involvement/teacher/											
1	Ensuring that all parents discuss academic progress of their children	1	6.7	2	13.3	3	20	5	33.3	4	26.7	2.4
2	Ensuring all parents attend the school meetings	1	6.7	4	26.7	5	33.3	4	26.7	1	6.7	3
3	Advising students on home environment factors that promote learning of their Children	1	6.7	3	20	4	26.7	3	20	4	26.7	2.6
4	Reminding parents of their duty in ensuring students are disciplined	2	13.3	3	20	3	20	3	20	4	26.7	2.7
5	Parents providing all the necessary materials (e.g. text books) to the students	-	-	6	40	4	26.7	3	20	2	13.3	2.9
6	Parents support the school to construct required resources for improved teaching – learning process	1	6.7	1	6.7	6	40	5	33.3	2	13.3	2.6
7	Parents offering moral support to teachers and the school administration	2	13.3	1	6.7	4	26.7	4	26.7	4	26.7	2.5
	Average mean											2.7

Where- 5=Always , 4= often, 3= Sometimes 2=rarely , 1= never

Item 1 of table 3 the majority of student 175(65%) mentioned always and 5(33.3%) often their parents provide educational materials and sometimes that all parent discussed the academic progress of students. The mean score were of student 4.4 and teacher 2.4 on the average 3.4. This indicates that the school parent above average provided educational materials to their student and discussed the academic progress with teacher for their student. Item 2 of the same table show that majority of student 116(43.4%)and teachers 5(33.3%) responded that always their parents help to do homework on time and some times all parent attend school meeting. The mean score 3.7 and 3. This indicates that school parent above average help to do homework on time and all parent attend school meeting.

In the same table of item 3 the majority of student respondent 79(29.6%) and teacher 4(26.7) responded that always school parent communicate with their teacher about academic progress and rarely at the beginning of each term, holding 'academic clinics' with parent of student. The mean score 3.4 and 2.6. This indicates that on the average parent communicate with their teacher about academic progress and at the beginning of each term, holding 'academic clinics' with parent of students. Item 4 of the same table show that majority of student 119(44.6%) and teacher 4(26.7%) responded always parents involved in school parents teacher conference and never advising students on home environmental factor that promote learning of their children. The mean score were 3.4 and 2.6. This indicates that moderately parents involved in school parents teacher conference and advising students on home environmental factor that promote learning of their children. Item 5 of the same table indicates the majority of student 126(44.6%) and teacher 4(26.7%) mentioned always parent involve in school activities when requested and sometimes reminding parents of their duty in ensuring students are disciplined. The mean score 3.85and 2.7. This indicates moderately parent involve in school activities when

requested and reminding parents of their duty in ensuring students are disciplined .Item 6 of the same table the majority of respondents 73(27.3%) and teacher 6(40%) responded often parents know what subjects their children learn and same times Parents support the school to construct required resources for improved teaching – learning process and item 7 of teacher respondent sometimes Parents offering moral support to teachers and the school administration. The mean score 3.2 and 2.6,2.5. This indicates rarely parents know what subjects their children learn and Parents support the school to construct required resources for improved teaching – learning process and Parents offering moral support to teachers and the school administration.

During the interview all of the principals, woreda education officer, supervisor and vice principals, said that “ *parent involvement /participation in school rare due to different reason . For example time constraints, lack of interest and luck of motivational activities from the school*”.

According to (Henderson & map 2002),the role of parent involvement in children education has become central issue in education policy and research .Research findings support the existence of a positive relationship between parental involvement and educational success, especially in secondary school. Parent play crucial role in both the home and school environment. In general parental involvement is associated with quality education, enrolment in more challenging program, greater academic persistent, better behavior, better social skill and adaptation, better attendance and low dropout rates.

4.2.3. Response related to home work

Table -7 Home work

S.N	Variables	Value 5		Value 4		Value 3		Value 2		Value 1		Mean
		Frequency	Percent	Frequency	Percent	frequency	Percent	frequency	Percent	Frequency	Percent	
II	Items related to homework /student/											
7	Our teachers give us homework regularly	137	51.3	79	29.6	32	11.9	5	1.9	14	5.2	4.2
8	I do my homework without anybody's pressure	158	59.2	53	19.9	32	11.9	13	4.9	11	4.1	4.25
9	I do my homework without anybody's help	121	45.3	73	27.3	53	19.9	15	5.6	5	1.9	4.08
10	Our teachers check homework	75	28.1	59	22.1	99	37.1	22	8.2	12	4.5	3.6
11	My daily commitment of homework enable me do to better in examinations	157	58.8	49	18.4	39	14.6	16	5.9	6	2.2	4.25
12	My parents encourage me when I do my homework on time	70	26.2	48	17.9	92	34.5	29	10.9	28	10.5	3.4
	Average mean											3.9

Where- 5=Always , 4= often, 3= Sometimes 2=rarely , 1= never

Item 7 of table 4 indicates the majority of student 137(51.3%) mentioned always teacher given home work regularly. The mean score were 4.2. This indicates often teacher given home work regularly.

Item 8 of the same table indicates the majority of student 158(59.2%) mentioned that always did home work with out any body's pressure and the mean score 4.25. This indicates often student did home work with out any body's pressure. In the same table item 9 indicates the majority of student 121(45.3%) responded that always did home work without any body's help. The mean score 4.08. This indicates above the average did home work without any body's help.

Item 10 of the same table the majority of student 99(37.1%) responded same times our teacher check home work. The mean score 3.6. This indicates often our teacher check home work. Item 11 of the same table indicates the majority of students 157(58.8%) responded always doing homework enable me do to better in examinations and the mean score 4.25. This indicates often doing homework enable me do to better in examinations.

Item 12 the same table indicates the majority of student 92(34.5%) mentioned sometimes parents encourage students to do homework on time and the mean score 3.4. this indicates moderately parents encourage students to do homework on time.

During the interview session, all of the principals, wereda education officer, supervisor and vice principals, said that *“same students lack of the ability to understand how to do home work. We should realize that not all student are able to read home work or assignments. we must not depend on the written word as the only form of communication with the home”*.

According to (Epstein &Voorhis (2001) state the misuse of homework as punishment is not a valid purpose. Homework is the most common point of intersection between parents, students, and school (Hong & Milgram, 2000). Teachers need to realize that some parents may not be able to help their child complete homework due to the educational level of the parents. Parents have academic barriers to helping at home. Parents may also not be aware of the surroundings their children work best in to complete their homework or students devote more effort.

4.2.4. Response related to class size, instructional facilities and materials

Table-8 Response class size ,instructional facilities and materials

S.N	Variables	Value 5		Value 4		Value 3		Value 2		Value 1		Mean
		frequency	Percent	frequency	Percent	frequency	Percent	frequency	Percent	Frequency	Percent	
III	Items related to class size /student/											
13	Crowded classrooms do affect student academic progress	101	37.8	77	28.8	40	14.9	21	7.9	28	10.5	3.7
14	The space within our classroom has effect on the teaching-learning process	89	33.3	74	27.7	50	18.7	22	8.2	32	11.9	3.62
15	Our teachers can make a one to one conversation with each of us	55	20.6	56	20.9	85	31.8	38	14.2	33	12.4	3.2
16	The Classroom condition (light, neatness and quality of seats)is to the standard	119	44.6	63	23.3	36	13.5	28	10.5	21	7.9	3.87
	Average mean											3.6
II	Items related to instructional facilities and materials/teacher/											
8	Ensuring that instructional time allocated for each subject is adequate to ensure syllabus is covered and learning takes place	1	6.7	10	66.7	1	6.7	2	13.3	1	6.7	3.5
9	Ensuring that teachers attend schools and are punctual to the largest extent possible	2	13.3	8	53.3	2	13.3	2	13.3	1	6.7	3.5
10	Monitoring school attendance and punctuality by students to ensure that they do not miss classes	2	13.3	4	26.7	6	40	2	13.3	1	6.7	3.3
11	Ensuring that the teacher-student ratio is manageable for all subjects.	4	26.7	5	33.3	3	20	2	13.3	1	6.7	3.6
12	Ensuring that there are adequate instructional materials per student, in school	3	20	6	40	4	26.7	2	13.3			3.7
13	Ensuring that there is adequate time in the classroom for learning each task	3	20	5	33.3	3	20	4	26.7			3.4
	Average mean											3.5

Where- 5=Always , 4= often, 3= Sometimes 2=rarely , 1= never

Item 13 and 8 of table 5 indicates the majority of student 101(37.8%) and teacher 10(66.7%) responded always crowded classrooms do affect student academic progress and often instructional time allocated for each subject is adequate to ensure syllabus is covered and learning takes place. The mean score 3.7and 3.5. this indicates above average crowded classrooms do affect student academic progress and instructional time allocated for each subject is adequate to ensure syllabus is covered and learning takes place. Item 14 and 9 indicates the majority of student 89(33.3%) and teacher 8(53.3%) mentioned always the space within our classroom has effect on the teaching-learning process and often teachers attend schools and are punctual to the largest extent possible and the mean score 3.6 and 3.5. this indicates often the space within our classroom has effect on the teaching-learning process and often teachers attend schools and are punctual to the largest extent possible.

Item 15and 10 of the same table indicates the majority of student 85(31.8%)and teacher 6(40%) were mentioned sometimes our teachers can make a one to one conversation with each of us and sometimes monitoring school attendance and punctuality by students to ensure that they do not miss classes and the mean score 3.2 and 3.3. This indicates moderately our teachers can make a one to one conversation with each of us and sometimes monitoring school attendance and punctuality by students to ensure that they do not miss classes. Item 16and 11of the same table indicates majority of student 119(44.6%) and teacher 5(33.3%) were mentioned always the Classroom condition (light, neatness and quality of seats)is to the standard and often the teacher-student ratio is manageable for all subjects. The mean score 3.87and 3.6. This shows that above the average the Classroom condition (light, neatness and quality of seats)is to the standard and the teacher-student ratio is manageable for all subjects.

Item 12 and 13 of the same table the majority of teacher 6(40%) and 5(33.3%) mentioned often there were adequate instructional materials per student, in school and there is adequate time in the classroom for learning each task and the mean score 3.7 and 3.4. this indicates on the average there were adequate instructional materials per student, in school and there is adequate time in the classroom for learning each task.

During the interview session, all of the principals, wereda education officer, supervisor and vice principals, said that” crowded classroom provide students with few opportunities to engage the teacher one on one in meaning full conversation. Conversely where there are broad area for student movement and work ,student direct their own learning activity and become independent minded investigator while working on several inquiry activities at once and the lack of large space that student can self select to work in force the teacher to schedule all events in a one- size fits all modality ,focus on the delivery of general instruction to all student ,and deal with one activity at a time,”

According to (heinesen,2010),class size is one of the factor that impact upon quality of education ; as such a vicious cycle seems to have been created. According to wang(2000),on class size suggest that teacher of smaller classes confront fewer discipline problem, cover subject matter in more depth, and have more one to one contacts with student and keep better track of student progress.

4.2.5. Responses related to school environment and school facility

Table -9 Response school environment and school facility

S.N	Variables	Value 5		Value 4		Value 3		Value 2		Value 1		Mean
		frequency	Percent	frequency	Percent	frequency	Percent	Frequency	Percent	Frequency	Percent	
IV	Items related to school facilities /student/											
17	Textbooks and reading materials are available for each student	138	51.7	50	18.7	28	10.5	38	14.2	13	4.9	3.98
18	School building are conducive for teaching- learning activity	138	51.7	62	23.2	42	15.7	15	5.6	10	3.7	4.1
19	The school environment is appropriate to attend the teaching-learning activity	118	44.2	73	27.3	47	17.6	18	6.7	11	4.1	4
20	The library is open at school time whenever students want to read	129	48.3	48	17.9	56	20.9	19	7.1	15	5.6	3.96
21	The library is full of the necessary reference materials	134	50.2	55	20.6	37	13.9	19	7.1	22	8.2	3.97
22	Science teachers use laboratories effectively to teach the sciences.	121	45.3	60	22.5	37	13.9	25	9.4	22	8.2	3.85
	Average mean											3.9
III	Items related to the physical environment and school facilities/teachers/											
14	Ensuring that the school climate is conducive for teaching- learning process	3	20	6	40	3	20	3	20			3.6
15	Ensuring the school compound is clean and orderly	1	6.7	9	60	3	20	2	13.3			3.6
16	Ensuring the school has all the necessary physical and material resource	2	13.3	2	13.3	5	33.3	6	40			3
17	Providing guidance and counseling to students	3	20	2	13.3	4	26.7	4	26.7	2	13.3	3
	Average mean											3.3

Where- 5=Always , 4= often, 3= Sometimes 2=rarely , 1= never

Item 17 and 14 of table 6 indicates the majority of student 138(51.7) and teacher 6(40%) mentioned, always textbooks and reading materials are available for each student and often the school climate was conducive for teaching- learning process and the mean score 3.98 and 3.6. This indicates often textbooks and reading materials are available for each student and the school climate was conducive for teaching- learning process. Item 18 and 15 of the same table shows that the majority of student 138(51.5%) and teacher 9(60%) mentioned always school building are conducive for teaching- learning activity and often the school compound is clean and orderly. The mean score 4.1 and 3.6. this indicates that often school building are conducive for teaching- learning activity and the school compound is clean and orderly.

Item 19 and 16 of the same table indicates the majority of student 118 (42.2%) and teacher 6(40%) were responded always the school environment was appropriate to attend the teaching-learning activity and rarely the school has all the necessary physical and material resource. The mean score 4 and 3 this indicates moderately the school environment was appropriate to attend the teaching-learning activity and the school has all the necessary physical and material resource. Item 20 and 17 of the same table indicates the majority of student 129 (48.3%) and teacher 4(26.7%) were responded always library was open at school time whenever students want to read and rarely providing guidance and counseling to students. The mean score 3.96 and 3 this indicates moderately the library was open at school time whenever students want to read and providing guidance and counseling to students. Item 21 and 22 of the same table indicates the majority of student 134 (50.2%) and 121(45.3%) were responded always library was full of the necessary reference materials and Science teachers use laboratories effectively to teach the sciences. The mean score 3.97 and 3.85 this indicates above the average library was full of the

necessary reference materials and Science teachers use laboratories effectively to teach the sciences.

During the interview session, all of the principals, wereda education officer, supervisor and vice principals, said that "the physical facility of the school as much not attractive due to the shortage of budget, lack of learning materials and inadequate facilities such as latrine , chair, class room and others" according to Lyons (2001), stated that poor school facilities adversely impact teacher effectiveness and also their quality of education.

4.2.6. Response related to teachers competency and training

Table -10 Response to teachers competency and training

S.N	Variables	Value 5		Value 4		Value 3		Value 2		Value 1		Mean
		frequency	Percent	Frequenc	Percent	frequency	Percent	frequency	Percent	Frequenc	Percent	
V	Items related to /student/											
23	Our teachers give us a number of exercises and tests	155	58.1	53	19.9	39	14.6	13	4.9	7	2.6	4.25
24	Our teachers encourage us to be active participants in the teaching learning process	90	33.7	48	17.9	95	35.6	20	7.5	14	5.2	3.6
25	Our teachers teach us by using of different teaching-learning methods.	41	15.3	45	16.8	82	30.7	44	16.5	55	20.6	2.8
26	In each period, our teachers manage the instruction time properly	73	27.3	78	29.2	73	27.3	27	10.1	16	5.9	3.6
27	Our teachers are experience and competent enough to teach.	63	23.6	55	20.6	83	31.1	30	11.2	36	13.5	3.3
28	Our teachers continuously follow up and evaluate our progress	57	21.3	67	25.1	70	26.2	41	15.4	32	11.9	3.28
	Average mean											3.4
IV	Items related to teachers competency and training/teacher/											
18	Ensuring that teachers give number of exercises and tests	9	60	3	20	1	6.7	2	13.3			4.26
19	Ensuring that teachers encourage to be active participants in the teaching learning process	4	26.7	6	40	3	20			2	13.3	3.66
20	Ensuring that teachers teach use of different teaching-learning methods	2	13.3	3	20	3	20	5	33.3	2	13.3	2.8
21	Ensuring that in each period, teachers manage the instruction time properly	6	40	5	33.3	2	13.3	1	6.7	1	6.7	3.9
22	Ensuring that teachers are experience and competent enough to teach	4	26.7	3	20	5	33.3	1	6.7	2	13.3	3.4
	Average mean											3.6

Item 23 and 18 of table 7 mentioned the majority of student 155(58.1%) and teacher 9(60%) were responded always teachers give us a number of exercises and tests. The mean score 4.25 and 4.26 this shows that teachers give us a number of exercises and tests. Item 24 and 19 of the same table the majority of student 95(35.6%) and teacher 6(40%) were mentioned sometimes teachers encourage us to be active participants in the teaching learning process and often teachers encourage us to be active participants in the teaching learning process. The mean score 3.6 and 3.6 often teachers encourage us to be active participants in the teaching learning process.

Item 25 and 20 of the same table the majority of student 82(30.7%) and teacher 5(33.3%) were mentioned sometimes teachers teach us by using of different teaching-learning methods and rarely teachers teach use of different teaching-learning methods. The mean score 2.8 this indicates moderately teachers teach use of different teaching-learning methods. Item 26 and 21 of the same table the majority of student 78(29.3%) and teacher 6(40%) were mentioned often in each period, our teachers manage the instruction time properly and always in each period, teachers manage the instruction time properly. The mean score 3.6 and 3.9 this indicates above the average teachers manage the instruction time properly and always in each period.

Item 27 and 22 of the same table the majority of student 83(31.1%) and teacher 5(33.3%) were mentioned sometimes our teachers were experience and competent enough to teach. The mean score 3.3 and 3.4 this means moderately our teachers were experience and competent enough to teach. Item 28 of the same table the majority of student 70(26.2%) were mentioned sometimes our teachers continuously follow up and evaluate our progress and the mean score 3.28 this indicates moderately our teachers continuously follow up and evaluate our progress.

During the interview session, all of the principals, wereda education officer, supervisor and vice principals, said that "experienced teacher have a richer background of experienced to draw from and can contribute insight and ideas to the course of teaching and learning are open to correction and are less dictatorial in classroom. Teacher experience and student achievement was that student taught by more experienced teachers achieve at a higher level, because their teachers have mastered the content and acquired classroom management skill to deal with different types of classroom problems." " furthermore, more experienced teacher are considered to be more able to concentrate on the most appropriate way to teach particular topics to student who differ in their abilities ,prior knowledge and background."

Stronge et al. (2007) assert a positive relationship between teachers' verbal ability and composite student achievement, verbal ability has been considered an indicator of teacher quality. Another indicator of teacher quality is teacher experience. If teacher learning accumulates with longer years of teaching practice, experienced teachers should be more effective than novice teachers in improving students' achievement. Many empirical studies have indeed shown a significant and positive relationship between number of years and students' achievement (Rice, 2003).

4.2.7. Response related to teacher experience and attitude towards their jobs.

Table- 11 Response to teacher experience and attitude towards their jobs

S.N	Variables	Value 5		Value 4		Value 3		Value 2		Value 1		Mean
		F	P	F	P	F	P	F	P	F	P	
VI	Items related to teachers experience /student/											
29	Teachers involve students in decision making (related to teaching learning)	56	20.9	65	24.3	38	14.2	47	17.6	61	22.8	3.02
30	Teachers involve parents in different school activities	58	21.7	43	16.1	65	24.3	45	16.9	56	20.9	3
31	Teachers regularly inform parents on their children’s academic progress	51	19.1	57	21.3	57	21.3	51	19.1	51	19.1	3.02
32	Teachers mobilize the school community for a safe and orderly school environment	80	29.9	51	19.1	51	19.1	49	18.4	36	15.5	3.33
33	Teachers initiate the school community to aspire high expectation in student progress	92	34.5	52	19.5	61	22.8	33	12.4	29	10.9	3.5
	Average mean											3.2
V	Items related to teachers attitude towards their jobs/teacher/											
23	Discussing students discipline with parents	2	13.3	3	20	7	46.7	3	20			3.26
24	Involving students to identify ways of improving discipline in the School	2	13.3	4	26.7	6	40	3	20			3.3
25	Making sure teachers keep updated professional documents (schemes of work, lesson plans and records of work)	6	40	4	26.7	2	13.3	3	20			3.9
26	Ensuring teachers set achievable and realistic academic performance goals for their subjects	8	53.3	5	33.3	2	13.3					4.4
27	Ensuring that teachers are working towards realization of their goals	8	53.3	4	26.7	3	20					4.3
28	Encouraging students to set academic performance goals at the beginning of each term	5		5	33.3	3	20	2	13.3			3.9
29	Reminding students of their core business in the school and encouraging them to remain focused	2	13.3	5	33.3	6	40	2	13.3			3.5
30	Setting overall school goals with the students and motivating them towards attainment of goals	4	26.7	5	33.3	4	26.7	2	13.3			3.7
31	Ensuring that all stakeholders (students and parents) participate in setting school goals and objectives	1	6.7	4	26.7	8	53.3			2	13.3	3.1
	Average mean											3.6

Item 29 and 23 of table 8 indicates the majority of student 65(24.3%) and teacher 7(46.7%) mentioned often teachers involve students in decision making (related to teaching learning) and sometimes discussing students discipline with parents. The mean score 3.02 and 3.26 this indicates moderately teachers involve students in decision making (related to teaching learning)and discussing students discipline with parents. Item 30 and 24 indicates the majority of student 65(24.3%) and teacher 6(40%) mentioned sometimes teachers involve parents in different school activities and involving students to identify ways of improving discipline in the School. The mean score 3and 3.3 this indicates moderately teachers involve parents in different school activities and involving students to identify ways of improving discipline in the School.

Item 31 and 25 indicates the majority of student 57(21.3%) and teacher 6(40%) mentioned sometimes teachers regularly inform parents on their children's academic progress and always teachers keep updated professional documents (schemes of work, lesson plans and records of work). The mean score 3.02 and 3.9 this indicates moderately teachers regularly inform parents on their children's academic progress and teachers keep updated professional documents (schemes of work, lesson plans and records of work).

Item 32 and 26,27 indicates the majority of student 80(29.9%) and teacher 8(53.3%) , 8(53.3%) mentioned always teachers mobilize the school community for a safe and orderly school environment and teachers set achievable and realistic academic performance goals for their and working towards realization of their goals. The mean score 3.33 ,4.4and 4.3 this means above the average teachers mobilize the school community for a safe and orderly school environment and teachers set achievable and realistic academic performance goals for their and working towards realization of their goals.

Item 33 and 28,29,30,31 indicates the majority of student 92(34.5%) and teacher 5(33.3%) , 6(40%) 5(33.3%) and 8(53.3%) mentioned always teachers initiate the school community to aspire high expectation in student progress and often students to set academic performance goals at the beginning of each term, sometimes students of their core business in the school and encouraging them to remain focused, often setting overall school goals with the students and motivating them towards attainment of goals and some times all stakeholders (students and parents) participate in setting school goals and objectives. The mean score 3.5,3.9,3.5,3.7and 3.1 this shows that moderately teachers initiate the school community to aspire high expectation in student progress and students to set academic performance goals at the beginning of each term and students of their core business in the school and encouraging them to remain focused and setting overall school goals with the students and motivating them towards attainment of goals and some times all stakeholders (students and parents) participate in setting school goals and objectives.

During the interview session, all of the principals, wereda education officer, supervisor and vice principals, said that ” *Teacher attitude towards their jobs majority of teacher are dissatisfied in many ways this lead to poor planning of teaching, poor methodology and technique of teaching, inappropriate use of guidance services ,inadequate use of class room management, poor class room evaluation/testconstruction and poor model for learners*”

According to yala and wanjohi(2011)and adeyemi(2010) ,found that teacher experience and educational qualification were the prime predictors of factor of quality education.

4.2.8. Response related to parent teacher student association.

Table -12 Response to parent teacher student association.

s.No	Variables	Value 5		Value 4		Value 3		Value 2		Value 1		Mean
		frequency	Percent	Frequenc	Percent	frequency	Percent	frequency	Percent	Frequenc	Percent	
III	Items related to Parent Teacher student Association (PTSA)											
1	Attending parent- teacher conferences	5	33.3	4	26.7	2	13.3	3	20	1	6.7	3.6
2	Communicating with the teachers through telephone and face to face	1	6.7	2	13.3	1	6.7	6	40	5	33.3	2.2
3	Participation in school mutual goal settings	2	13.3	3	20	4	26.7	2	13.3	4	26.7	2.8
4	Employing the advice of the school with regard to your child's education	2	13.3	2	13.3	5	33.3	4	26.7	2	13.3	2.9
5	Participate in fund - raising in the school when it is needed	6	40	5	33.3	2	13.3	1	6.7	1	6.7	3.9
6	Any attempt to attract parents to be involved in the school activities	4	26.7	5	33.3	3	20	2	13.3	1	6.7	3.6
7	Being available at school whenever the school requests	6	40	2	13.3	2	13.3	2	13.3	3	20	3.4
8	participate on the parent-day in the schools	8	53.3	4	26.7	1	6.7	1	6.7	1	6.7	4.1
9	The school report the students' result to parents every time	4	26.7	2	13.3	3	20	4	26.7	2	13.3	3.1
10	Monitor homework and study hour of your child	2	13.3	3	20	3	20	3	20	4	26.7	2.7
	Average mean											3.2

Where- 5=Always , 4= often, 3= Sometimes 2=rarely , 1= never

Item 1 of table 9 the majority of PTSA 5(33.3%) mentioned always attending parent- teacher conferences the mean score 3.6 above the average attending parent- teacher conferences. Item 2 of the same table indicates the majority of PTSA 6(40%) mentioned rarely communicating with the teachers through telephone and face to face. the mean score 2.2 below the average communicating with the teachers through telephone and face to face . Item 3 of the same table indicates the majority of PTSA 4(26.7%) mentioned rarely participation in school mutual goal settings the mean score 2.8 below the average participation in school mutual goal settings. Item 4 of the same table indicates the majority of PTSA 5(33.3%) mentioned sometimes employing the advice of the school with regard to your child's education and the mean score 2.9 this indicates sometimes employing the advice of the school with regard to your child's education.

Item 5 of the same table indicates the majority of PTSA 6(40%) mentioned always participate in fund - raising in the school when it is needed and the mean score 3.9 moderately participate in fund - raising in the school when it is needed. Item 6 of the same table indicates the majority of PTSA 5(33.3%) mentioned often at any attempt to attract parents to be involved in the school activities. The mean score 3.6 moderately at any attempt to attract parents to be involved in the school activities. Item 7 of the same table indicates the majority of PTSA 6(40%) mentioned always parents available at school whenever the school requests. The mean score 3.4 moderately parents available at school whenever the school requests.

Item 8 of the same table indicates the majority of PTSA 8(53.3%) mentioned always parent participate on the parent-day in the schools. The mean score 4.1 often parent participate on the parent-day in the schools. Item 9 of the same table indicates the majority of PTSA 4(26.7%) mentioned some times school report the students' result to parents every time. The mean score 3.1 moderately school report the students' result to parents every time. Item 10 of the same table indicates the majority of

PTSA 4(26.7%) mentioned never parents monitor homework and study hour of your child. The mean score 2.7 this indicates that some times parents monitor homework and study hour of your child.

This reveals that the majority of Parent Teacher student Association responses indicate that parents did not participate in school activities. According to Brown (2005), states that for many parents a major to becoming involved in school activity was lack of time. Working parents were unable to attend school events during the day. In addition, evening and holidays are the only time those parents have to spend with their children, and they may choose to spend time with their family rather than attending meetings at school. According to (Epstein, 2005), an important ingredient to parent involvement was communication between PTSA and teachers. Most PTSA would like to know what their children are learning at school and how they had involved in their education. Parents feel that schools must inform them about their curricula as well as about ways to assist their children at home.

4.3. The contribution of the school to get quality of education

During the interview session, all of the principals, wereda education officer, supervisor and vice principals, said that” several strategies were identified for improving quality of education. These were early coverage of syllabus, frequent testing policy ,benchmarking and networking ,internal quality assurance through the school monitoring ,motivational program for teacher, student and support staff, keeping the student in school most of the time, advising student develop study habit, motivating teacher to use different method of teaching, participating student and parent for educational activities, use of supervised academic consultations, acquisition of more teachers, utilization of field trips and academic tours, guidance and counseling for the students, inviting motivational speakers to talk to the students and the teachers, group discussions, allocating a

given number of students to a teacher for enhanced supervision(also known as tutor-tutee), and frequent meetings with the support staff to enhance their efficiency.”

During the interview session, all of the principals, wereda education officer, supervisor and vice principals, said that “ schools seek to assist school to improve quality of education were providing incentive to school that achieve, arrange award at the end of years on parent day ceremony for these who do well and their parent , reduce large class size school ,school committee(PTSA) should attempt to build more class room in cooperation with parents and by forming closer relation with local investor and NGOS through organizing different program which attract privet owners in their school and special training for teacher should continuously be arrange on issue active learning ,continuous assessment ,

During the interview session, all of the principals, wereda education officer, supervisor and vice principals, said that “ some of the factors influencing the quality of education in secondary schools were teachers’ low motivation, teachers’ expectation, lack of school materials and facilities, behavior of students, shortage of budget, in com of parent, parental education, lack of guidance and counseling services, teachers’ work load, poor school leadership and environmental conditions.”

The salient characteristics of effective schools that poor academic achievement schools could be adopt to making strong relation with parent, community, stakeholders, suitable school environment, support tutorial program, motivate teachers, guide and support students, focus on motivating (more on intrinsic motivation) students to learn, creates an environment of acceptance, love and sympathy by avoiding threats, scold and nag of students and helps to build self confidence and creativity.

During the interview session, all of the principals, wereda education officer, supervisor and vice principals, said that “ the propose could be done by the schools, the Ministry of Education, the

Government and the Community to improve academic achievement of the schools were schools ensure that safe and healthy environment, motivate the staff members, having participant plan, doing cooperative work with teachers and staff members, MoE should examine his policy and strategy in the correct time, facilitating the teaching learning materials and revising the curriculum and the governments allocate enough budget or block grant, the communities participate in school activities; such as building the schools, supporting schools with money and making conducive school environment.

CHAPTER FIVE

5. summary, conclusions and recommendations

5.1. Summary

The main purpose of the study was to examine factor that affect quality of education in secondary and preparatory schools in the study area. To address this study, the following three basic research questions were administered.

1. What were the major schools related factors affecting quality of education?
2. To what extant teacher roles affects quality of education?
3. How did the teaching methodology affect quality of education?

The study was conducted in three secondary schools two of them are high schools and one preparatory school that were taken by available sampling technique. The study sample consisted of 267 students, 15 teachers, teaching grades (9-12), 2principals 1 supervisors, 2 vice principals, 15 parent teacher student association (PTSA) and 3 woreda education officer. The information was obtained from the sample respondents through questionnaires, interview and relative documents. The questionnaires were administered into 267 students,15 teachers,15 PTSA; the analysis was made using those respondents.

The instrument used in this study was questionnaires mainly focused on the physical environment and the school facility, instruction facilities and materials, teachers' competency and training, teachers 'experience, teachers' attitude towards their jobs, parent involvement, class size and home work on likert-type five point rating scale. The quantitative data was analyzed using descriptive and inferential statistics such as frequency, percentage and mean score. The qualitative data gathered through the open- ended question item, interview and document were

analyzed qualitatively by narration. Based on the analysis of the data the following major findings were obtained.

The study indicated that the majority of students have been engaged for about 5 hour per week which is totally insufficient. According to the data obtained from the research, only 32.6%, of the respondents have spent 5 hours and above per week. 11.2% and 20% respectively responded that they spent less than 5 hours per week. The findings of the study also indicated that the involvement of parents in discussing with teacher about students academic progress , attending class and doing home work were insufficient or low.

The other finding of the study was attitudes of teacher towards the teaching profession was medium or low. The method of teaching was teacher centered not student centered. Students' participation in decision making were medium.

The other finding was also teacher experience and competent enough to teach and participating parent in school goal setting and different activities were inadequate. The other findings were the shortage of necessary physical and material resource and the guidance and counseling to students is low.

5.2. Conclusions

Education and quality are two sides of one coin. Based on the findings, the following conclusion was drawn. The findings of the study indicated that the students' study hour per week was very low. As a result of this, the students' attitude towards learning in school was found to be very low. In addition, this could be the reason why most of the student wanted to appropriate support from their teachers and school guidance and counseling . Thus, it can be concluded that this

might have affected the quality of education provided. Shortage of instructional materials resulted in ineffective learning of students since they lack this material at their own hand to work on the different activities on their own pace. In addition, students pass from lower grades to higher levels without fully acquiring of the skills, knowledge and attitudes which was supposed to cover for the level. Moreover, shortage of school facilities and instructional materials are also highly insufficient resulting in the low quality of education.

The second findings of the study indicated that there was a serious shortage of qualified teachers in the schools. This shortage was due to high turnover of teachers. As a result, teachers in schools who do not have the minimum qualification cannot teach effectively and efficiently.

The third finding of the study indicated that attitudes of teachers towards their teaching profession as well as their motivation is low. From this finding, it can be concluded that even those teachers who are teaching out of the teaching-learning process are not fully performing their activity properly, which interns of affecting quality of education in the sample schools. Finally ,it was suggested that to improve factors of quality education, the government should employ qualified and well competent teachers. It also motivated teachers by paying them sufficient salary. The government should also provide adequate teaching learning materials and ensure a conducive environment at school. Moreover, all stakeholders should participate in decision making and they provide adequate physical facilities to school.

5.3. Recommendations

Based on the major findings and conclusion drawn above, the following recommendations were forwarded

1. In response to the findings of this study the concerned stake holders should do their level best so as to improve the students' reading skill and study habit. In addition to this, teachers must give different activities and have continuous follow up.
2. The teachers' poor teaching method was the few among the main factors of quality of education. To solve such problems, The Ministry of Education or the regional Education Bureau shall prepare various trainings and workshops consistently. Whereas, such effort should be planed and executed in local level.
3. The necessary effort should be paid in order to create a teacher who is competent enough in acquiring the knowledge, skills and attitudinal domain of teaching as a profession. To this accomplishment, stake holders should work together forever .
4. In the study, it was found out that there was shortage of physical facilities and instructional materials. The safest investment or the most cost-effective way of raising educational quality is to make sure that there are enough books and supplies. Instructional materials are very important in reducing learning problems. Therefore, Ministry of Education should not be limited on providing schools materials, but rather the required physical infrastructure must be delivered.
5. The weakness of parents involvement was found to be one of the major factors that negatively influence quality education. Therefore, to solve this problem the basic role of parents' involvement should be totally changed through creating relation between parents and teachers, parents and principals and giving a room for parents participations in planning ,implementing and even in decision making.

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APPENDICES

ADDIS ABABA UNIVERSITY

Department of Educational Planning and Management

Appendix I

This questionnaire is to be filled by students' of grade 9th - 12th

This questionnaire is prepared for the purpose of conducting Factors that Affect quality of education in Secondary Schools of Tarmaber Woreda Amhara region State. The information obtained from the responses of this questionnaire will be used for research purposes. Therefore you are kindly requested to answer the question honestly and frankly. Your responses will be kept confidential.

Thank you in advance.

I. Background Information

Instruction: - Some characteristics of students are given below. Please respond either by filling in the blank space or by circling the letter of the appropriate response.

1. Name of school_____

2. Grade _____

3. Sex a. Male b. Female

4. Age a. 15-16 year's b. 17-19 year's c. 20-22 year's d. 23 and above year's

II. Items related to yourself and your parents

_____ 1. With whom are you living now? a. with my mother and father b. with my mother
c. with my father d. with my mother and step father e. with my step mother and father
f. with relatives g. specify if any

_____ 2. Which of the following is true about your mother and your father?

a. they live together b. they are divorced c. my mother has died d. my father has died
e. my mother and father have died

_____ 3. My mother's educational status is:- a. never been to school b. between grade 1-8

c. between grade 9-12 d. between grade 11-12 e. has a certificate f. has a diploma or above

_____ 4. My father's educational status is: - a. Never been to school b. between grade 1-8

c. between grade 9-12 d. has a certificate f. Has a diploma or above

_____ 5. Who gives you tutorial at home? a. my mother b. my father c. my brother/sister

d. a hired tutor e. no one tutors me f. specify if any

_____ 6. How many hours do you study per week? a. more than 5 hours per week

b. 5 hours c. 4 hours d. 3 hours e. 2 hours f. I do not have time to study

III. Items related to Factors Affecting quality of education

Instruction:-The following items indicate factors that contribute quality of education Each item is to be responded by selecting the most appropriate response from the five alternatives scale. Always (5), Often (4), Sometimes (3), Rarely (2) and Never (1)

Please respond by marking a tick “ ” against the response you think most appropriate

No	Items	5	4	3	2	1
I.	Items related to parents involvement					
1.	My parents provide educational materials for me					
2.	My parents help me to do my homework on time					
3.	My parents communicate with teachers about my academic progress					
4.	Many parents involve in school- parent’ teacher conferences.					
5.	Many parents involve in school activities when requested					
6.	Many parents know what subjects their children learn					
II.	Items related to homework					
7.	Our teachers give us homework regularly					
8.	I do my homework without anybody’s pressure					
9.	I do my homework without anybody's help					
10.	Our teachers check homework					
11.	My daily commitment of homework enable me do to better in examinations					
12.	My parents encourage me when I do my homework on time					
III.	Items related to class size					
13.	Crowded classrooms do not affect student academic progress					
14.	The space within our classroom has effect on the teaching-learning process					
15.	Our teachers can make a one to one conversation with each of us					

16.	The Classroom condition (light, neatness and quality of seats)is to the standard						
IV.	Items related to school facilities						
17.	Textbooks and reading materials are available for each student						
18.	School building are conducive for teaching- learning activity						
19.	The school environment is appropriate to attend the teaching-learning activity						
20.	The library is open at school time whenever students want to read						
21.	The library is full of the necessary reference materials						
22.	Science teachers use laboratories effectively to teach the sciences.						
V.	Items related to teachers competency and training						
23.	Our teachers give us a number of exercises and tests						
24.	Our teachers encourage us to be active participants in the teaching learning process						
25.	Our teachers teach us by using of different teaching-learning methods.						
26. +	In each period, our teachers manage the instruction time properly						
27.	Our teachers are experience and competent enough to teach.						
28.	Our teachers continuously follow up and evaluate our progress						
VI.	Items related to teachers experience						
29.	Teachers involve students in decision making (related to teaching learning)						
30.	Teachers involve parents in different school activities						
31.	Teachers regularly inform parents on their children's academic progress						
32.	Teachers mobilize the school community for a safe and orderly school environment						
33.	Teachers initiate the school community to aspire high expectation in student progress						

APPENDIX II

This questionnaire is to be filled by teachers' grade (9- 12th).

This questionnaire is prepared for the purpose of conducting Factors that Affect quality of education in Secondary Schools of Tarmaber Woreda Amhara region State. The information obtained from the responses of this questionnaire will be used for research purposes. Therefore you are kindly requested to answer the question honestly and frankly. Your responses will be kept confidential.

Thank you in advance.

I. General Information and Personal Data

Instruction: Indicate your response either by circling on the given choice or by giving short answers on the space provided.

1. School name: _____

2. Sex: ____ a. Male b. Female

3. Age: ____ a. 20-30 year's b. 31-40 year's c. 41-50 year's d. 51 years and above

4. Level of Education: a. Certificate b. Diploma c. BSC/BED d. MSC/MED

e. PhD and others_____

5. Experiences: a. 1-5 years b. 6 -10 years c. 11-15 years d. 16-20 years

e. 21-25 years f. 26 and above

II. Items related to Factors Affecting quality of education.

Instruction: In the tables below, indicate the extent to which your school principal, vice principal and teachers engages in the activities provided. Use the scale below to respond.

Always (5), Often (4), Sometimes (3), Rarely (2) and Never (1), please respond by marking a tick “ ” against the response you think most appropriate.

No	Items	5	4	3	2	1
I.	Items related to the physical environment and school facilities					
1.	Ensuring that the school climate is conducive for teaching- learning process					
2.	Ensuring the school compound is clean and orderly					
3.	Ensuring the school has all the necessary physical and material resource					
4.	Providing guidance and counseling to students					
II.	Items related to teachers attitude towards their jobs					
5.	Discussing students discipline with parents					
6.	Involving students to identify ways of improving discipline in the School					
7.	Making sure teachers keep updated professional documents (schemes of work, lesson plans and records of work)					
8.	Ensuring teachers set achievable and realistic academic performance goals for their subjects					
9.	Ensuring that teachers are working towards realization of their goals					
10.	Encouraging students to set academic performance goals at the beginning of each term					
11.	Reminding students of their core business in the school and encouraging them to remain focused					
12.	Setting overall school goals with the students and motivating them towards attainment of goals					
13.	Ensuring that all stakeholders (students and parents) participate in setting school goals and objectives					

III.	Items related to parent involvement						
14.	Ensuring that all parents discuss academic progress of their children						
15.	Ensuring all parents attend the school meetings						
16.	Advising students on home environment factors that promote learning of their Children						
17.	Reminding parents of their duty in ensuring students are disciplined						
18.	Parents providing all the necessary materials (e.g. reference books) to the students						
19.	Parents support the school to construct required resources for improved teaching – learning process						
20.	Parents offering moral support to teachers and the school administration						
IV.	Items related to teachers competency and training						
21.	Ensuring that teachers give number of exercises and tests						
22.	Ensuring that teachers encourage to be active participants in the teaching learning process						
23.	Ensuring that teachers teach use of different teaching-learning methods						
24.	Ensuring that in each period, teachers manage the instruction time properly						
25.	Ensuring that teachers are experience and competent enough to teach						
V.	Items related to instructional facilities and materials						
26.	Ensuring that instructional time allocated for each subject is adequate to ensure syllabus is covered and learning takes place						
27.	Ensuring that teachers attend schools and are punctual to the largest extent possible						
28.	Monitoring school attendance and punctuality by students to ensure that they do not miss classes						
29.	Ensuring that the teacher-student ratio is manageable for all subjects.						
30.	Ensuring that there are adequate instructional materials per student, in school						
31.	Ensuring that there is adequate time in the classroom for learning each task						

III. Open Ended Questions

1. What is your view about the quality of education in your school? _____

2. What do you think are some of the factors that have led to the current state of quality of education in your school? _____

APPENDIX III

This questionnaire is to be filled by Parent Teacher Association (PTSA).

The main purpose of this questionnaire is to assess factors that affect quality of education in secondary schools of study area. The study can be successfully accomplished only when you complete all the items. Please feel free and be genuine your response will be confidential. So you are kindly requested the questions honestly and frankly.

Thank you in advance.

I. General Information and Personal Data

Instruction: Indicate your response either by circling on the given choice or by giving short answers on the space provided.

1. Name of school _____

2. Sex____ a. Male b. Female

3. Age____ a. 30-40 year's b. 41-50 year' c. 51-55 year's d. 55 years and above

4. Level of Education: a. not educated b. Grade 1-8 c. Grade 9-12 d. Certificate e. Diploma and above

II. Items related to Factors Affecting quality of education.

Instruction: In the tables below, indicate the extent to which Parent Teacher student Association (PTSA) participate in the activities provided. Use the scale below to respond.

Always (5), Often (4), Sometimes (3), Rarely (2), and Never (1) Please respond by marking a tick “ ” against the response you think most appropriate Items

No	Items related to Parent Teacher Association (PTA)	5	4	3	2	1
1	Attending parent- teacher conferences					
2	Communicating with the teachers through telephone and face to face					
3	Participation in school mutual goal settings					
4	Employing the advice of the school with regard to your child's education					
5	Participate in fund - raising in the school when it is needed					
6	Any attempt to attract parents to be involved in the school activities					
7	Being available at school whenever the school requests					
8	participate on the parent-day in the schools					
9	The school report the students' result to parents every time					
10	Monitor homework and study hour of your child					

APPENDIX IV

Interview Guide

To be presented to school principals, vice- principals, supervisor, woreda education officers .

1. What is your experience with the running of the schools in regarding the following issues?
 - a) Physical facilities
 - b) Parent involvement
 - c) Teachers attitude towards their jobs
 - d) Teachers experience
2. What is your view about the factors that affect quality of education in your schools/offices/?
3. How does your office/school/ seek to assist the method of teaching improve quality of education?
4. What do you propose could be done by the schools, the Ministry of Education, the Government and the Community to improve quality of education in your school?

አባሪ 3

በወተመህ የሚሞላ የፅሁፍ መጠይቅ

የዚህ የፅሁፍ መጠይቅ አላማ :- በት/ት ጥራት ላይ ችግር የሆኑ ነገሮችን በየጥናቱ ቦታዎች ባሉ ሁለተኛ ደረጃ ት/ቤቶች ለመለየት ነው።

ለዚህ ጥናት መሳካት ጥያቄዎቹን በአግባቡ በመሙላት እንድትተባበሩን ፣ የፅሁፍ መጠይቁን በነፃነት ፣ በታማኝነት እንድትሞሉልን በአክብሮት አሳስባለሁ።

ስለትብብርዎ አመሰግናለሁ

I. የግል አጠቃላይ መረጃ

ትዕዛዝ መልስ የሆነውን ፊደል በማክበብ ወይም አጭር ፅሁፍ በባዶ ቦታው ላይ በመጻፍ ይመልሱ

1. የት/ቤቱ ስም _____
2. ፆታ _____ ሀ. ወንድ ለ. ሴት
3. እድሜ _____ ሀ. 30-40 ለ. 41-50 ሐ. 51-55 መ. 56 እና በላይ
4. የት/ት ደረጃ _____ ሀ. ያልተማረ ለ. 1-8 ሐ. 9-12 መ. 11-12 ሠ. ሰርተፍኬት ረ. ዲፕሎማና በላይ

II. በት/ት ጥራት ትግሮች ዙሪያ ቀረቡ ጥያቄዎች

ከዚህ በታች በሰንጠረዥ ውስጥ የቀረቡት ጥያቄዎች በት/ቤቱ ውስጥ ያላችሁን ተሳትፎ የሚመለከት ስለሆነ የ ምልክት በማድረግ በስኬት መሰረት በመመለስ ይተባበሩን ።

5፣ ሁልጊዜ 4፣ በአብዛኛው 3 በከፊል 2 አልፎአልፎ 1፣ አልተሳተፍኩም

ተ.ቁ	ለወተመህ የቀረቡ ተግባራት	5	4	3	2	1
1	በት/ቤቱ ስብሰባዎች ላይ መገኘትዎ					
2	ከመ/ራን ጋር በስልክም ሆነ በአካል መገናኘትዎ					
3	አጠቃላይ በት/ቤቱ አጀንዳዎች ላይ መሳተፍዎ					
4	ት/ቤቱ ስለልጅዎ ት/ት የሚያደርገውን ምክክር ስለመሳተፍዎ					
5	የሚያስፈልገውን ግብአት በመደገፍ መሳተፍ					
6	ት/ቤቱ እንቅስቃሴዎች ላይ ወላጆችን ለማሳተፍ የተደረገ እንቅስቃሴ					
7	ት/ቤቱ በሚፈልግዎ ወቅት ስለመገኘትዎ					
8	በወላጆች ቀን ላይ ስለመሳተፍዎ					
9	ት/ቤቱ የት/ቤቱን ሪፖርትና የተማሪዎች ውጤት ለወላጆች ስለማሳወቁ					
10	የልጅዎን የት/ት ተሳትፎ መከታተል /የቤት ስራ መስራቱን፣ ማጥናቱን/					