

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**ASSESSMENT OF THE IMPLEMENTATION OF CURRENT SCHOOL
IMPROVEMENT PROGRAM IN SECONDARY SCHOOLS OF HORO
GUDURU WOLLEGA**

By

Adugna Temesgen



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**A Thesis Submitted to College of Education and Behavioral Studies, Addis Ababa University, in
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List of Acronyms and Abbreviations

AED - Academy for Educational Development

CPD – Continuous Professional Development

EIC– Education Improvement Commission

EMPDA – Educational Materials Production and Distribution Agency

ERGESE – Evaluative Research of General Education System in Ethiopia

ESDP – Education Sector Development Program

ESR – Education Sector Review

ETP – Education and Training Policy

FGD – Focus Group Discussion

GEQAP – General Education Quality Assurance Package

ICDR – Institute of Curriculum Development and Research

IQPEP – Improving Quality of Primary Education Program

KETB – Kebele Education and Training Board

MOE – Ministry of Education

MISP – Manitoba School Improvement Program

NGOs – Non Governmental Organizations

OECD – Organization for Economic Cooperation and Development

OEB – Oromia Education Bureau

PTA – Parent Teacher Association

REB—Regional Education Bureau

SIP - School Improvement Program

TDP – Teachers Development Program

TGE – Transitional Government of Ethiopia

UNESCO – United Nations Educational, Scientific and Cultural Organization

USAID – United States Agency for International Development

WEO – Woreda Education Office

ZEO– Zone Education Office

Abstract

The main purpose of this study was to assess the current practice of the school improvement program and thereby to identify the major constraints those hinder the program effectiveness in secondary schools of Horo Guduru Wollega; then to provide possible solutions to the identified problems. To achieve this purpose, descriptive survey method was employed. The study was conducted in eight secondary schools that were drawn randomly from a total of twelve secondary schools in sampled woredas. Then from each school and respective woreda teachers and job performers/ experts were selected by using random sampling technique where as school principals and WEO heads were selected on purposive basis by virtue of decisive position they assume pertaining to the issue under discussion. For this study, questionnaire was used as the main instrument of data collection from teachers and WEO job performers. Accordingly, 150 copies in two sets were distributed out of which 115 from teachers and 27 from WEO job performers were properly filled and returned. The data obtained from questionnaires were analyzed using quantitative statistical tools such as frequency count, percentage, weighted point index and chi square test. On the other hand, the data obtained through interview, FGD, observation check list and partly document review were analyzed qualitatively in narration mode so as to substantiate the result of quantitative analysis. The findings of study indicated that teachers' participation in CPD program was not adequate to contribute to teachers professional development in particular, and to enable them discharge their potentials in alignment with the priorities of school improvement in general. School leadership and management particularly school principals were not found in a position to effectively run SIP due to mainly knowledge, skill and commitment factors. Hence, they failed to develop articulated strategic plan. As a consequence, the program objectives were not well addressed. In addition to this, majority of schools were neither equipped with necessary physical facilities, equipment and educational materials conducive for students' learning nor utilized these resources efficiently. Hence, physical conditions were less promising than social conditions. Furthermore, community members could not have adequate awareness about the program. Thus, it was found that their level of participation to offer any necessary support was passive. In addition, it was found that the major factors that affected effective implementation of the SIP in the study area were: acute shortage of financial resource, lack of community sense of school ownership and absence of consistent follow up and supervisory support from WEO and others. Hence, from the result of the study, it was concluded that since most of the activities across the four domains were not embedded in the schools, SIP in the study area was not implemented as envisaged by the framework. As the result, schools were not in a position to meet the desired students' achievement. Therefore, to alleviate the problems of the school improvement practice, it was recommended that unreserved effort need to be made to encourage CPD and capacity building training opportunities for teachers and principals. In addition, school environment should be safe and worthy for students' learning to take place. To do so, school should work jointly with teachers, parents and community members to minimize resource and other constraints. On top of this, technically, well designed strategic plan that can serve as a model along with various documents of SIP should be distributed for all schools.

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

1.1. Background of the Study

Ethiopia is one of the few sub Saharan African countries with relatively long tradition of formal education. However, until the first decade of the 20th century, it was traditional in approach and religious in nature. As the result, many educators criticize this traditional or religious education for its instability to address socio-economic and political problems of the country and the failure to transform the life of its peoples. Until recently the Ethiopian education system was devoid of reflecting the needs and interest as well as realities of the country's societies (Tekeste, 1996). In this regard, the dependence of the last two periods, before 1990's, reveals deterioration of quality education as attributed to irrelevant curriculum and the methodology used, inadequacy of educational facilities and equipment as well as quality teachers and leadership (Nardos, 1998).

The present Ethiopian government recognized the inadequacy of the education system and thus introduced new Education and Training Policy showing that the education system was entangled in complex problems of relevance, equity, accessibility and quality (TGE, 1994). The policy envisages the cultivation of educated and trained manpower capable of actively participating in the multifaceted economic social and political activities of the country.

Since the formulation of the Education and Training Policy (ETP) of 1994, the Ethiopian Government has begun to undertake a dozen of measures so as to realize the provision of ETP in line with quality improvement efforts. One of such measures was the launching of the Education Sector Development Program (ESDP) as of 1997 (MOE, 2002). The measures taken in the education sector since the 1990s have culminated in bringing about remarkable educational success of the country. For instance, Gross Enrollment Ratio of primary education at national level reached currently 98%. In Oromia region in 2008; it has reached 110% for male and 92% for female at primary level. (Oromia Education Bureau, 2009), which was only 27% for male and 14% for female in 1994. Similarly, in

the region secondary school students' GER also increased from 5.6% in 1994 to 39.5% in 2008.

With respect to, an analysis of equity in primary education, it is evident that at least there is one school in each kebele in Oromia Regional State. Following this, it is reported that currently there is no more gender disparity at primary level though it seems prevalent at secondary level (OEB, 2009). Until the introduction of new strategy for quality education, efforts have been produced to improve the quality of teaching and learning. In this regard, some measures taken include: the supply of educational materials; the decentralization of management; community mobilization for support, teachers and curriculum development effort and other quality ingredients (MOE, 2007b).

Although drastic educational results have been achieved relatively in short period of time, quality education in Ethiopia is an issue yet unaddressed. Challenges still remain to materialize general education policy. The ministry guideline commonly called the Blue Print stresses the intended results were not attained within the existing efforts in providing quality education especially in the area of student achievement (MOE, 2007 b).

Accordingly, it has now embarked on a huge educational campaign to ensure quality education in the country. For this reason, MOE has issued General Education Quality Assurance Package (GEQAP) all over the country. The General Education Quality Assurance Package is the second general educational program which was formulated in 2006 and has been implemented since 2007. The package comprises six major pillars or components called programs.

School improvement program (SIP) as one of the major components of the package is geared towards the improvement of schools. School improvement program was developed on the assumption that improving the overall practices and functions of schools should be the first priority to achieve educational goals. In this regard, it is believed that schools are the formal agencies for education where the future citizens are shaped and developed through the process of teaching and learning. They are agencies that help all the students develop their potentials to the fullest possible level (Aggrawal; 1985; Dodd and Kontal, 2002). Therefore, indeed, schools must improve their basic functions such as teaching and learning processes, empowering all stakeholders along

with their active participation in the improvement effort as well as creating conducive learning conditions_ the school domains so as to raise learners' achievement through school improvement program.

Generally, school improvement program is aimed at maximizing student achievement through improving the teaching learning process and any educational inputs and conditions that may have potential effect on the teaching learning process.

After thorough awareness raising programs and dissemination of invaluable documents about the implementation of the SIP, the program was launched in all schools of Horo Guduru Wollega zone in 2007. Since then the program is being materialized by all schools to increase students' achievement. However, a series of assessment study need to be conducted at school level to detail the need for effective materialization of the program. This study was, therefore, designed to assess the implementation of current school improvement program in secondary schools of Horo Guduru Wollega zone.

1. 2 The Statement of the Problem

Nowadays quality education has been found to be the challenges for many countries especially in developing world. According to some studies, for example, in Ethiopia the quantitative expansion in education has brought about serious challenges to its quality. In this regard, the three learning assessments made at national level indicated that there has been a decline of students academic performance from 42.6% in 2000 to 39.8% in 2007 (GEQAEA, 2007). Specific reference to year 2005 grade 10 General Education Quality Assurance Examination reveals cumulative point average of 36.8% for all subjects, in which specifically the achievement failed to 31% in mathematics (MOE, 2007a). The report also indicates 90% of the candidates in the same national exam year for the same grade scored below 50%. By the same token, public discourse on education uncovers that the number of students who completed the first cycle primary education without properly writing and reading is substantial.

It is due to this fact that the Ethiopian Government embarked on a huge program on quality education. School improvement program is one of the educational initiatives that can play substantial role to realize provision of quality education (Plan International,

2004). The program has put into practice as of 2007 on the assumption that successful implementation of the program helps: firstly, teachers to be responsible to diverse learning needs of the student in their teaching and learning approaches. Secondly, it enhances the involvement of parents and community in the school affairs. Third, the program improves initiation, capacity and efficiency of school leadership and helps create a learning environment that is conducive for student better achievement (ACT government, 2004; MOE, 2006 and MOE, 2007b).

Formulating promising educational programs; however, is not an end by itself in the course of achieving educational goals. It is through effective implementation of the program that the intended goals and objectives of the program could be achieved.

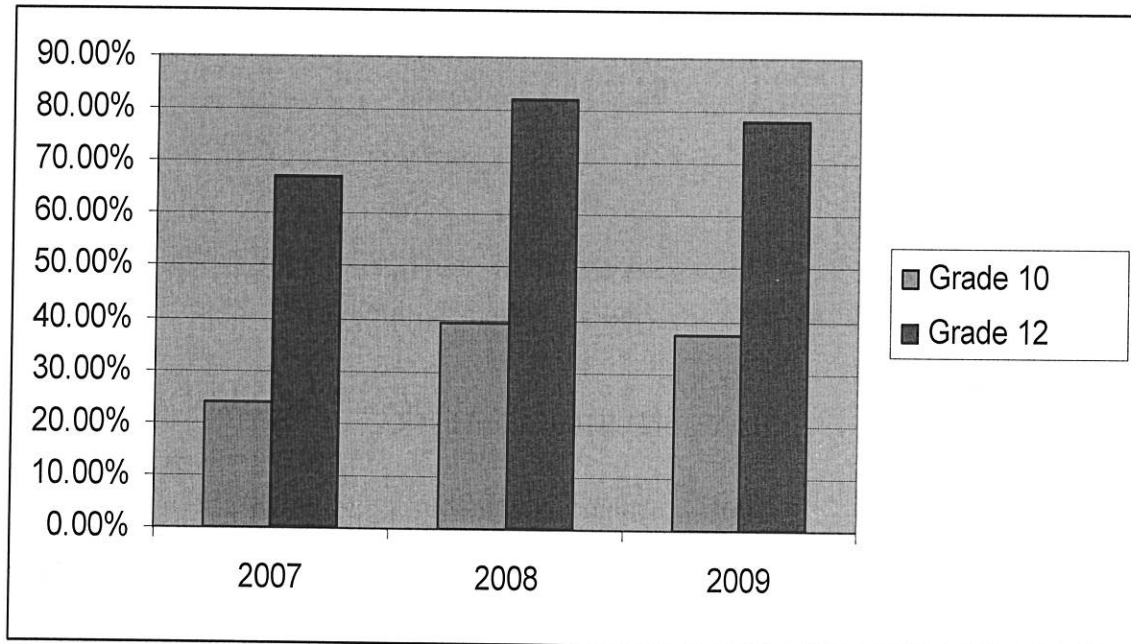
Although research clearly shows that school improvement practices believed to make a difference, there is a wide gap between the ideal and actual performance. In relation to barriers to principals' effective instructional leadership, McEwan (2003; 11-14) has concluded that lack of skill and training, teachers' cooperation and good will and shortage of time are common impediments to principals instructional effectiveness. Some available literature on the area also shows prevalence of lack of adequate opportunities for training in leadership skill on the part of school principals and shortage of adequately trained teachers in some subject areas before commencement of the SIP. On top of this, the problems of commitment, irregular follow up and monitoring as well as weak community participation on educational matters have been found among bottlenecks to the school efforts before the introduction of the new reform (OEB, 2009).

It is clear that the overall objective of the SIP is to bring about change in the students' achievement. Constrained by the factors discussed above; however, it is indicated in the analytic report of national exam performance of secondary school students that in the study area there was fluctuation in the student outcome over the last three years. For example, with respect to grade 10 examination performance, there was an increase in the promotion of students from 23.83% in 2000 E.C to 39.4% in 2001 E.C. In contrast, the 2001 E.C performance level has reduced by 2% in 2002 E.C.

In the similar pattern, grade 12 students' examination performance varied across the consecutive years (2000 E.C to 2002 E.C). That is, sharp increase in the proportion of

students who scored the required marks for university education (67.76% to 81.96%) from 2000 E.C to 2001 E.C respectively. But the report also has indicated the decline in performance i.e. 81.96% to 77.87% from 2001E.C to 2002E.C.

Figure 1: 2007 – 2009 Student Performance Result



Source: Horo Guduru Wollega Zone Education Office Annual Report, 2010

As can be seen from the graph, there was performance problem in 2002 E.C academic year at both grade levels.

In line with this, one of the issues stressed in the SIP document is the fact that SIP must be continuous and cyclical process that permits evaluation (both internal and external) to play a paramount role in identifying strengths and weakness as well as implying directions. Therefore, external evaluation/assessment about the SIP implementation is timely activity to forward valuable suggestions accordingly. It is based on this logic that the researcher intended to conduct an assessment study on the current school improvement program implementation in secondary schools of Horo Guduru Wollega zone of Oromia Regional State.

1.3 Objectives of the study

The principal issue to be assessed in this research work is the need to emphasize on the current practices of school improvement programme in the area under consideration. It is meant to narrow the existing quality gap that calls for actions supporting General Education Quality Improvement Program. To do so, generally, this study was aimed at the assessment of the School Improvement Program practice in secondary schools of Horo Guduru Wollega.

The underlying specific objectives to this study are:

1. To analyze the extent to which teachers' professional practices are aligned with the priorities of school improvement.
2. To evaluate the effectiveness of the school principal and the management in light of school improvement leadership functions.
3. To make an evaluation of suitability of school environment to enhance student learning.
4. To explore the level of the involvement of community in the School improvement effort.
5. To portray to what extent schools have been successfully materializing their three year strategic plan.
6. To identify factors that constrain school improvement effectiveness.

1.4 Research Questions

With the above objectives in mind, this study is guided by the following research questions.

1. How are teachers professional learning activities aligned with school improvement priorities?
2. How effective are the school principals and the management in their school improvement leadership functions?
3. To what degree does school environment encourage student learning?
4. How actively does the community involve in the school improvement effort?

5. To what extent do schools realize their three year school improvement strategic plan?
6. What are the impediments to the school improvement effectiveness?

1,5Significance of the Study

The central purpose of this study is to assess the implementation of school improvement programme with particular reference to secondary schools in the study area. Although putting school improvement program into action is not an easy task, its potential to contribute to the national endeavors of increasing quality education is becoming a necessity these days.

In general, as shared responsibility of all the concerned stakeholders, this research could give insight into both practitioners and theorists. Specifically, from the findings of the study, the following contributions will be gained. These are:

1. It may serve as a good input for planners and policy makers to set strategy for better school improvement.
2. It may help schools[^] and other educational authorities at different administrative levels in providing valuable information so that they can take timely corrective measures against deviations. *related to TL*
3. It can have some promise for school learners to meet their academic need.
4. It may add to the existing body of knowledge on school improvement.
5. It can serve also as a steppingstone for those who want to carryout further research on the same area.

1.6 Scope of the Study

The implementation of school improvement programme is considered to be a national agenda these days. It is believed that a study at national scale and at regional level as well could have produced better findings than the ones confined to a zone alone. However, because zones are the nearest hierarchy to regions and schools, where the real practice of the programme takes place, carrying out the study at this level is vital to assess efforts

made to increase students learning achievement as part of national quality improvement program.

This study is, therefore, delimited to schools in Horo Gudara Wollega zone of Oromia. The study takes secondary schools as its subjects for two reasons. Firstly, observations and studies conducted on students' learning achievement confirm that performance result of students is lower at secondary level than at primary schools. Therefore, it was found more effective to study school improvement practice at secondary schools than primary schools. Secondly, preparatory schools as part and preparation level of tertiary education seek special attention on quality issue. Hence, it would be worthwhile to focus at this level from priority point of view.

Conceptually, the study focuses on the essential aspects of school improvement that are deemed manageable for the student researcher. The conceptual framework for this study included school improvement program domains: teaching and learning, safe and healthy student environment, leadership and management and community involvement, which are not mutually exclusive.

1.7 Limitation of the Study

Different factors were in place to hinder depth of information needed for this study. As the result, it had an implication on the outcome of the study. Some of the major limitations to the study were: uncooperativeness of some respondents to fill out questionnaire papers, difficulty to organize FGD and interviews as anticipated and unusual short time allotted to complete the study. Nevertheless, the researcher did his level best to overcome the problems encountered in the course of study. To this end, key informants were approached through repeated visit and upholding the most convenient time and place.

1.8 Operational Definitions of Key Terms

Secondary school: - is a schooling system offering a post elementary school program. A sensitive term that includes "... high schools and senior high schools" (Dejnozka, 1983: 247) and in Ethiopian context, it is a four year duration consisting of two years of general secondary education and another two years of preparatory phase (TGE, 1994).

School improvement team: - is the officially organized committee, which consists of the school principal and representatives of teachers, parents, students and the community, and formulated to plan, monitor and evaluate the SIP (MOE, 2007b).

Principal: administrative head of a school who subject to school system policy manages the schools total program (Dejnozka, 1983: 146).

Leader: is a person who is in a position to influence others to act and who has as well the moral, intellectual and social skills required to take advantages of the position (Scholecthy in McEwan, 2003:4).

Zone: Locally perceived as an administrative hierarchy that corresponds to the divisions between the regional state and Woreda.

Job Performer- The phrase that replaced the term formerly called expert. Specifically, in this study it refers to education experts working at woreda education office.

1.9 Organization of the Study

This research is organized into five chapters. The first chapter introduces the problem and its approach while the second chapter deals with the review of the related literatures in the area. The third chapter discusses the methodology of the study whereas the fourth chapter deals with presentation, analysis and interpretation. The fifth contains summary of the major findings, conclusions and recommendations of the study. Finally, list of reference materials and samples of instruments for data collection were annexed in the appendices.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

This study is mainly aimed at an assessment of the implementation of school improvement program in secondary schools of Horro Guduru Wollega. In order to develop the theoretical framework for the study, an attempt was made to review the related literature on the basis of research questions. Accordingly, the review began with the conceptual framework. Next, issues directly related to the four domains of the school improvement are highlighted followed by the school improvement process strategic plan development in focus. Then, experiences of other countries and the domestic status of the issue are considered. Finally, some major factors constraining the implementation effort are also discussed to finalize this part.

2.1 The Concept of School Improvement

In many literatures different authorities come up with different definitions of school improvement. For example, for Barnes (2004) quoted in MOE (2006:3) school improvement is explained as “the process of altering specific practices and policies in order to improve teaching and learning.” Office of Standard Education (1995), on the other hand, defines school improvement as a means by which schools promote learner moral, social and cultural development through the process of scaling up their standard, quality and efficiency. The most commonly accepted definition of the school improvement; however, is the two senses in which the phrase is generally used. The first is the common sense meaning which relates to general efforts to make schools better places for students to learn. This is a sensible interpretation of the phrase and its common usage. The second and more technical or specific way in which the phrase is used is that school improvement is a distinct approach to educational change that enhances student achievement as well as strengthening school capacity for managing change (Hopkins, 2005; Lee and Williams, 2006; Bolan, 2006; Chorke and Demptser, 2006 and Hopkins, 1994). This definition has also got recognition by Ministry of Education guidelines those further emphasis school improvement as timely essential concept which stressed self evaluation of schools against each issue of concern and

improvement of educational input so as to enhance students' achievement (MOE, 2006b and MOE, 2002 a-c).

To sum up, the main essence of the concept is geared to general effort to make schools better places for enhancing quality teaching and learning process with the ultimate goal of maximizing the level of learners' achievement.

2.2 The Rationale and Principles of Schools Improvement

2.2.1 The Need for School Improvement

School improvement is becoming an increasingly important feature on educational landscape in the era of globalization. Studies confirm that school improvement is the major concern of many countries including countries at better education quality and development. The importance of school improvement program is thus worldwide movement. In this regard Barnes(2004) cited in MOE(2006:6) noted that “ ... even the highest ranked schools will always need improvement, because the condition under which adults educate and children learn are always changing the work of improvement is always with us”. The increase in expansion and development of science and technology has compelled the exchange for technology between countries. Therefore, the program is essential to maintain our country's balance with the existing global conditions.

Aimed at overall student learning and achievement, School Improvement Program (SIP) has special importance in our country. Implementing school improvement program help: Firstly, the teachers to be responsive to diverse learning need of students in their teaching and learning approaches. Secondly, it enhances the involvement of parents and community in the school affairs. Third, the program improves initiation, capacity and efficiency of school leadership and helps create a learning environment that is conducive for students' better achievement. Finally, the SIP helps mobilize community and NGOs for support to meet the need for educational inputs so as to ensure quality education (ACT Government, 2004; MOE a, 2006 and MOE, 2007b).

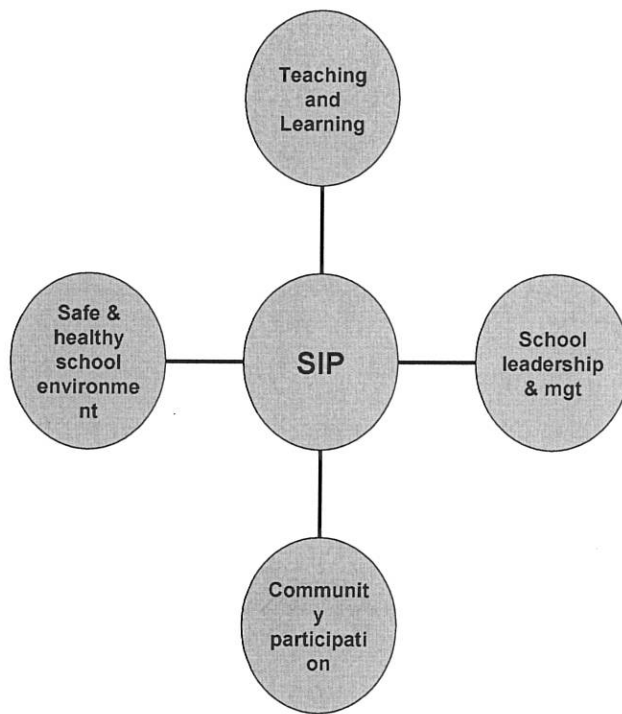
In short, school improvement helps realize the provision of quality education needed to enhance students' achievement by making all stakeholders responsive and effective in the overall practices and functions.

2.2.2 Principles of School Improvement

School improvement is a systematic approach that follows its principles. In relation to the guiding roles of each school domain, Lurchurg and Ornstein (1991:294-5) have listed the following guiding principles that need to be followed in the school improvement process.

- School should employ a set of goals and missions which are easy to understand.
- Schools need to help all the students especially low achievers to be tutored and enriched programs should be opened for highly talented students.
- Principals and the staff should be actively involved in continuous capacity building to update their knowledge, information and to develop positive thinking.
- Every teacher need to contribute to successful implementation of the SIP.
- Teachers must involve actively in staff development by planning and implementing it.
- School environment has to be safe and healthy.
- School community relationship should be strengthened so that community and parents need to involve in school improvement program implementation.
- School leadership should be shared among staff, students and parents.

Inline with the above principles, Hopkins (1994:79-80) specifically pointed out that the main focus for school improvement action should be on teaching and learning in the classroom. It is also further noted such classroom practice can only be sustained through an on going staff development preferably on areas such as teaching skill and knowledge of curriculum content. It is also stressed on collaboration as a necessary condition for implementation to occur when group of teachers adopt education ideas to their own context and professionals needs. These all, however, happen only when all members of the school community actively build a common vision of their main purpose. In general, the principle is effectively applicable to all the components/ domains of SIP



2.3 Learning Teaching Practice in the School Improvement Program

2.3.1 The Relation Between Teacher Development Program/TDP and the SIP

Teacher development program (TDP) is the major component of all successful school improvement programs. Research has shown that professional development is usually most effective “when it is in the school and when it is the focus of collaborative discussion and action” (Harris, 2002:32). It is to equip teachers to the management classroom change, development and improvement through modern strategies of teaching and assessment. Besides, well established professional development opportunities for teachers help easily handle guidance and counseling service, co-curricular and external curricular activities, student motivation and discipline, which all support effective classroom learning and hence better student achievement.

Thus, professional development is viewed as an integral part of the school improvement (Obeman and Mchaughin 1996). This is because all other domains of the SIP apart from learning and teaching are also directly or indirectly teachers’ practices. This makes the SIP not mutually exclusive from TDP. Thus, TDP is an important ingredient to keep the SIP in progress.

Such importance of TDP has earlier recognized by the current education policy as probably nothing is more important than personal and professional growth of teachers (TGE, 1994). Accordingly, all servicing teachers and head teachers were provided with relevant continuous professional development opportunities so as to maintain effective improvement in the school. It is true that the quality of education in every school will be improved by sustained commitment to Continuous Professional Development/ CPD (MOE, 2004). As it is discussed in the guideline prepared for this purpose, teachers in the country are now actively participating in induction, proper CPD, higher diploma and English Language Improvement Programs and expected to produce portfolio to confirm their participation in collaborative action. However, till now teachers who successfully completed the CPD training were not given formal teaching license awards as per the requirement of the guideline to execute teachers' promotion subsequently.

In general, teachers activities are central to school improvement practices. To this end, teacher professional development is an issue that would be worked on continuously to enhance their effective functions in the existing as well as changing school realities.

2.3.2 The Major Teacher Practices/ Activities Related to the SIP

Teachers assume the key position as their activity in the teaching and learning process directly or indirectly influence student learning. Some of the major activities related to the school improvement effort as discussed by (MOE, 2007b; MOE, 2007d; MOE, 2006a and MOE, 2006b) are the classroom instruction, assessment methods used, curriculum or text book evaluation, preparation and utilization of instructional aids, student motivation and classroom discipline and other non instructional activities such as provision of guidance and counseling service, participation in the organization of co-curricular as well as extra curricular activities among others. Below is, therefore, a brief highlight of these activities in relation to the SIP.

- **The Teaching Strategy**

The teaching method used by the teacher influence student learning either positively or negatively. With regards to this, Harris (2002:3) suggested “with successful school improvement, there is an emphasis upon well defined student learning outcomes along with the provision of clear instruction framework”. Currently, different studies show how

the use of diversified student centered teaching and learning strategies is more important than sole reliance on the teacher as the only source of knowledge. Even though there is no one best strategy, the importance of active learning is highly emphasized. In support of active learning method, Aggrawal,(1996) and ICDR(1999), argue that children learn best when they are active and strategies used by the teachers are in accordance with their development pattern and meet their interests and needs. Further, it is elaborated that active learning gives students freedom to actively participate in learning. In support of the above arguments, Dejene and others (2007) describe active learning as that enhances citizens thinking and problem solving skills.

Therefore, it can be concluded that in order to bring high student involvement in learning and the better achievement that will follow, the use of active learning as part of student centered approach is substantial.

- **Assessment Methods**

In order to ensure the continuing intellectual, social and physical development of the learner, the use of appropriate assessment technique is vital. Research evidences confirm that the use of continuous and varied type of tests increases students' performance achievement while in progress. In this regard, Farrat (1980) quoted in ICDR (1999) recommends teachers need to gear towards the application of continuous assessment methods than determining students' effort on one shot and aggregate final examinations.

- **Student Motivation**

Apart from the use of active learning and continuous assessment techniques, teachers have the task of creating a learning environment which meets the learners need and aspiration. In Gagnes words "the task of institutional designer is identifying the motives of students and channeling them into activities that accomplish educational goals". This might necessitate a combination of teaching techniques which will keep a live learner initial motivation. Among techniques of motivation to be taken into account include: well planned lesson, task appropriate to the students abilities, meaningful lesson materials, reinforcing competence and the use of varieties of motivation techniques, which range from verbal praise to gift of material (Curzon, 1990). Arranging special programs like

tutorial sessions for female students and low learner students also play paramount importance in this regard.

- **Management of student discipline**

Positive and constrictive discipline is worthwhile objective in the classroom because it is necessary for the development of moral standards and obligation. In light of this for effective learning to take place the first priority is for the teacher to develop positive relation with the students and among the students. In this regard, teachers knowledge about the subject matter to be taught, skill of handling students problems and attitude and respect to the students highly influence the condition of instruction in the classroom .For example ,Vale, et al (1995) in ICDR (1999) asserted children who are treated positively tend to behave positively and vice versa. To this effect, Durke (1999: 123) recommended “rather than punishing a disruptive behavior teachers can increase another behavior that serve the same function thereby reducing the livelihood that the student will continue to be disruptive.” In short words, this entails teaching appropriate behavior to meet the intended goal of the SIP.

- **Other Non Instructional Activities of Teachers**

Some research evidences indicated that by virtue of their better understanding of behavior in classroom and as they meet students as partner teachers in search for an answer to behavioral problems would be active counselors. Counseling service for students is very important in the SIP endeavor to encourage growth of students self reliance, internal control and acquaintance to learning environment. This is in turn crucial to develop student self confidence needed to enhance performance (Curzon, 1990). Teachers can also play active roles in facilitating both co-curricular and extra curricular activities to substantiate the classroom instruction.

In all, teachers are engines to the student learning both in sharing knowledge and facilitating conditions for effective learning so as to maintain high students' achievement, instructional technology and teaching aids only support but do not replace teachers. Hence, it calls again for teachers' professional development to deserve special attention in school improvement effort.

2.4 School Leadership and Management

School leadership and management is among the most crucial forces in the school improvement process. Without high quality, skill and sustained leadership at school, distinct and policy making levels, management of school improvement is unlikely to be achieved. The management of school improvement is the common school improvement committee comprising of principals, teachers, students and members of community groups on one hand and educational professionals at different levels on the other (MOE, 2007b). School improvement needs strong commitment and sense of ownership on the part of all the concerned.

With respect to this, research evidences indicate that successful instructional leaders promote culture of collegiality, collaboration, support and trust in the school improvement effort. Effective instructional leaders must be knowledgeable about learning theory, effective instruction and curriculum must be able to communicate and represent the student, teachers and parents what is of important and value in the school. They must also be skillful in the construction of culture that specifically defines a given school is all about (Mc Ewan, 2003: 6)

Studies still reveal that the role of school leaders and the process of leadership are significantly contributing factors in the achievement of successful school improvement (Telford 1996). Some implication for wellbeing and improvement of the school include the following: In the first place, vision need to be shared and regularly reconfirmed as the process of change takes place (Bush and Marine 2000; Harris, 2000). It is clear that the absence of clear vision and its communication has shown to lead to confusion demoralization and failure within much school improvement to work. Second, essentially school improvement necessitates some conceptual initiatives and leadership where teachers and school managers engaged in active and participatory leadership in school improvement work than top down delegation (Harris, 2002). The importance of spreading leadership function throughout the staff groups is another issue. The ministry framework document argues in favor of leadership that should come from a variety of sources in the school. School leadership that is shared among teachers, staff members, parents and members of the entire educational community, increase the desired level of student

performance, hence, an opportunity to achieve at high level. It is due to this fact that the SIP committee is organized to manage the improvement effort in many countries including ours. The third function of leadership is the emphasis upon infrastructural and interpersonal skill development. This according to Harris (2003) is the concern with promotion of people centered continuing professional development as means of maintaining the level of commitment and morale of staff in the school. Fourthly, an analysis of personal and professional values including critical reflective thinking is central to successful leadership functions.

In general, as the most consistent study findings indicate effectiveness of leadership depends on the quality of leaders. To effectively put into practice leadership functions, the school leaders should be strategic thinkers, mentors, mediators, consensus builders, self evaluators, team spirit promoters, fair and balanced, good communicators, emphatic listeners and role models (USAID/AED, 2006).

In conclusion, high student achievement and school improvement to become a reality schools need to be led by head teachers who are not only knowledgeable and skilled in managerial techniques but also people centered leaders who are able to combine management of internal and external change with strong development and achievement orientation.

There are different players in the management of effective implementation of school improvement process. The role that can be played by the school principal, school improvement committees and the school board seeks much attention.

School principal plays the overwhelming role in school improvement leadership. This is because with respect to school improvement, school principal is mandated to lead the following activities. These include: establishing the SIP committee and leading the committee as a chairperson. Besides, school principal establishes school target and vision statement for school improvement strategic plan and approval forms of school reporting retained and made available for external validation. In turn, reporting regularly the progress of school improvement in the school to the distinct education office Australian school improvement framework further outlines school improvement leadership role of school improvement committee. According to the framework school improvement team

is responsible for conducting an annual self evaluation, facilitating school planning process, collecting the evidence required for external validation team and reporting the development and process of school improvement plan and implementation to the principal. The school board has also some roles to play in relation to school improvement .The major ones are establishing strategic duration and priority for school on one hand and monitoring and review of school performance on the other.

2.5 Student Environment

School environment must be free of any kind of insecurity for student learning to take place. In line with this statement, Faculty of Education Department of Teacher Education (2002:4) suggested that “learners have the right to a clean and safe environmental that is conducive to their education”. In effect, teachers and school management as well as community seek to create a learning environment that encourages positive and active engagement in learning and self motivation (MOE, 2004). The guideline further extends that it is virtually important to develop shared expectations for all students and create and maintain a positive classroom climate of mutual respect and support.

In the domestic SIP guideline, it is also discussed that in order to meet the SIP objectives, school environment must be safe and healthy. This ranges from beautification of school compound to maintenance of stability of discipline and peace (MOE, 2007b).

In other dimension, it is also discussed in the same document that to create conducive school environment for student learning appropriate physical facilities need to be made available as per the requirement of the standard. In this regard, proper classrooms and administrative buildings with necessary furniture, pedagogical center, library with adequate and relevant reference materials, segregated latrine, and particularly at secondary level laboratory rooms, equipments and chemicals as well as ICT rooms and equipments are to be fulfilled for effectiveness of the SIP.

Another issue of concern in relation to student environment is the provision of school infrastructure services. In fact, a school is conducive for student learning upon the fulfillment of basic infrastructural service such as electric light, telecommunication and clear drinking water, which are all equally important as physical facilities (MOE, 2007a)

Apart from physical facilities and infrastructural service, to maintain safe and healthy school environment there are different kinds of student support service need to be in place. Emphasizing this view, Phelam and Cao (1920) in MCNergney and Nergney (2004) state “ level of availability and accessibility of the principal amount of support students receive from teachers and school staff members . . .can influence student environment for learning” For example, such teacher support like coordinating co curricular and extra curricular activities, guidance and counseling service, health services (first aid), reward/ motivation mechanisms used and the use of instructional aids are among activities that determine instructional environment (MOE, 2007).

In sum, since school is centre of any educational activity, thus, the school environment need to be made worthy for effective student learning to take place. Healthy and safe learning environment, therefore, demands appropriate physical facilities and its ingredients, a proper infrastructural services, teachers and staff student support and student discipline and still security, peace as well as democratic culture that should be built concurrently with other domains.

2.6 Community Involvement

Community participation in education system is the partnership of home and school to support child's education process. Regarding this Olsen (1954:427) stated that community participation is the constructive involvement of people other than adults involved as students and par time employers in school policy program planning and evaluation. Parents and families cannot be the only group of people for children education as long as children interact with and learn from the world outside their families. Communities and society must support parents in their children education. Thus, for the transformation and improvement of school parents, community and NGOs can play significant role.

2.6.1 Rationale for Community Participation in School improvement

School has much intimate relation with the community. This is because parents as members of larger community have greater concern with the way the school is training their children. The target of community involvement is, therefore, to develop a sense of

ownership on school programs. Once the community considers the school as its property, it takes part in bringing benefits to schools for the students' achievement. One such benefit is the provision of additional resource (Tett, 2003; Shaeffer, 1994; World Bank, 1998; Dodd, 2004; MOE, 2006; MOE, 2001; MOE,2007b: MOE, 2006b and USAID/AED, 2006). The resource that can be generated for school improvement can take the form of raising money for school support, material support to fill school facilities, labor and technical contributions to the extent of gift of own plot of land. All the materials and finance as well as labor support for school from the community could be spent for construction, expansion and renovation purpose other than meeting facility needs of schools.

Community can render support to the school through other means as well. For example, monitoring and following up teacher attendance (Dodd, 2004; World Bank, 1994), beautification of school compound and participation in the area of education policy formulation, project implementation and problem solving (MOE, 1998); promoting girls education through active engagement in the eradication (Shaffer, 1994; World Bank, 1994) participation in school management and governance (World Bank, 1994; MOE 2006, MOE 2006a) through parent and community representation.

It is believed that government sole source of support to school doesn't guarantee school improvement effort. In addition, school own effort in revenue generation through different mechanisms, the contribution of wider community including private investor and NGOs is key for the sustainability of school improvement in our country. At the top is the championship role of parents as partners since they know about the education of their children more than anyone else. Hence, in our country's context parents are expected to meet educational material need of their children, keep their hygiene and follow up and monitor discipline and education other than any kind of support they render to the school for improvement.

In relation to this, the study conducted on school improvement program in Chicago City as discussed by MOE (2006b) pointed out that "When schools work with families to support learning, children are more likely to succeed. Conversely, students' achievement in school is the extent to which family encourages and supports learning at home".

Therefore, in order to enhance school program so as to work as efficiently and effectively as possible, it is important to establish and continuously develop partnership between school, parents and the community.

2.6.2 Factor that Influence Community Participation in Education

The question of quality and relevance could not be addressed with the government effort solely. Therefore, the partnership with NGOs and community mobilization including schools own effort is important to generate additional financial, material, labor and technical support needed for construction, expansion and renovation of schools to meet educational facilities and equipments as well sustained school discipline.

However, during the endeavor numerous factors might deter active involvement of community in school improvement. Some to be mentioned include: unwillingness of some teachers to face hostile parents for fear of criticism about their failure (Aggarawal, 1996) and principals reluctance to empower parents and community in school leadership and management (Malnor, 2006)

In addition, USAID/AED (1998) in its training manual prepared for woreda capacity building enumerates some factors, which might vary from place to place but influence active community involvement. These include: poverty, illiteracy, traditions, and shortage of experience in mobilizing community for support, lack of awareness about the importance of community involvement in educational affair, corruption and absence of good governance among others .On the whole, these days it is advisable to keep up the increasing involvement of community by designing mechanisms to help reduce the level of incidence of barriers mentioned above and any others.

2.6.3 Strategies that a School Need to Follow for Effective Community Involvement

To develop effective community participation in education so as to ensure school improvement program succeed, creating workable techniques is vital. In the first place, the school has to organize structures that can serve as a bridge between school and community. These can be strengthening PTA, school improvement committee, school advisory committee, KETB and other relevant organs those keep community closer to the school.

In addition to bazaar preparation, symposium, community mobilization on door to door basis and at the community meetings, it is also possible to organize proposal for submission to charitable organizations both local and international. Many research studies have identified various ways of community participation in education providing specific channels through which they can be involved in school improvement. Calcuta and Parkins (1995) illustrate bidirectional communication that is based on mutual benefit for both school and community. This is because community lends a hand to the school if it gains return from school. In this regard, it is noted by John Dewey that school is “a society in miniature”, which requires schools to be the centers of community service to gain much return from their involvement. Other mechanisms include strengthening community members school leadership roles and providing culturally responsive activities.

In sum, community involvement in school improvement need not be occasional but a continuous process that help strengthen the bond between school and community. To ensure sustainable relationship between the two, use of appropriate mechanism founded on effective channel is of paramount importance.

2.7 The process of School Improvement

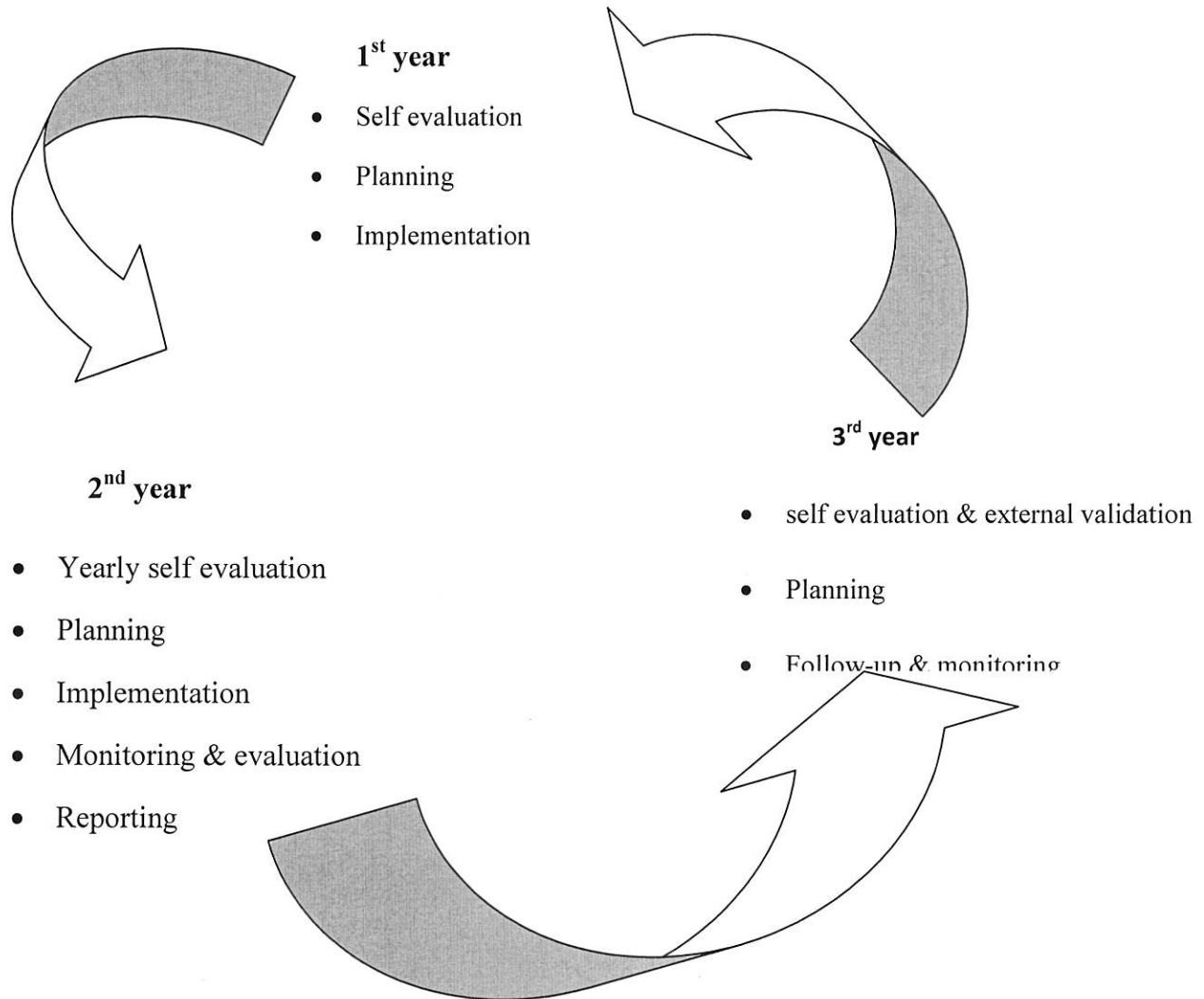
2.7.1 The stage of school Improvement

In an effort to attain high student achievement level, schools set goals for improvement and make decisions on how and when these goals will be achieved. In the process schools need to enhance the way curriculum is delivered, create positive environment for learning and increase the degree to which parents are involved in their children’s learning at school and in home (EIC, 2000).

School improvement by its nature is continuous process that can systematically put into the reality. Formerly the Ministry of Education SIP training manual (2006) outlined different stages that the school need to pass through to realize the improvement effort. Later both the framework and the blue print clearly identified key steps in the school improvement process. This comprises of preliminary stages such as formation of school improvement team, understanding the context and setting issue of concern and other

2) phases like preparation of school improvement plan implementation, follow up and monitoring the implementation as well as evaluation (EIC, 2000; MOE, 2007b and MOE, 2007c).

The process as depicted in the Ethiopian school improvement framework document has shown in the following three year school improvement cycle (MOE, 2007c:4)



During the school improvement process one thing to be reminded is that an effective school improvement results when all the key stakeholders work as a team through out stages of the process. In other words, school improvement team should lead the process to establish priorities, set goals for improvement, implement strategies to achieve the

goals and evaluate. In all, planning phase of school improvement process is crucial because proper planning prevents poor performance.

2.7.2. School Improvement Plan Development

School improvement planning is considered as a roadmap that sets out change a school needs to make improve the level of student achievement (EIC, 2000). It is a continuous process that brings improvement in schools. Others consider it both as a mechanism to measure improvement and document for monitoring progress. Plan is a cornerstone for any effective implementation. This happens when plan preparation is governed by leading principles. In this regard, MOE (2006b) and MOE (2007 b) indicated the following key principles in school improvement plan preparation.

1. The main target for school improvement is to achieve high student outcome.
2. School principal is the leader of school improvement team.
3. Students and parents have adequate knowledge about school improvement.
4. School improvement planning process is a team work that demands stakeholders adequate understanding about the task to actively participate in the development.
5. School improvement plan target /goals are set based on reliable data sources.
6. School improvement planning is a continuous process that requires follow up to take immediate corrective measures.
7. The quality of school improvement plan document is determined by the quality and efficiency of those professionals involved in the development of the process.

Based on these governing principles schools which implement school improvement program need to pay attention to the following six issues for plan development and implementation (MOE, 2006; MOE, 2007b) These are contextual understanding, collecting, organizing, analyzing, setting goals and prioritization of issue of concern, selecting best practices, implementation, monitoring and evaluation.

Throughout the process without active involvement of key school improvement stakeholders such as parents, community members, principals, teachers and students; attainment of the objective of the school improvement is unthinkable. In strategic and the annual plan preparation all the concerned need to work collaboratively with strong sense

of team. Strategic planning is the central role of school; the fundamental base of which impacts the success of schools. Hence, participatory sense of ownership, clear understanding of the process and commitment are among factors that need to deserve attention during strategic plan preparation on the part of school improvement team.

2.8. School Improvement Experience of Different Countries

School reform efforts have been made through out most of 18th and 19th centuries. Later the international school improvement project under the coordination of the organization for economic cooperation development (OECD) also extended the practice in the 1980s throughout OECD countries (Hopkins, 2005). These days, school improvement is becoming a global agenda as a result of which many countries both developed and developing have been found implementing it. As illustrated by Plan International (2004), until the time, 20 countries of America, Europe, Asia, pacific and Africa have been started the program implementation. Below is, therefore, a brief discussion of school improvement experiences of the USA and Canada from Americas, United kingdom from Europe, China from Asia and Australia from the pacific.

2.8.1 School Improvement Experience of the United States

The story of school improvement in the USA dates back to the time of Sputnik- back to the basics response. To readdress the fundamental question of the time, school restructuring has been the central component of curriculum reform and has dominated school improvement effort (Harris, 2002). In effect, efforts to improve schools during 1950s and 1960s in American schools have left substantial record of positive achievements for schools of today.

The next large scale cross states effort at school reform in the USA was in the 1980s, when many successful comprehensive school reform projects such as the school development program were initiated (Lee and Williams, 2006). At the time, large scale study research evidences reveal that in the US (Teddtie and Stringfield 2007):

- Externally developed school improvement designs are likely to result in high student achievement.

- Teachers ownership of reform develops through time of engagement of teachers in the implementation of the program .
- Change in reforms such as the SIP requires greater investment in human resource development.
- Schools that have capacity for major changes may have that capacity prior to major changes.

Literature further indicates although the approach in school improvement varies across the states in the US, Henderson (2001) noted the Whole School Improvement Program in the case of Boston as the best practice. The program focuses on student work, resources and professional development, community involvement, best practices (Henderson, 2001) and collegiality research and curriculum and instruction initiatives (Bush, and Coleman, 2000) Virtually, there are lessons that Ethiopia can learn in relation to teachers collaborative work and continuous professional development activities to improve sustainability of school improvement effort.

2.8.2. School Improvement Experience of Canada

The school improvement effort was initiated by Canadian charitable organization in 1991. Manitoba School Improvement Program was from one of the three SIP projects drawn up from professional knowledge of teachers and experience of academics (Lee and Williams, 2006). Further, evidence on the program indicated that the program was school based and teacher initiated hence on going pressure and support was provided through out life of the project. Besides, it focused on the need of student and the perception of the whole community. On top of this, the program has high level of commitment to teachers development and profession growth.

The MSIP has resulted in better professional development and commitment of teachers and increased involvement of the school community in the school improvement efforts. Consequently, the MSIP has achieved improved learning out come of all students.

It can be clearly predicted that MSIP has close similarity with SIP in Ethiopia. For example, both programmes are school based; involve school improvement team and the whole school community. However, Ethiopia can take the experience of MSIP in that

network of education is required to provide support for professional development. The other experience that Ethiopia needs to share from MSIP is that training for teacher professional development should be based on specific needs of each school and should be sought from within. Doing so has likely to increase the participation and commitment of teachers in professional development strategy.

2.8.3. School Improvement in United Kingdom

In UK school improvement has become a dominant theme in contemporary educational reform and development. Harris (2005:6) pointed out that “the growing concern among politicians and the wider public educational standards has resulted in a wide variety of school improvement interventions and initiatives.” Harris also indicated that in UK the question of how to improve student achievement has resulted in the adoption of an ambitious reform program carried at raising standard in schools to realise education reform .In England, school development planning followed by school self evaluation has been championed by external agents for the good of schools.

Different important points deserve special attention in UK school improvement effort. The major one is creating enabling conditions critical to successful implementation of the SIP. The essentials are teaching and learning, parent and community involvement, effective institutional leadership, creating positive school climate and high expectation. Still, the use of information system for making decision and setting up improvement networking system between universities, local education authority and school are unique to UK experience especially in less disadvantaged and more challenged areas (Stoll and Alma, 2006).

2.8.4. School Improvement in China

Available evidences indicate that school improvement effort has begun to be one of the priority issues for Chinese education since 1949. In China Government by the vision ‘no school is left behind,’ the school improvement program is aimed at improving the disadvantaged schools (Townsent 2007). To this effect, it has been suggested that government took initiatives of introducing changes in funding, governance, enrolment policy and teacher development at schools left behind because of poor facility and equipments as well as headmasters and teachers loss of leadership and confidence.

Consequently, driven by current local and global pressures on one hand and active involvement of principals, teachers, parents, professionals and university academics on the other, schools have been under progressive improvement and Chinese students achieve better than before (Lee and Williams, 2006).

2.8.5. School Improvement Program in Australia

The school improvement initiatives in Australia was a phenomenon of 1990s (Chorke, and Neil, 2006). Studies conducted on the area indicated that Australian students were performing higher even than other OECD countries. Despite this achievement it was also further reported that there was wider disparities in performance between boys and girls, students in urban and rural areas, indigenous and non indigenous students and those in higher and low social economic status (Coldwell, 2007).

Under the Australian constitution, education remains the responsibilities of six states and two territories. To enforce school improvement effort, however, in some states schools are decentralized to local decision making (Ibid).

Apart localization of educational management, currently Australian Government issued school improvement framework so as to narrow the existing disparity between different groups in performance and maintain quality education at all schools. Australian school improvement framework, which aspires excellence of high academic achievement, made up of four domains namely learning and teaching, leading and managing, student environment and community involvement each embracing three elements. In addition, it describes four year cycles of school review, a process of annual operational plan as well as report (Clarke and Neil, 2006 and ACT Government, 2009).

What is important from this country's experience is also the establishment of school improvement committee and the individual as well as collaborative role that could be played by the school principal, school improvement committee, school board and other stakeholders.

In comparison to Ethiopia's SIP experience, one can safely draw a conclusion that SIP in our country is the direct reflection of that of Australia, and most probably, Ethiopia shared a lot from this country.

2.9. The Status of Education Reform and School Improvement in Ethiopia

Ethiopia is one of the countries with an old age and rich education tradition. However, introduction of western type of modern education did not last more than a century. Since education system in Ethiopia was more of foreign countries orientation, it failed to meet citizens need for social, economic, political and cultural transformation. This could be attributed to deterioration of quality education for long period of time. To better clarify the trend of development of school improvement in the country, the practice has been reviewed over three recent periods.

2.9.1. The Imperial Regime (Before 1974)

This period happened to be a time to a turning point whereby people call for education quality and access. To this end, different strategies like 'Fidel Serawit' were pursued by the monarchical government (Wudu et al, 2009), however, the author further noted the strategy could not address the quality problem. As a result, a growing general dissatisfaction of the people with the education system of the time, the government initiated review on education sector (ESR in 1970 to transform education system (Ibid). Despite recommendations were forwarded to improve the overall education system, the study was hardly realized except creating pressure on the down fall of Imperial regime (MOE, 1972). Instead, education system had been marked by the spirit of dissatisfaction and quest for further improvement.

2.9.2. The Dergue Regime (1974-1991)

Initially this period seemed development oriented .For example, it was stated in the then education policy that education was meant to enhance production and scientific inquiry under the Program of National Democratic Revolution. However, Tekeste (1990) indicated the problems of relevance, quality, equity, access and efficiency were deep rooted in the education system of the time. Realizing the problems, the Dergue lunched a reform study--Evaluative Research of the General Education System in Ethiopia (ERGESE) in 1986 (Tekeste, 1996). Tekeste also pointed out the recommendations given on professionalization of staff, rationalization of educational administration, revision of curriculum, creating of comprehensive evaluation and research and supply of adequate

educational inputs which all impact school improvement in particular and quality education in general, could not produce significant change. As a consequence, the problems discussed above had been left unsolved for years (TGE, 1994). As a reaction to this, Tekeste (1990:4) recommended: “if education system was to play a significant role in a nation building . . . the question of reform needs to be confronted more rigorously and consistently”.

2.9.3. Current Period (since 1991)

In response to the problems of quality education the Transitional Government of Ethiopia issued and began to implement ETP as of 1994. Consequently, remarkable results have been recorded. Despite such an effort, quality remained problematic throughout initial period of policy implementation.

Since implementation of current education policy, Ethiopian Government has made different educational reforms. Currently, the government launched General Education Quality Assurance Package (GEQAP) in 2007. The package consists of six programs: Teacher Development, School Improvement, Civic and Ethical Education Improvement, Curriculum Improvement, ICT Service Expansion and General Education Management and Organization Improvement (MOE, 2007 a).

As one of the six strategic programmes of the package, school improvement program was promulgated in 2007 (MOE, 2007a; MOE 2007c). The documents also extend the current SIP was developed based on the review of best experiences of schools and positive experiences obtained from pilot program. The program focused on four domains namely learning and teaching, leadership and management, student environment and community involvement, which are all targeted at student achievement (MOE, 2006; MOE, 2007 b and MOE, 2007 c). In the framework there are 4 school essentials/domains 12 elements 29 standards and 150 performance indicators on which schools self evaluation is based.

In conclusion, Ethiopian education system has undergone a series of reforms out of which the current program seems effective. Nevertheless, studies need to be conducted so as to forward recommendations for more intensified and sustained improvements in Ethiopian

schools in general and schools in the study area in particular. This then is hoped to keep the pace in the improvement race.

2.10. Challenges in Implementing the School Improvement Program

As noted by Poster and Day (1988), it is difficult to achieve school improvement as the school itself is a complicated social entity that has operated with in changing and sometimes conflicting public expectation. In support of this proposition, Ainscow (1994) has also argued that schools and classrooms are complex environments involving a range of unpredictable factors, which Hopkins (2005:14), for example, identified contextual factors those which are likely to influence the progress and choice of improvement effort. These could be social class and educational status of the community in the catchments area, ideological groupings which can fragment the improvement effort and the nature of collegiality, ownership and laterality manifested in leadership style.

With respect to school improvement effort in practice research evidences indicate that inappropriate prioritisation of area of concern for improvement, lack of support and commitment in practitioners and teachers resistance (Ainscow, 1994) as well as lack of focus on the level of classroom and primacy of instruction (Hopkins, 2005) are more likely to hamper the effectiveness of school improvement effort.

Since prioritizing the area of concern for improvement is one of the major tasks in school improvement planning, failure to prioritize properly is likely to result in unsuccessful efforts. In line with this, Duchawkai, Kutash and Olivera (2004) noted that although the literature on school improvement has indicated that all domains are important, the complex nature of school improvement makes it difficult for an individual school to implement all the strategic concurrently.

The extent of pressure and support from district education office is also another factor that can determine the effective implementation of school improvement experience in schools that have been involved in school improvement project. For successful school improvement, the district office has to have a clear plan for supporting its schools in sharing experience.

Teacher might resist new reform for many reasons. Since active involvement of stakeholders particularly teachers can determine the success of school improvement (Costa and Liebmann, 1997), genuine communication and shared commitment is crucial through the involvement of teachers in decision making process, developing teachers ownership of the reform at the right time by the help of right awareness creation mechanisms.

In addition to problems discussed above; factors such as lack of common understanding among the practitioners on the program, complexity and instability or change in school factors like staff turnover, change in priorities from education authority and public enrolment can affect sustainability of school improvement (Chinsamy, 2002).

Finally, in the local context, reports on the regional level school improvement practice reveal some factors might handicap program implementation effort. Some of the major expected challenges as summarized by OEB (2009) include (1) lack of qualified teachers required mainly at secondary level (2) lack of proper leadership training for school principals and the underlying poor commitment to enforce the program (3) defective strategic school improvement plan preparation and implementation and of course, (4) weak follow up, monitoring and evaluation of the program implantation by all the concerned.

In conclusion, no innovation is straight forward and the strategic nature of the SIP by itself does not bring change overnight. Indeed, it needs active involvement of all the stakeholders for effective implementation to occur.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This section comprises of research design, sources of data, sampling techniques and procedures, instruments of data collection and the methods of data presentation and analysis.

3.1 Research Methods

For this study both quantitative and qualitative approaches were used. As rated by Cresswell, et al (2003) mixed approach has particular importance to come up with well validated and substantiated findings as the matter of the fact that the weakness of one approach is recovered by strength of other approach. The descriptive survey method was employed for it was efficient to evaluate and determine the adequacy of a program under existing condition against the established standards (Best and Kohn, 1999). The descriptive method is of special importance for this study to portray the nature of current practice of school improvement program at secondary schools for two reasons. In the first place, the design is appropriate to gather adequate data by virtue of its applicability to wider study area as in area of discussion. The method is also suitable to obtain reliable and relevant data as it involves various subjects. In general, the method was found to generate adequate and relevant data in breadth pertaining to the issue under investigation.

3.2 Sources of Data

In this study, both primary and secondary sources of data were used. The main primary sources of data for this study were participants found at the school level and education professionals working at Woreda level. This is because the study is mainly based on the opinion of individuals on certain issues making primary data sources to be more important than secondary data sources. Hence, the sources of data for this study include: teachers, principals, school improvement team comprising students and community members and Woreda education employees (job performers and process owners or heads).

Attempt was made to make use of secondary sources of data in order to develop theoretical framework of the study, for which national and international literatures related to the study under consideration were reviewed. For this purpose books, journal articles, conference proceedings, information from internet and government policy documents and reports were used. Another source is to gather data from the available school based records related to the school improvement program and any other document relevant for the study.

3.3 Sampling Techniques and Procedures

It would be impractical and unmanageable to include all population (all secondary schools, all teachers, all principals all WEO job performers and heads etc) of Horo Guduru Wollega zone in the study, mainly because of financial, time and labor/energy factors, hence, it is advisable to come up with representative samples, and generalize the findings to the population. Accordingly, simple random, purposive and stratified sampling techniques were used to draw representative sample of different groups for the study.

In Horo Guduru Wollega zone of Oromia, there are ten Woredas having **23** secondary schools (**16** general secondary and **7** preparatory). Out of **10** woredas **5** (50%) of them namely Shambu, Abe Dongoro, Guduru, Abbayi Chomen and Horro were randomly selected and included in the study. All together, the selected woredas have 12 secondary schools. From these using proportionality eight schools, accounting for (35%) of the secondary schools in the zone, were selected randomly from the five woredas. Accordingly, Shambu, Tullu Wayu, Gebete, Agemsa, and Sekela general secondary schools were selected from Shambu, Abe Dongoro, Guduru, Abbayi Chomen and Horro woredas respectively. Similarly, three preparatory schools namely Fincha from Abayi Chomen, Kombolcha from Guduru and Shambu were also selected for the same purpose.

Currently, there are about **678** secondary school teachers in the zone. Out of this, **368** teachers are in the sample woredas. Still more, there are **257** secondary school teachers out of which majority (151) are assigned to teach at grades 9 to 10 where as the rest are preparatory teachers in sampled schools. Therefore, in this study, **115 (45%)** subjects were made to participate. This number is remarkably sufficient as discussed in the rule of

thumb that a sample size of 30% and above is appropriate for a population of 1,000 and less in number (Koul, 2005),

Since secondary schools are of two cycles, general secondary (9-10) and preparatory (11-12), stratified sampling technique was employed to select teachers from both cycles to maintain proportionality. Hence, on the basis of the given equal quota to select teachers from each stratum, **67** teachers from general secondary and **48** from preparatory sampled schools were involved in the study.

In addition to this, **5** school principals and **27** (38%) job performers (6 each from four woredas and 3 from Shambu City Administration Education Office on the basis of the structural requirement of the fewer number of job performers there) were selected randomly. where as **5** WEO heads were selected purposively for their overall knowledge, experience and position they assume concerning the issue under investigation. Further, few community groups and students who took part as school improvement team were also included in the study on purposive basis. Purposive method was found to be appropriate for this study where few individuals skilled and experienced on the issue were selected because of the position they assume in their offices and the deep insight they were believed to provide pertaining to the issue at hand.

Altogether, **115** teachers, **5** principals, **5** WEO heads and **27** job performers in the respective woredas, **18** students and **18** community members accounting for **188** subjects in total were participated in this study.

3.4 Instruments for Data Collection

In line with the basic questions raised appropriate and relevant data must be collected by designing appropriate data collection instruments. Hence, both quantitative and qualitative data collection tools were used to collect data from the concerned subjects. For this study, such data gathering instruments as questionnaire, interview and observation were used to obtain data. Supplementary information concerning the implementation of the SIP was also gathered through focus group discussion (FGD) and document review to substantiate the data collected by other methods.

3.4.1 Questionnaire

Questionnaire was used to gather data from teachers and WEO job performers/experts. The questionnaire was designed as both open ended and closed ended items. Most of the closed ended items were formulated in five point rating scale including rank order manner and very few were of multiple choice item type. Open ended items were formulated in such a way that respondents could write short responses in the space provided.

Two separate questionnaires were prepared in English for teachers and job performers and organized into two major parts. The first part was about respondents' personal characteristics. The second part dealt with the issue pertaining to the SIP and the status of its implementation. This section in turn was sub divided into sections across four school domains and that of which was concerned with SIP strategic plan and main challenges that schools encountered during the program implementation.

Finally, the questionnaire structured in this way was distributed to respondents with the presence of the researcher as well as by the help of assistants.

3.4.2 Interview

Structured Interview guide, which is suitable for relatively small number of subjects was used to get deep insight from principals and heads of respective WEO for this particular study.

On the basis of this notion interview guide was prepared beforehand to help the researcher follow the predetermined 10 guiding questions. After getting the consent the researcher conducted the interview and took notes on the main themes of discussion. On average, the interview took 2:15 hours per session. The total time used for this purpose was 17.20 hours.

3.4.3 Observation check list

An attempt was made to structurally observe the existing behavior or conditions by the help of check list that was prepared in advance. The intention was to get factual data

about real classroom teaching and learning process as well as physical environment of the school such as building, classroom facilities and educational materials as well as equipments.

3.4.4 Focus Group Discussion

Focus group discussion has special importance to this study since it is suitable to gather qualitative data that goes a step further than interview. For this study it was found appropriate to generate in-depth information from community members and students who were members of SIP team. On the basis of the guideline prepared for this purpose, discussions were carried out with four different focus group informants. Special care was taken to meet the objectives of the study upholding the most convenient time, place and space for the study subjects.

3.4.5 Document Review

In order to substantiate the data obtained from other sources and documents, the researcher reviewed documents which are related to the SIP. For example, school strategic plan 2007/8 – 2009/10, reports from the school and education offices, formats and policy documents were used in this regard. The central theme of document review in the SIP context was to investigate what was planned in the documents and what was implemented.

In order to increase the validity and reliability of instrument 10 copies of the questionnaire were pilot tested at Shambu secondary school. Following pilot testing, necessary corrections were made before the actual employment of the instrument.

3.5 Method of Data Analysis

To analyze the data collected from different sources with the aid of different data gathering tools, appropriate data analysis method were used. For this study, both quantitative and qualitative methods of data analysis were employed. Particularly to facilitate quantitative analysis, the organized data were displayed using tables. Accordingly, data obtained through close ended questionnaire were first edited for their completeness, categorized, registered and interpreted quantitatively using different

statistical tools like frequency count, percentages, weighted mean method. In addition, to test whether there were statistically significant differences in responses between the subjects of the study, quantitative data were further analyzed inferentially using chi square test.

Further more. data collected from open ended questionnaire, structured interviews, FGD, observation and partly document analysis were analyzed qualitatively through narration mode following each quantitative analysis for the purpose of strengthening it. In general, interpretations were made based on the result of analysis of each table subsequently.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter of the study deals with the presentation, analysis and interpretation of data collected through questionnaire, interview, observation, focus group discussion (FGD) and document review. The quantitative data, which was obtained from close ended items of questionnaires are presented with the help of tables. The qualitative data which was obtained from open ended items of questionnaire, interviews, FGD and document review was triangulated with that of quantitative data under this chapter, Such issues as the characteristics of respondents, the status of the implementation of school improvement program with respect to the four domains, the status of SIP strategic planning and the encountered challenges are treated part by part.

4.1. Personal Characteristics of Respondents

Some questions were posed to two groups of respondents namely secondary school teachers and Woreda Education Office (WEO) job performers including school principals and office heads. These groups of respondents were targeted at to conduct an open survey on the implementation of SIP because such groups are the implementers, the facilitators or beneficiaries of the program.

Accordingly, 150 copies of questionnaire papers were prepared in two sets & distributed to be filled. However, for various reasons, all questionnaire papers were not returned. Out of the total respondents who were supposed to fill the questionnaire, 142 (94.1%) of them returned responses. Of these, 115 were teachers where as the rest, 27 were job performers (table 1).

Moreover, structured interviews were held with 5 principals and 5 WEO heads. Some questions were posed to respondents, which also included focus group informants- 18 students' representatives and other 18 SIP committee members. Accordingly, the personal characteristics of the respondents are summarized in the table 1 below

Table 1: Personal characteristics of Respondents by Different Variables

No	Variables	Respondents									
		Teachers	%	Principals	%	Job Performers	%	Office heads	%	SIC	%
1	Sex ; Male	109	94.7	5	100	26	96	5	100	18	100
	Female	6	5.3	-	-	1	4	-	-	-	-
	Total	115	100	5	100	27	100	5	100	18	100
2	Age: Below 20	3	26	-	-	--	-	-	-	9	50
	21-25 year	34	29.5	-	-	2	7.4	-	-	-	-
	26-30 year	47	40.8	3	60	2	7.4	-	-	-	-
	31-30 year	13	11.3	2	40	4	14.8	-	-	4	22
	Above 36	18	15.6	-	-	19	70.4	5	100	5	28
	Total	115	100	5	100	27	100	5	100	18	100
-3	Qualification:										
	certificate	3	2.6	-	-	-	-	-	-	-	-
	Diploma	22	19	-	-	11	40.7	2	40	-	-
	First Degree	90	78	5	100	16	59.3	3	60	5	28
	Second degree	-	-	-	-	-	-	-	-	-	-
	Other	-	-	-	-	-	-	-	-	13	72
Total	115	100	5	100	27	100	5	100	18	100	
4	Service year: less than 5 year	41	36.6	1	20	3	11.4	-	-	-	-
	6—10 year	36	31	3	60	4	14.8	-	-	-	-
	11—15 year	10	8.7	-	-	15	55.4	-	-	-	-
	16—20 year	19	16	-	-	5	18.4	4	80		
	Above 20 year	9	7.8	1	20	-	-	1	20		
	Total	115	100	5	100	27	100	5	100	18	100
5	Training related to SIP										
	Yes	63	55	3	60	19	70.4	3	60	2	11
	No	52	45	2	40	8	29.6	2	40	16	89
	Total	115	100	5	100	27	100	5	100	18	100

Key; SIC-School Improvement Committee

Source: Field Survey, 2011

Table 1 shows personal characteristics of respondents of different groups including sex, age, qualification, work experience and training attended or/and offered/ conducted in relation to SIP. A close look at sex composition indicates that all school principals, education office heads and SIP members were males. On the other hand, as can be seen from table 1, a great majority of respondents, 109 (94.7%) teachers and 26 (96%) education experts were males where as the few remaining, 7 (4.5%) from both groups was covered by female respondents. This implies that still under current condition there is relatively limited female participation not only as an expert/ head in education offices but also as teachers in secondary schools teaching profession. Consequently, the participation of female in educational management was not evident owing to long standing culture and other harmful traditional practices prevailed in the study area. From the result, it is possible to deduce that the study could not incorporate views of both sexes fairly.

Regarding the age of respondents, table 1 indicates that majority, 47 (46.8%) teachers and 3 (60%) principals were within the age range of 26 to 36 years. With respect to respondents in education offices, 19 (70.4%) job performers and all of the heads were found to be 36 years old and above . This implies that majority of them were likely to have better exposure to the issue under investigation so that they could provide the required information properly.

With respect to qualification of respondents it is depicted in table 1 that 90 (78%) teachers, 5 (100) principals , 16 (59.3%) education office job performers and 3 (60%) education office heads were first degree holders where as 22 (19%) and 11(40.7%) teachers and WEO job performers were diploma holders respectively. The remaining 3(2.6%) teachers were found at certificate level. Of course, 50% of SIC were students. Generally, majority of respondents were first degree holders. From this result, it is possible to conclude that majority of informants were more likely to have better insight on the themes of the study as they were found at good position in their academic qualification. Conversely, all school principals were under qualified when seen vis-à-vis the requirement of the new guideline.

The other personal characteristic of respondents which is depicted in the table is work experience/ service year. In line with this, the data in the table show that 41 (36.6%) teachers, 3 (60%) school principals , 15 (55.4%) job performers and 4 (80%) education officials have served less than 5 years, 6 to10 years, 11 to15 years and 16 to 20 years respectively. The remaining 74(64%) teachers had more than six years of experience in teaching. Out of these, teachers 9 (7.8%) served for 20 years and above. The data in the table still reveal that only 11 (0.9%), insignificant number of respondents were aged above 20 years. In converse, the data vividly reveal majority of the respondents were within age category of 6 to 20. From the result two points can be inferred .In the first place, the service years of respondents correlates with age pattern and their professional advancement in the education sector. Another conclusion that can be drawn is that majority of respondents had better exposure on the course of implementing the SIP in their respective work place / educational institutions.

It is assumed also that serving for number of years in teaching profession and educational management could put respondents in a better position to easily employ different approaches towards better student achievement. However, serving for longer years alone doesn't guarantee quality education due to various reasons. To this end, such factors like on job training opportunities need to be offered to play paramount importance in this regard.

With respect to training related to SIP, respondents were asked if they had participated in training on SIP. Accordingly, with the exception of student respondent, 88 (57.9%) of the total respondents attended training on SIP. In the responses obtained from open ended questions , interviews as well as FGD, it was reported that respondents were either offered/ attended workshops on SIP on such aspects like the conceptual understanding of SIP , strategic plan preparation, enhancing student performance, school leadership and management , the teaching and learning practice, community mobilization for school improvement and the like. With respect to the adequacy of these trainings, some interviewees responded that though the training was provided, it was not adequate to implement the program effectively. In short, it is possible to conclude that though the training was given on some aspects of SIP, it lacked not only adequacy but also

consistency. As the result of this, it seems that implementers of the program were handicapped to catch up even with basic concepts, principles and procedures of the SIP,

4.2. Issues Related to the Implementation of SIP

Under this section, school improvement activities that are expected to be carried out by secondary schools with respect to the four school improvement domains namely learning and teaching , student learning environment , school leadership and management and community involvement are well treated below part by part

4.2.1. The Learning and Teaching Domain.

The data gathered regarding the learning and teaching domain with particular reference to teachers' activities / practices in the school improvement effort is presented under this subsection.

Table 2: Respondents' Views with Regards to Teachers Activities in SIP

No.	Item	Respon dents	Responses												Chi square	
			0		1		2		3		4		Total		Critical/ table (df=4)	Calcul ated value
			f	%	F	%	f	%	f	%	f	%	f	%		
	Student centered approach	Teacher	18	16	28	24	43	37	20	17	6	15	115	100	9.488	8.13
		Job .P	3	11	6	22	17	63	1	3.7	0	-	27	100		
		Total	21	14.7	34	24	60	42	21	14.7	6	4.2	142	100		
	Continuous assessment	Teacher	7	6	44	38	30	26	21	18	13	11	115	100	9.488	38.11
		Job .P	1	3.7	12	44	8	29.6	6	22	0	-	27	100		
		Total	8	5.6	56	39	38	26.7	27	19	13	9.2	142	100		
	Textbook evaluation	Teacher	31	27	29	25	30	26	22	19	3	2.6	115	100	9.488	5.26
		Job .P	3	11	7	26	12	44	5	18.5	0	-	27	100		
		Total	34	24	36	25	42	29.6	27	19	3	2	142	100		
	Action Research	Teacher	47	41	40	34	19	16.5	3	2.6	0	-	115	100	9.488	8.89
		Job .P	9	33	11	41	4	14.8	2	7.4	1	3.7	27	100		
		Total	56	39	51	36	23	16.2	5	3.5	7	4.9	142	100		
	Arranging tutorial programmers	Teacher	6	5	12	10	50	43	30	26	17	14.7	115	100	9.488	3.07
		Job .P	1	3.7	3	11	12	44	10	3.7	1	3.7	27	100		
		Total	7	4.9	15	106	62	43.7	40	28	18	12.7	142	100		
	Participation in organizing co-curricular activities	Teacher	5	4	28	24	44	28	25	22	13	11	115	100	9.488	4.92
		Job .P	-	-	7	26	9	33	10	37	1	3.7	27	100		
		Total	5	3.5	35	24.6	53	37	35	24.6	14	10	142	100		
	Student motivation activities	Teacher	2	1.7	18	16	26	22.6	51	44	18	15.6	115	100	9.488	16.09
		Job .P	2	7.4	8	29.6	12	44	4	14.8	1	3.7	27	100		
		Total	4	2.8	26	18	38	26.7	55	38.7	19	13.4	142	100		
	Student counseling activities	Teacher	10	8.6	18	15	62	54	11	9.6	11	12	115	100	9.488	20.75
		Job .P	3	11	15	55.6	7	26	1	3.7	1	3.7	27	100		
		Total	13	9	33	23	69	48.6	12	8.4	15	10.6	142	100		

Key: 1. strongly disagree 2. disagree 3. undecided 4. agree 5. strongly agree

Job P.- Job Performer

Source: Field Survey, 2011

Note:-The computation of chi-square value for this study assumes 5 rating scale as corresponds to column number to be 5, and two groups of respondents representing two rows. Hence, degree of freedom equals to 4. Therefore, at 0.05 level of significance, chi-square /X²/ table value remains 9.488. Similarly, the calculated x² value is computed by applying (O-E) ² divided by E whereby E(expected frequency) is obtained by [row total for the row of that cell multiplied by column total for the column of that cell] divided by grand total.

The table 2 above illustrates instructional approaches of teachers (item1 and 2), actions supporting the teaching and learning process as well as non academic programs to be enforced by teachers. With respect to instructional approaches used by teachers (item 1 of table 2) great majority of respondents, 80.7% (14.7 not at all, 24% rarely and 42% sometimes) reported that teachers did not usually use teaching methods that can meet the learning need of students. On the other hand, the data show that only 19.3% (15% always and 43% very often) of the respondents noted that teachers use student centered approach.

In an attempt to see whether respondents had similar views towards teachers application of student centered approach, a chi square test was computed. With respect to this item, the table value/critical value of chi square for 4 degrees of freedom at 5 per cent level of significance is found to be 9.488. The result revealed that the calculated chi square value is less than the critical value. This indicates that statistically there is no significant difference between responses of teachers and WEO experts. In other words, teachers and WEO job performers similarly noted that teachers were emphasized traditional approach of teaching.

The responses obtained during interview, FGD and personal observation of some classroom instructional processes confirmed that some factors were in place to hinder the use of learner centered approach. These factors could be grouped into student related, teacher related, school and resource related factors. The respondents described that students' motivation and unfavorable attitude to these methods adversely affected the method from being put into practice. There were also other factors associated with teachers themselves. These factors as mentioned by interview end FGD respondents included teachers work load (those expected to teach up to 30 periods), lack of short term training, lack of experience sharing among teachers and lack of teachers commitment and skill. Still, other group of factors that constrain teachers' use of learner centered methods stated by respondents included assigning teachers to teach different courses, shortage of time, classroom arrangement, large class size, problem of period allotment etc

Item 2 in table 2 reveals how often teachers use continuous assessment techniques. The data regarding this item indicate that 102 (72%), that is, 8 (5.6%), 56 (39%) and 38 (26.7 %) rated not at all, rarely and sometimes respectively. This shows that teachers did not usually use continuous assessment techniques suitable to improve student achievement. Contrary to this, 27 (19%) and 13 (9.2%) of respondents replied that teachers used continuous assessment methods always and very often respectively to be responsive to the students needs for achievement.

For given chi square table value, 9.488, obtained from 4 degree of freedom at 5 percent level of significance, the computed/ calculated value of chi square is found to be 38.11, which is by far greater than that of the critical one. This result of chi square analysis indicated that the difference between the views of respondents is of paramount importance. This shows statistical significant difference in responses between teachers and education office job performers. Similar significance differences were observed in relation to items 7 and 8.

As per the information obtained from the interview conducted with principals and FGD as well as mark list / roster document analysis, the assessment approaches that teachers mostly employ did not address diverse needs of their students. In line with this, respondents reported that there were many occasions in which test items prepared uniformly for all students especially at midterm and the end of academic semester. The document review in relation to this also vividly showed students were tested and the resulting scores were marked out of 40 and 60 only. The finding also revealed that in most cases teachers did not adjust themselves to continuous assessment techniques, and hence, could not use assessment results for improving student learning.

The above discussion indicates that the assessment practice in the research area were not in line with what is suggested in literature review and the SIP framework. For instance, it is suggested in the MOE framework document and the other available literature that to make assessment procedure accessible, meaningful and applicable for all learners with diverse background and need, assessment techniques should be designed and employed in line with the students level of development and carefully developed and properly used.

With respect to item 3 of table 2, the data revealed that most of respondents, 100 (79 %) indicated that teachers involvement in textbook evaluation, development, planning and other curricular activities was occasional (29.6%), seldom happened (25%) and not a case (24%) . Conversely, 30 (21%) of the respondents assured textbook evaluation as one of the teachers activities. That is, 19(27%) and 3 (2%) of the respondents replied that textbook evaluation was carried out always and very often respectively. As shown in the table, calculated value of chi square is 5.26. Since the value is less than 9.488, critical value, so is not statistically significant. It means also views of respondents regarding the involvement of teachers in textbook evaluation are not statistically different from each other, The data with reference to item 4 of the same table show teachers activity in doing action research was low. The response of remarkable majority, 91.6%, (39% not at all, 36% and 16.2% sometimes) confirmed the statement. However, insignificant number of respondents accounting for 8.4% (3.5 always and 4.9 very often) replied that the action research was evident.

The X^2 value also indicates that the difference between responses of the respondents in this respect is not statistically significant. This is because the calculated X^2 value (8.89) is more than table value (9.488) for 4 degrees of freedom at 5% level of significance. This revealed that both group of respondents similarly believe that action research was not given due emphasis.

Still, interviews conducted with principals and WEO heads support the result discussed above. In their response interviewees pointed out some pitfalls to such an activity. One problem was conceived as a difficult task due to lack of adequate refreshment training and experience. In support of second point one respondent stressed that action research was done for the sake of scoring better result in performance evaluation than being served as solutions to solve immediate instructional problems. Thus, it is possible to infer that action research was not contributed to develop teachers' competence. In effect, it is difficult to attain students' better achievement upholding defective teaching practice

In Item 5 of table 2 respondents were asked to rate the extent to which tutorial programmes were arranged as means to improve student performance. As observed from the above table, the statistically insignificant difference indicates that there is no

consensus since calculated chi square value is by far less than that of table value (9.488). Despite the difference in responses, majority of respondents, 62 (43.7 %) suggested it happened sometimes but 40 (28%) of the respondents indicated that it was a day - to -day activity. The rest, 15.5% of the respondents believed it was not a case in the study area. From the above analysis, one can conclude that tutorial programmes were activities in better position as compared to other teachers' practices.

Items 6.7 and 8 in the same table discuss about co-curricular activities, students motivation and counseling activities the practices of which were found at medium level as responded by 53%, 38% and 69% of the respondents respectively. With regards to these items in the same table, an effort was made to check whether there is difference in perception between respondents. Analysis of chi square value indicates where as statistically insignificant difference is observed between responses of teachers and education job performers in relation to item 6; such differences are significant in the case of items 7 and 8, Virtually, it was indicated in the case of most activities that respondents have similar knowledge and it is believed that the information provided is more factual.

In general, it seems that teachers gave much emphasis to teacher centered approaches of teaching, one shot assessment methods and arranging tutorial programs while giving little attention to teaching and assessment methods responsive to students needs. They did not give due attention also to action research as part of their professional development activity. At the same time, non instructional activities such as co-curricular, student counseling and motivation were not considered to play important supportive roles. When seen against SIP framework, one can safely conclude that teachers need to give equal importance to their different activities in order to realize the effectiveness of classroom instruction. On top of this, teaching and learning processes that can meet the students need and achievement level still needs much effort to be worked on.

Table 3 :- Responses of Job Performers Regarding Professional Learning Status of Teachers

No	Item	Responses											
		1		2		3		4		5		Total	
		F	%	F	%	f	%	f	%	f	%	f	%
1	All teachers in the school are attending CPD	1	3.7	4	14.8	2	7.4	14	52	6	22	27	100
2	CPD program is supported by external supervisors	1	3.7	1	3.7	4	14.8	17	63	4	14.8	27	100
3	Teachers are competent enough to SIP as the result of professional learning	2	7.4	14	52	7	25.9	1	52	3.7	11	27	100
4	The contents of CPD are adequate to discharge teachers potential	2	7.4	14	51.8	7	25.9	4	14.8	-	-	27	100
5	Teachers who completed CPD training of the given level are offered licenses	6	22	10	27	8	30	2	7.4	1	3.7	27	100

Key: 1.strongly disagree 2.disagree 3. Undecided 4.agree 5 strongly agree

As can be seen in above 3 tables, various responses were given regarding the extent of professional learning status of teachers. In the first place, it was reported that the overwhelming majority of education job performers, 20 (74%) rated that teachers were

attending CPD training while the rest, 7(26%) of them reported that participation of teachers in such type of training was low. However, with respect to item 3 of table 3, it was reported by 59.4% of respondents that teachers could not be competent enough as the result of their participation in CPD training. The reason as pointed out by the school principals during the interview was attributed to the continuing change of the mode of professional learning. In this regard, interviewees illustrated the currently adopted module preparation as part of professional learning. Consequently, they stressed that the change paved the way to teachers' resistance and inconsistency of the training on CPD.

The respondents were also asked to rate the extent to which supervisors support teachers CPD programs. As can be seen from the responses of item 2 of table 3, most of the respondents, 17(63%) agreed with the effort made by external body to support / supervise teachers' professional development. On the other hand, only very few respondents, 2 (7.4%) claimed that the support from supervisor was low.

The data in item 3 of the same table also portray the extent of teachers' competency in relation to their level of engagement in continuous professional training. The data in the table show that CPD practices could not bring significant difference in teachers competency as reported by 14 (52%) and 3 (11%) of the total respondents. By the same token, with reference to item 4 and 5 , it is depicted that majority of the respondents believed CPD training of teachers was not accompanied by appropriate content needed to discharge teachers full potential and teachers were not offered licenses upon their successful completion of the training for the given level as rated by 23 (85%) and 24(88.9%) of respondents respectively.

Thus, from the above information it is assumed that teachers professional development has began to take place at the school level in the form of induction and proper CPD. However, the extent of consistency and continuity of the training was questionable as commented by interviewees because teachers were neither acquired necessary license nor promoted on the basis of such procedure. Thus, CPD could not produce significant change in the course of improvement effort.

4.2.2. The School Leadership and Management Domain

Table 4- *Percentage Distribution of the Extent of School Leadership Functions.*

No.	Item	Respo ndents	Responses												Chi square value	
			Sdisagre		Disagree		undecided		Agree		S. agree		Total		Table value	Calcul ated value
			f	%	F	%	f	%	f	%	f	%	f	%		
1	Have guided by shared vision and mission	Teacher	2	1.7	17	14	17	14.7	42	36	37	32	115	100	9.488	45.52
		Job. P	3	11	19	70	2	7.4	1	3.7	2	7.4	27	100		
		Total	5	3.5	36	25	19	13	43	30	39	27	142	100		
2	Participate teachers in decision making	Teacher	6	5	43	38	21	18	29	25	16	14	115	100	9.488	11.27
		Job. P	2	7.4	19	70	1	3.7	3	11	2	7.4	27	100		
		Total	8	5.6	62	43	22	15	32	22	18	13	142	100		
3	Create conducive conditions for teachers CPD	Teacher	15	13	15	13	27	23	42	36	16	14	115	100	9.488	19.8
		Job. P	5	18.5	13	48	2	4.4	6	22	1	3.7	27	100		
		Total	20	14	28	20	29	20.4	48	33.8	17	12	142	100		
4	Committed to school improvement implementation	Teacher	19	16	52	45	28	24	9	7.8	6	5	115	100	9.488	15.05
		Job. P	5	18.5	14	52	-	-	6	22	2	7.4	27	100		
		Total	24	17	66	46	28	19.7	15	10	8	5.6	142	100		
5	Follow up & monitoring of student learning	Teacher	7	6	9	7.8	15	13	52	45	32	28	115	100	9.488	43.45
		Job. P	3	11	16	59	2	7.4	4	14.8	2	7.4	27	100		
		Total	10	7	25	17.6	17	14	56	39	34	24	142	100		
6	Good at community mobilization activities	Teacher	18	16	15	13	41	35	24	21	17	15	115	100	9.488	19.19
		Job. P	5	18	13	48	4	14.8	3	11	3	7.4	27	100		
		Total	23	16	28	19.7	45	31.6	27	19	19	13	142	100		
7	Open to interpersonal communication	Teacher	10	8.7	15	13	27	23	39	34	24	21	115	100	9.488	29.75
		Job. P	2	7.4	15	55	5	18.5	4	15	1	3.7	27	100		
		Total	12	8	30	21	32	22.5	43	30	25	17.6	142	100		

Key: 1. strongly 2. disagree 3. Undecided 4. agree 5. strongly agree

The table above addresses school leadership and management related school improvement activities. Here, for items in table 4 respondents were asked to rate their agreement on the adequate implementation of the aforementioned school improvement activities in their respective schools and consequently the above data were found.

As to the data corresponding to item 1 of table 4, large proportion, 57% agreed that their schools have shared vision and mission that guided their long term activities. The data also indicated that 28.5% of the participants did not agree with the presence vision and mission statements in their school. The rest, 13% rated undecided. In addition, the data obtained from the review of strategic plan and analysis of observation check list indicated that observed sample schools incorporated vision and mission in their document.

The concern of item 2 in table 4 is the status of teachers' participation in making decisions. As the data portrayed in the table, significant portion of respondents (48.5%) disagree and strongly disagree with teachers involvement in decision making process. Contrary to this, 35% of the respondents replied that there was teachers' participation in decision making. The remaining 15% replied undecided.

The data obtained from interview with principals indicated that adequate opportunities were provided for teachers' active participation in school decision making activities. FGD participants, however, pointed out that teachers were not decision makers. Rather they were implementers of the decision being made by principals. In other ways, FGD participants reported that they did not get satisfaction with reference to opportunities provided to teachers in this regard. They further mentioned that there were no formal structures that invite all the concerned in different school based organizations such as school improvement committee.

Different managerial activities such as monitoring, communication and mobilization of community among others are found to play important roles in SIP implementation if properly exercised by school leadership. With regards to this issue in item 5, 6 and 7 of table 4, 39% (56) and 30% (43) of the respondents indicated that school leadership was strong in continuous follow up and monitoring and interpersonal communication respectively. With respect to item 6, majority of respondents 45(31.6%) rated undecided.

- That is, community mobilization was poorly exercised practice of school management as compared to the other two activities.

Such unsatisfactory practice of school leadership was also confirmed from the respective open ended questions, interview and FGD in which most of respondents noted that school principals including SIP committee, PTA and KETB etc exhibit weaknesses. Among the weaknesses mentioned include: lack of commitment, lack of transparency, over burden with routine work and lack of self confidence etc.

Finally, with respect to all items in table 4 chi square test was computed and the result obtained reveals for 4 degree of freedom at 0.05 level of significance, the calculated chi square value is found to be greater than table value even by more than four folds in the case of items 1 and 5. As such the result implies there is significant difference between responses of teachers and WEO job performers. To put differently, lack of consensus in views between respondents may indicate job performers' follow up and monitoring of the school leadership functions might lack consistency. In totality, despite variations in statistical analysis between responses of respondents, majority of both groups views show school management and leadership was not in a position to run most of the functions related to SIP. Besides, they noted that schools SIP committee was not organized in fair composition. In most cases teachers were totally considered representatives of the community members. In all, the preceding discussion conveys schools leadership and management was not participatory.

In Item 3 of table 4 respondents were asked to rate the extent to which teachers were provided with conditions needed to meet their professional development. To this end, the data in the table show 45% of the respondents agreed that school leadership facilitated conditions for TDP. On the other hand, 34% of the total respondents rated management effort to create suitable conditions for TDP as poorly practiced practice. The proportion of respondents that rated this item un decided were 29%, which is insignificant in number. This implies that adequate effort has not yet been made to create conducive situation for teachers professional development activities. This might lead to teachers poor competence in their practices. Subsequently, students' achievement might be adversely affected.

Regarding the extent of principals' commitment to school improvement program implementation, the data in item 4 of the same table reveal that most of the respondents, 46% (45% teachers and 52% WEO job performers) rated that the extent of principals commitment as low while only 15.6% of the total respondents agreed upon existing commitment in this regard, In addition, 17% of the respondents strongly disagree with the presence of committed principals in the schools. What can be concluded from the result is that school principals poor commitment to SIP might be attributed to lack of concern and deep understanding about the issue on the one hand and inadequate knowledge and skill to manage the issue on the other as can be summarized from open ended questionnaire and interview conducted with principals and WEO heads.

Table 5 :- Respondents' Views towards the Attribute of School Principalship

No	Item	Respo ndents	Characteristics													
			Qualified		Skillful		Ability to lead		Supporti ve		Good rapport		Others		Total	
			f	%	f	%	f	%	f	%	f	%	f	%	f	%
1	How do you characterize the school principals you are referring to?	Teach ers	35	17.8	17	8.6	30	15	59	30	19	9.6	37	18	197	100
	WEO Job Perfor mers	5	12.5	5	12.5	5	12.5	12	30	5	12.5	8	20	40	100	

Source: Field Survey, 2011

The table above is particularly referring to principal as a leader of SIP team. As can be observed from the table, 30% of the respondents indicated that principals were enthusiastic to support student learning even though they failed to achieve practically. In support of this, qualitative data obtained in the preceding discussion, in table 5, it was reported that principals specifically lack required skill, qualification in leadership and lack good rapport with different community groups as replied by 9.3%, 17% and 10% of total respondents respectively.

From the result, it is possible to conclude that most of the principals could not meet qualities set in the SIP guideline. In other words, principals in most secondary schools could not effectively lead the SIP committee even though the major mandate is given to them.

4. 2.3 Student Environment

In this section of the research report the school improvement activities in relation to physical and social environment are treated separately under physical and social aspects

Table 6a:- Responses with Regards to School Physical Environment

No	Item	Respondents											
		Teachers											
		V. Low		Low		Medium		High		V. High		Total	
		f	%	f	%	f	%	F	%	f	%	f	%
1	Appropriateness of physical facility such as classroom	28	26	23	22	36	34	9	8.4	4	3.6	115	100
2	Accessibility of the school building	30	26	35	30	25	22	15	13	10	8	115	100
3	Provision of the school infrastructural service (water, electricity etc)	13	11	10	8.6	26	23	36	31	30	26	115	100
4	Application of laboratory rooms	64	56	36	31	10	8.6	3	2.6	2	1.7	115	100
5	Functionality of pedagogical centers	51	44	57	49	3	2.6	2	1.7	1	0.9	115	100

Source: Field Survey, 2011

It is evident that to enhance student achievement physical environment of the school need to be conducive so as to support the actual learning to take place. It is vividly depicted in table 6a that significant portion of respondents, 87(84%) as rated medium and below reported that schools had no appropriate physical facility. In support of this statement, from personal observation of schools by the researcher, it was confirmed that almost all rural schools including secondary schools at urban centers faced acute shortage of student seat. At the same time, it was observed that most of the classrooms were not attractive

because of lack of renovation and/ or poor construction. It was indicated in interviews conducted with respective WEO heads that the physical condition of currently constructed secondary schools was not permissive for effective learning to take place as a matter of the fact that schools were constructed uncontrollably simply to respond to the increasing request of local communities. From this one can deduce that simple expansion without giving due attention to the required standard such as classrooms with full facilities, libraries of rich references, appropriate pedagogical, laboratory and ICT rooms, segregated toilet for male and female students and well developed school infrastructural services as well as any other necessary educational input would reduce quality education and hence student achievement.

Concerning the physical accessibility of buildings of the schools, the data in item 2 of table 6a indicate that majority of the respondents 65(56%) mentioned physical accessibility of different services (classrooms, libraries, toilets, laboratories, ICT etc) was low (26 % very low and 30 % low). Among the total respondents, 25(22%) replied that the accessibility of such service was medium. Only 25(21%) of the participants replied as they were highly accessible (13% high and 8% very high).

Regarding the same item, the data obtained from the principals during interview session confirmed that students who were physically disabled could not face such a significant problem in relation to physical accessibility of the buildings. That is, the buildings are not multi storey type. One of the principals, however, strongly stressed due to lack of students seat made up of wood or metal, instead stone was used as a seat .Another principal added both male and female students were compelled to share the same latrine. In effect, one student pointed out during FGD that most of the students mainly female students could not excrete unless they went back to their homes.

From the result we can understand that the schools were not found in a better position not only in the availability but also in the function of physical facilities and equipments.

The data corresponding to item 3 of table 6a reveal that the provision of school infrastructural service such as telephone, water, electricity etc was rated high by 66(57%) or (31% high and 26% very high). Another portion (23%) of the participants rated the

provision of such service as medium. Only the remaining 19.6% (11% very low and 8.6% low) of the respondents reported that low service was provided.

Concerning the issue under item 3, it has been observed that the infrastructural services in the schools were not such serious problems as most of them have electricity and water supply. The same evidence was forwarded during the interview which was conducted with school principals and focus group discussants. However, FGD participants forwarded that the telephone service was limited to serve the school administration as the result of which even students could not access internet service.

Regarding the use of laboratory equipment, apparatus and chemicals, the great majority of respondents, 100 (56% very low and 31% low) indicated that there was no proper application of laboratory. On the contrary, few members of respondents 3(2.6%) and 2(1.7%) replied that laboratory rooms were in function. As it is stressed in the education policy, recently there is a need to emphasize the use of laboratories and the development of problem solving skills. This is also suggested by Dewey who stressed learning by doing. In general, it can be concluded that theory dominated learning might disable learners activities in the real field of work eventually.

The last item to this table refers to whether pedagogical centers were functional. As rated by almost all (93%) of the respondents the function of pedagogical centers was in question. Similarly, the data obtained through observation, interview, FGD and open ended questions ascertained that no pedagogical centers were made available at all secondary schools and hence no function of such important centre was evident. Consequently, it is possible to say that the schools were not systematically organized in such a way to prepare and make use of appropriate teaching aids during the instructional sessions as prioritized in SIP framework.

School improvement is not only the product of the fulfillment of physical facilities but also it needs positive social conditions to be met before hand. With respect to social environment of schools, responses for different variables are summarized in the table below.

Table 6b:- Responses Regarding the Schools' Social Conditions

No	Item	Responses											
		Teachers											
		V. Low		Low		Medium		High		V. High		Total	
		f	%	f	%	f	%	f	%	f	%	f	%
1	The role of non academic programs	45	39	34	29	23	20	8	7	5	4	115	100
2	Security of the school community	4	3	7	6	15	13	65	56	24	21	115	100
3	School democratic culture	12	10	15	13	10	8.7	38	33	40	34	115	100
4	School relations to the community	17	14.7	31	27	39	34	15	13	13	11	115	100
5	Student discipline	10	8	18	15	7	6	39	34	43	37	115	100

Source: Field Survey, 2011

As can be seen from the above table, various responses were given regarding the roles of non instructional programs, security, discipline and the relation schools have with their surrounding community.

With reference to item 1 of table 6b , majority of respondents 79 (68%) indicated that there was no significant role of such programs as guidance and counseling, health service, etc as 45 (39%) of respondents rated the roles of such programs as very low and others 34(29%) as low. In addition, 23 (20%) teachers noted that the function of such programs in the school improvement effort was medium. Only very few, 13(11%) of respondents assured that non academic programs played interesting roles in schools.

Thus, from the above information it is assumed that teachers did not take part in counseling student nor supported by the function of non academic programs as part of their professional advancement.

Respondents were also asked to what extent the school community was secured to implement the school improvement program effectively. As can be seen from responses of item 2 of table 6b, the great majority of respondents, 77%, (56% high and 21% very high) reported that schools community members' security was maintained for effective learning and teaching to take place. Similarly, 13% of the respondents claimed that the

status of security of school was at medium level where as the rest 9% of them responded that security was not under normal condition.

To facilitate improvement efforts, there must be two way communications between the school and community. There is also a need to create smooth relationship among the school communities. Therefore, the intention of item 4 in the above table 6b was to get information about the existing smooth relationship within and/or outside the school. Accordingly, majority of respondents, 41.7% (14.7% very low and 27% low) replied that the existing relationship was low. Again 34% of the participants also rated schools' relationship with different group as medium. Only 24% of respondents reported that there exists smooth relationship. As it is clearly pointed out, the strategy to implement SIP is to have open and clear communication among the implementers, facilitators and beneficiaries. However, the data obtained revealed that social interaction was not satisfactorily met as per the requirement of SIP guideline.

Item 5 of table 6b refers to student discipline. As depicted in the table, students' discipline was rated high by 71% (34% high and 37% very high) of the respondents. Only 23% (8% very low and 15% low) of the respondents reported that low disciplinary problem was evident.

Concerning the issue principals noted during the interview that some measures have been taken to improve student discipline since recently. It was also confirmed from FGD that the logic behind improved student discipline was the effort of Civic and Ethical Education as well as effective student council service.

In all, it is possible to generalize that social aspect of the schools' condition was in better condition as compared to physical environment.

4.2.4 Community Involvement Related Issues

Table 7:-Responses Regarding Community Involvement in SIP Implementation

Item	Responde nts	Responses												Chi square	
		1		2		3		4		5		Total		Tab v at 4 df	Calc ulate d
		f	%	f	%	f	%	f	%	f	%	f	%		
1 Offered workshop training related to SIP	Teach	22	19	41	35	29	25	18	15	5	4	115	100	9.488	4.6
	J.P	3	11	7	26	10	37	4	15	3	11	27	100		
	Total	25	17.6	48	33	39	27	22	15	8	5.6	142	100		
2 Students progress is communicated to parents regularly	Teach	13	11	36	31	27	23	23	20	16	14	115	100	9.488	5.89
	J.P	1	3.7	7	26	12	44	4	14.8	3	11	27	100		
	Total	14	9.8	43	30	39	27	27	19	19	13	142	100		
3 Parents are considered as partners to their children learning	Teach	16	14	41	35.6	26	22.6	21	18	11	9.5	115	100	9.488	11.84
	J.P	-	-	13	48	6	22	2	7.4	6	22	27	100		
	Total	16	11	54	38	32	22	23	16	17	12	142	100		
4 Parents actively participate in SIP	Teach	19	16	28	24	30	26	23	20	15	13	115	100	9.488	3.36
	J.P	1	3.7	6	22	8	29.6	5	18.5	7	26	27	100		
	Total	20	14	34	24	38	27	28	2	22	15	142	100		
5 Parents involvement in improvement of schools is on daily basis	Teach	24	21	30	26	34	29.6	18	15	9	7.8	115	100	9.488	3.85
	J.P	3	11	12	44	7	26	3	11	2	7.4	27	100		
	Total	27	19	42	29.5	41	29	21	15	11	7.7	142	100		
6 Positive attitude of parents towards staff in the school is evident	Teach	11	9.6	29	25	30	26	27	23	18	15	115	100	9.488	3.18
	J.P	1	3.7	9	33	6	22	5	18.5	6	22	27	100		
	Total	12	8	38	26.8	36	25	32	22	24	17	142	100		
7 Formal conference between the school and community	Teach	17	14	38	33	27	23	11	9.6	22	19	115	100	9.488	1.70
	J.P	5	18.5	9	33	6	22	4	14.8	3	11	27	100		
	Total	22	15	47	33	33	23	15	11	25	17.6	142	100		
8 Community members involvement in SIP plan preparation	Teach	21	18	31	27	32	29	16	13	15	13	115	100	9.488	7.25
	J.P	1	3.7	1	3.7	12	44	5	18.5	2	7.4	27	100		
	Total	22	15	32	22	44	31	21	17.7	17	12	142	100		
9 Community sense of school ownership is well developed	Teach	25	22	39	34	29	25	13	11	9	7.8	115	100	9.488	12.25
	J.P	-	-	18	66	5	18.5	2	7.4	2	7.4	27	100		
	Total	25	17.6	57	40	34	24	15	11	11	7.7	142	100		
10 Active participation of all the stakeholders including NGO is true	Teach	25	22	45	39	24	21	12	10	9	7.8	115	100	9.488	0.51
	J.P	6	22	12	44	4	14.8	3	11	2	7.4	24	100		
	Total	31	22	57	40	28	20	15	11	11	7.7	142	100		

Key: 1. very rarely 2.rarely 3 undecided 4.frequently 5.always

Table 7 above presented the responses of sampled teachers with regards to community involvement in SIP implementation. Specifically, the first 6 items deal with parents while items 7 to 10 focus on the involvement of the larger community.

As it is clearly presented in item 1 of table 7, 50% of respondents replied that community members particularly parents were offered training opportunities related to SIP either rarely (33 %) or very rarely (17.6%). Relatively small proportion of respondents (20%) replied that opportunity was offered either frequently or always. This implies that parents could not get adequate opportunities of raising their level of awareness on most of aspects of SIP. Hence, they could approach the program passively.

With respect to items 2 and 3, 71% of respondents reported that parents' extent of concern about their children's learning was only fair. Accordingly, limited attempt was made to communicate students' progress as reported by the same proportion (71%) of respondents. The data in the table also show majority of respondents replied parents had positive attitude towards teachers rarely. With reference to item 4 and 5, the data depicted that the existing parents support to SIP and the rate of frequency of support were low as responded by majority (65%) and great majority (78.3%) of the respondents.

As vividly shown in table 7, it is found difficult to maintain relationship between school and community. The reasons might be attributed to rare occurrence of formal conference and other mechanisms needed to keep such a partnership as replied by 69 (48%) of the respondents. With reference to items 8 and 9 in the same table, it was reported by majority of respondents, 68% that community members' participation in SIP plan preparation and implementation was very rare (15 %,) rare (22%) and undecided (31%). Similarly, their possession of sense of school ownership as reported by 81.6% of the respondents was found to be unsatisfactory. In general, it is possible to say the community at large was not active participant of school improvement endeavor. See the last item of table 7.

In addition to the analysis of percentage, to see whether there is difference among teachers and experts in views with regards to the issue, comparison using chi square statistics was employed and the result for groups is presented in the table.

A cursory look into table 7 pointed out for 4 degrees of freedom at 5% level of significance, the table value (9.488) for most of items is found to be greater than calculated χ^2 value. On the contrary, as per the statistical evidences presented in the table, it is in the case of the two items 3 and 9 only that chi square table value is less than calculated chi square value 11.84 and 12.25 respectively. Hence, there is no statistical significance difference between the responses of teachers and experts in most items. In converse, consensus could not be reached upon statistically with regards to respondents' views on considering parents as partners to their students learning and in viewing community as having sense of school ownership. Thus, it is possible to generalize that respondents had similar understanding about community involvement issues.

It is assumed conceptually that parents are most valued assets of schools to maximize their children's education achievement. In fact, their involvement in their children's education and in the schools decision making could result in increased achievement of students. However, absence of such condition could adversely affect students' progress. Thus, the findings of this study reveal that schools effort in involving parents and community members in the schools decision making as well as in support of improvement effort for the betterment of students' achievement was not adequate. This implies that the schools need to establish encouraging partnership and collaboration with parents and the community at large so as to support the students learning. The schools, there fore, need to do much in this respect.

An assessment was also conducted to see if the problem of relation between the school and community lies on the mobilization technique used. In the table below varieties of strategies of communication are listed and data obtained was summarized.

Table 8 Teachers' Response with Regards to Communication Strategies used to Mobilize Community for support of the SIP Implementation

No.	Strategies	Respondents	
		Teachers	
		f	%
1	Bulletin board	10	3.8
2	Informal discussion	33	12.45
3	Formal consultation	28	10.6
4	Telephone conversation	12	4.5
5	Home visit	5	1.9
6	Public meetings	41	15
7	Use of community representatives	42	15.8
8	Special events	24	9
9	School parent days	51	19
10	Scheduled appointment	13	4.9
11	Others	6	2.3
	Total	265	100

Source: Field survey, 2011

Hint: The larger total number of responses obtained above shows the result for multiple responses.

As can be clearly depicted in table 8, the three principal mechanisms used to keep community involvement in the school affairs were school parent day, through community representative and public meetings as reported by 51 (19%), 42 (15.8%) and 41 (15%) of the respondents respectively. Since the use of such strategies was traditional in approach, it is found that relying on them is not adequate to improve school progress on daily bases. Hence, it seems important to make use of other strategies too.

4.2.5. The General Status of Schools in Implementing the School Improvement Program Across the Four Domains

Respondents were asked to weigh their school level in implementing the SIP in relation to the four domains. Accordingly, their responses are summarized below in table 10

Table 9- General Status of Schools' Level of Implementing SIP with Respect to Four Domains.

No	Domains of school Improvement	Respondents	Aspiring		Developing		Functioning		Achieving		Total	
			f	%	f	%	f	%	f	%	f	%
1	Teaching and learning	Teachers	11	9.7	49	42	36	31	19	6	115	100
		Job Perform	1	3.7	6	22	16	59	4	11	27	100
		Total	12	8	55	38	52	37	23	16	142	100
2	School leadership & management	Teachers	17	15	55	48	28	24	15	13	115	100
		Job Perform	1	3.7	6	22	16	59	4	14.8	27	100
		Total	18	11	61	43	44	31	19	13	142	100
3	Safe and health school environment	Teachers	17	14	51	44	35	30	12	10	115	100
		Job Perform	1	3.7	11	40	13	48	2	7.4	27	100
		Total	18	12	62	44	48	34	14	9.8	142	100
4	Community Involvement	Teachers	28	24	49	42	26	23	12	10	115	100
		Job Perform	2	7.4	8	30	15	55	2	7.1	27	100
		Total	30	21	5.7	40	41	29	14	9.8	142	100

N.B The terms below correspond to the four levels on the basis of which the overall evaluation of schools is carried out in light of the implementation of the SIP. Specifically, *aspiring* refers to the 1st level indicating school has not yet started the improvement process. *Developing*, on the other hand, shows the start of the improvement process. *Functioning* goes one step a head of developing and shows that school is in the process of improvement. Finally, *achieving* is the fourth level indicating school's attainment of the desired stage of improvement.

As the data in table 10 indicates majority (38%, 43%, 44% and 40%) of the respondents indicated that their schools were found at ‘developing’ level in implementing the SIP regarding the teaching and learning, school leadership and management, student learning environment and community involvement respectively. This implies that in the sampled schools, school improvement program did not attain the desired level expected as per the requirement of the SIP guideline.

The data in the table also show only insignificant proportion of respondents (16% for teaching and learning, 18% leadership and 9.8% school environment & community involvement each) confirm the schools attainment to this desired level.

Thus, it is possible to infer that the schools effort to bring about improvements as envisaged by SIP framework seems low. This implies that the schools remain much more to do to implement the SIP to reach achieving level so as to meet the standard set for improvement purpose.

4.3. The Status of School Improvement Strategic Planning

Table 10: Teachers and WEO Experts Response on the Status of SIP Strategic Plan

No	Item	Respondents			
		Teachers		WEO Experts	
		f	%	f	%
1	The presence of strategic plan to work with				
	Yes	89	77.4	24	89
	No	15	13	2	7.4
	Don't know	11	9.6	1	3.6
	Total	115	100	27	100
2	If the strategic plan is in congruence with the SIP framework				
	Yes	10	11.2	2	8.5
	No	78	87.6	21	87
	Don't know	1	1.2	1	4.5
	Total	89	100	24	100
3	If the plan lacks congruence, the reasons could be:				
	a. Failure to match indicators with the standard	24	10	4	6.5
	b. Problem of priority setting	32	15	3	4.5
	c. Problem of benchmarking	27	12	10	15
	d. Copy of irrelevant plan from others	22	9	10	15
	e. In ability to analyze the collected data	25	11	8	12
	f. Lack of participatory plan development	35	17	9	13.6
	g. Week follow up	30	14	7	10.6
a) Others	29	12	15	22.7	
	Total	224	100	66	100

As one can observe from item 1 of table 11, only few schools included in the study were found without strategic plan to work with as majority of teachers 89(77.4%) and job performers 24 (89%) responded its presence. On the contrary, 13% teachers and 7.4% job performers pointed out those schools did not have a strategic plan meant for SIP. Still the rest, 9.6% teachers and 3.6% education job performers reported that they did not have adequate knowledge whether the schools had the strategic plan or not.

When evaluated in line with standard set in the school improvement framework, the status of schools strategic planning of schools was not found at the same level. For example, as reported by 78(87.7) of teachers and 21 (87%) job performers, schools in the process of SIP implementation did not prepare appropriate school improvement plans. Conversely, 10(11.2) teacher respondents and 2(8.5) WEO job performers replied that schools under investigation prepared strategic plan which is in congruence with standard set in the framework. Insignificant number, that is, one individual from each group of respondents reported that they did not know whether the existing strategic plan was in congruence with the standard set in SIP framework or not.

In line with strategic plan analysis of the contents of strategic plan documents of some schools showed that not only the contents were missed as compared with the framework documents but also severely lacked quality needed to guide improvements efforts.

The respondents were also requested in item 3 of the same table to pinpoint reasons for lack of congruence between strategic plans prepared by schools and standard set to prepare strategic plan in the SIP framework. Accordingly, 13%, 14.3% and 14.7% of the respondents suggested that strategic plans of some secondary schools were not in congruence because they were found directly copied from other schools irrespective of their schools context, plan was prepared by few individuals following the traditional approach and schools could not properly prioritized their problems respectively. In relation to this item one respondent in his response to the open ended question said that let alone proper strategic planning, most school principals and the SIP team still could not understood basic concepts of SIP.

In general, from what has been discussed above, it is possible to conclude that when evaluated in line with the standard set in SIP framework, the status of schools strategic planning lacked consistency, accuracy and the required quality by enlarge.

4.4. Constraints to SIP Implementation

As it was indicated in chapter two of this research report, several factors are likely to affect the effective implementation of the SIP. In line with this, two groups of respondents (secondary school teachers and WEO job performers) were asked to indicate to what extent some of the factors (those listed in table 11) affect the implementation of the SIP. Accordingly, the respondents provided their responses in the way summarized in the following table.

Table 11: Challenges in the Implementation of SIP as Perceived by Respondents

No	Item	Respondents	1		2		3		4		5		Total	
			f	%	f	%	F	%	f	%	f	%	f	%
1	Poor understanding/awareness on SIP	Teachers	13	11	17	15	24	21	40	35	21	18	115	100
		WEO Ex	4	14.8	7	26	12	44	3	11	1	3.7	27	100
		Total	17	12	24	17	36	25	43	30	22	15	142	100
2	Lack of financial resources	Teachers	16	14	19	16	15	13	28	24	32	28	115	100
		WEO Ex	-	-	8	30	3	11	10	37	6	22	27	100
		Total	16	11	27	19	18	12	38	26	38	26	142	100
3	Lack of qualified teachers	Teachers	32	28	22	19	28	24	26	22	15	13	115	100
		WEO Ex.	2	7.4	6	22	7	26	10	37	2	7.4	27	100
		Total	34	24	28	19	35	24	36	25	17	12	142	100
4	Lack of support from parent/community	Teachers	7	6	23	20	36	31	30	26	19	16	115	100
		WEO Ex	3	11	5	18.5	5	18.5	10	37	4	14.8	27	100
		Total	10	7	28	19	41	29	40	28	23	16	142	100
5	Lack of support from partners	Teachers	20	17	19	16	25	21	26	22	25	21	115	100
		WEO Exp	3	11	7	26	10	37	6	22	1	3.7	27	100
		Total	23	16	26	18	35	24	32	22	26	18	142	100
6	In consistency of follow up and supervisory support from WEO	Teachers	17	14	15	13	28	24	26	22	29	25	115	100
		WEO Exp	3	11	6	22	7	26	7	26	4	14.8	27	100
		Total	20	14	21	15	35	24	33	23	33	23	142	100
7	Lack of concern and commitment of principals	Teachers	16	14	19	16	21	18	27	23	18	15	115	100
		WEO Ex.	2	7.4	2	7.4	6	22	7	26	10	37	27	100
		Total	18	12	21	14	27	19	34	24	28	19	142	100
8	Turnover of teachers	Teachers	33	22	30	26	17	14	20	17	15	13	115	100
		WEO Ex	6	28	10	37	9	33	1	3.7	1	3.7	27	100
		Total	39	27	40	28	26	18	21	14	16	11	142	100
9	Lack of concern for primacy of classroom	Teachers	14	12	33	28	28	24	27	23	13	11	115	100
		WEO Ex	3	11	6	22	9	33	8	30	1	3.7	27	100
		Total	17	12	39	27	37	26	35	24	14	9.8	142	100
10	Defective strategic plans	Teachers	9	7.8	22	19	27	23	28	24	29	25	115	100
		WEO Ex.	2	7.4	3	11	5	18.5	10	37	7	26	27	100
		Total	11	7.7	25	17	32	22	38	26	36	25	142	100

Key; 1.Not at all 2.Very Slightly 3.Slightly 4.Severly 5 Very Severely

Source: Field Survey, 2011

As can be observed from the data with respective to item 2, 7 and 10 of table 11 remarkable portion of respondents mentioned that lack of financial resource (53%), lack of concern and commitment of the school principal (53%) and defective strategic plan preparation (51%) affected school improvement effort severely and very severely as well

Responses to items 1, 4 and 6 of the same table indicated that poor understanding of SIP (45%), lack of cooperation and support from parents/ community (44%) and inconsistency of follow up and supervisory support from woreda education supervisors

(46%) severely affected school improvement process in sampled secondary schools. In addition, considerable number of respondents, 40% reported that lack of support of any kind from partner organizations was found to severely affect school improvement endeavor.

In item 3 of table 11, 24%, 19% and 24% of the total respondents replied that lack of qualified teachers did not affect, affect very slightly and it did slightly affect school improvement effectiveness respectively. Those respondents who replied the effect of lack of qualified teachers on SIP as severely and very severely were 25% and 12% of total respondents respectively.

With respect to item 8, which refers to teachers turnover, the data in table 12 indicate that most of 105 (75%) respondents reported that teachers turnover either did not affect(27%) affected very slightly (28%) or affected slightly (18%) SIP implementation. On the other hand, only 25% of participant replied that teachers' turnover has affected school improvement effort 'severely'. This finding agrees with the previous analysis. That is, the data in item 4 of table 1 indicated that the great majority of respondents (74%) teachers had served for at least six years at their present schools. This might imply that teachers had better exposure to their respective school environment. Hence, turnover could not be part of school improvement problems. The evidences obtained from interview and FGD on the issue also ascertained the statement.

In general, the preceding discussion conveys that teachers' turnover and lack of qualified teachers did not remarkably affect the effective implementation of SIP. On the other hand, lack of committed principals, shortage of financial resource and poor strategic plan seem to severely hinder endeavors towards school improvement as also confirmed during the discussion conducted with interviewees and focus group informants.

Another attempt was also made to cross check the severity of challenges of SIP through analyses of ranks filled by respondents simply to substantiate the result of analysis of table 11. Therefore, the following table is about analysis of the same problems prioritized in the order of difficulty.

Table 12 The Underlying SIP Implementation Impediments as Ranked by Teachers and WEO Job Performers

Below is analysis of challenges of SIP implementation on the basis of views of respondents who ordered them in the degree of importance. Out of the total respondents only 46 teachers and 17 WEO job performers could manage to properly fill the questionnaire. Hence, an attempt was made to put challenges in order form the already obtained data.

No	Constraints	Responses										Weighted Index	
		1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 ^h	No.	Rank
		f	f	f	f	f	f	F	f	f	f		
1	Poor awareness raising	8	11	5	5	17	4	6	4	1	2	416	2
2	Inadequate financial resource	15	12	22	5	1	2	2	1	2	1	501	1
3	Lack of qualified teachers	3	11	5	5	6	4	5	3	14	7	324	8
4	In adequacy of community cooperation for support	5	4	11	6	3	14	3	5	5	7	350	5
5	Poor technical support	6	4	6	8	9	5	4	13	4	4	346	6
6	Inconsistent supervisory support	4	4	2	18	4	9	7	2	6	7	330	7
7	Poor commitment on the part of principals	12	4	5	7	4	11	3	6	2	9	367	3
8	Teachers turnover	2	3	1	2	5	3	7	10	9	21	211	10
9	Lack of concern for primary of classroom	2	2	7	3	4	6	10	9	15	5	271	9
10	Defective strategic plan	4	16	3	6	6	3	3	6	8	8	355	4

Source: Own Survey Data, 2011

Note: Weighted index is computed when the first, second, third . . . tenth are combined to create an index in which the first, second, third. . . tenth priorities are given 10, 9, 8 . . . 1 weights respectively

A close inspection of table 12 discloses that inadequate financial resource, poor awareness raising and poor commitment of the principal are found to be the first three top serious problems to the effectiveness of school improvement program as they have the highest weighted values, 501, 416 and 367 respectively. Following this, defective strategic plan, low community participation in the school improvement and poor technical and administrative support are the next three important problems hindering the program effectiveness while the rest constraints with weighted index values 330 and below were observed as difficulties but not well conceived as serious ones.

Among the very serious difficulties indicated above, shortage of financial resource is the most important one since the school grant budget allocated for schools was not enough to keep effective schools improvement process. At the same time during observation made to sample schools, it was realized that schools were not in position to generate their own revenue internally. From this one can infer that unless financial requirement of schools is met either through adequate government school grant allocation, high community involvement for financial support and school own effort, this factor continues to be a serious threat to the success of the program.

In general, it can be concluded that although the problems vary in difficulty level, all the constraints do not invite the smooth implementation of the school improvement. Finally, in their responses to the open ended questions, interview and focus group discussions, respondents suggested the following possible solutions for the perceived problems.

- Allocating adequate resource especially financial resource
- Assigning qualified principals who are committed to enforce SIP
- Developing awareness of the stakeholders concerning SIP and preparing effective SIP strategic plan.
- Creating strong partnership with partner organization for financial, technical and other necessary support needed to raise quality education.
- Participating community members not only to support school improvement but also to lead schools so as to develop sense of school ownership

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the course of the study and major findings are summarized, conclusions are developed based on the findings and, finally, recommendations to the identified limitations of the school improvement process are suggested.

5.1 Summary

The study was conducted on secondary (9-12) schools of Horo Guduru Wollega. The main purpose of this study was to investigate the implementation of SIP under current circumstances. With this purpose in mind, specifically, the following objectives were formulated.

1. To analyze the extent to which teachers professional practices are aligned with priorities of school improvement.
2. To evaluate the effectiveness of the school principal and management in their school improvement leadership functions.
3. To make an evaluation of suitability of school environment to enhance student learning.
4. To explore the level of the involvement of community in the SIP
5. To portray to what extent schools have been materializing their three year strategic plan.
6. To identify factors that constrain school improvement effectiveness.

In line with these objectives, basic questions regarding the effectiveness of teachers' practices, school principals and management, the presence of encouraging school environment, involvement of community in the implementation of SIP were raised. Questions were also forwarded regarding the extent of SIP strategic plan preparation and problems encountered in the course of implementing SIP. In the course of searching

answers for the questions, literatures related to the issue under investigation were reviewed.

In this study, descriptive survey method was used by virtue of its suitability to investigate the issue in breadth both quantitatively and qualitatively. Such data gathering instruments as questionnaire, interview, FGD, observation and document review were used to obtain the required data. The questionnaire prepared in two sets for teachers and WEO job performers /experts included both open ended and close ended type. Interview and other qualitative data collection tools were also employed. The subject of the study were 5 principals, 5 WEO job performers, 36 school Improvement committee members representing community, 27 WEO job performers and 115 teachers making a total sample size of 188 respondents . In the analysis of data both quantitative and qualitative methods were used. Particularly, quantitative data was analyzed by the help of frequency count, percentage, weighted index (weighted point method) and inferential statistical tools like chi square test .Furthermore, the qualitative data were analyzed through description. The data presented in this form of table were analyzed followed by subsequent interpretation or discussion of analysis or finding.

Here the summary of the major findings was presented under six sections out of which the first four sections are directly related to SIP domains.

5.1.1 Learning and Teaching Domain

- It was reported by great majority of respondents that teachers did not use teaching methods and assessment techniques to meet the learning need of students.
- It was also reported by large portion of respondents that teachers were not effective in instructional practices like evaluation of textbook, action research and in non instructional activities (organizing co curricular, student motivation and counseling services)
- Moreover, great number of respondents (74%) indicated that teachers were involved in CPD as part of their career life. On the contrary, it was found that the majority of them (59.4) were not competent enough as the result of their

participation in CPD programmes. In effect, it is possible to conclude that teachers might not cope up with the teaching practices as envisaged by SIP documents.

5.1.2 School Leadership and Management Domain Related Issue

- It is indicated by large portion of respondents (57%) and document review that schools had shared vision and goals.
- From the analysis it was observed that school leadership intended to support student learning. However, the support was not planned and well organized. Similarly, the support from WEO to the education of students was inadequate.
- The school leadership was also found giving no adequate opportunities for teachers to participate in school decision making process. Conducive conditions were also not created adequately for TDP on the part of the management and school principals were not committed in this regard.

5.1.3 The School Environment

- Significant portion of respondents (84%) reported that most schools neither had adequate / appropriate physical facilities (classroom, student seat, laboratory and ICT equipment, segregated latrine etc) nor the facilities were effectively and efficiently utilized. In some cases the physical facilities were not easily accessible for use.
- It was also observed that no school had functional pedagogical centre.
- Contrary to this, the interaction among school community members, the condition of student discipline and security were found promising for student learning to take place

5.1.4 Community Involvement Domain

With almost similar views of respondents as indicated in the result of chi square statistical analysis:

- It has been observed that majority of respondents indicated community members had no well developed sense of school ownership due to either parents were not considered partners to their children learning (71%) or not offered adequate opportunities to increase their awareness related to SIP (77%)
- Only few communication channels were used to keep community closer to school. Besides, mobilization techniques used were not only occasional but also ineffective
- In general, the status of secondary schools in the study area in implementing SIP across four domains was found at developing level

5.1.5 In Relation to SIP Strategic Plan

With respect to strategic plan, remarkable number of schools included in the study had strategic plan to work with. However, available evidences indicated the status of strategic planning when evaluated in line with the standard set in school improvement framework was not found at the same level. That is, considerable number of schools was in the process of SIP implementation without preparing appropriate school improvement strategic plans. The reason as evidenced in most of secondary schools practice was either they directly copied from other schools irrespective of their school context, failing to set priority issue and inability to analyze and prepare plan following the SIP guideline.

5.1.6 Constraints to Effective SIP Implementation

The effective implementation of SIP was mainly affected by shortage of financial resource, lack of concern and commitment on the part of school leadership and defective strategic plan followed by poor understanding of the schools' community on SIP and inconsistency of follow up and supervisory support from WEO among others.

5.2 Conclusions

The School Improvement Program in the research area has not been implemented in line with the program frame work. As a result, the schools were not in a condition that they

can effectively meet the learning need and students' achievement. Specifically, the following conclusions are drawn from the findings of the study.

- With respect to learning and teaching, as per the findings of the study, in most cases teachers could not produce portfolio and modules to show their participation in CPD, This implies that teachers were neither involved in constant professional learning (CPD) nor they were supported to do so. In effect, it was found very difficult to keep teachers benefit from career promotion. Besides, the methods practiced by teachers were not well established as per the requirement of SIP framework. This would have adversely affected students achievements.
- As to the school leadership and management domain, most of SIP activities like shared vision, goal and priorities were embedded in schools. However, few but crucial school leadership attributes such as follow up, monitoring and open communication were performed below schools expectation. Evidences particularly show that school principals commitment and concern about SIP was low attributed to inadequate professional qualification, training & managerial skill. The result of this was found to weaken achievement of school improvement objectives too. In general, since school management did not give much emphasis to involve teachers in professional development and decision making, it is safe to say schools' leadership was not in a position to manage effective and efficient improvement efforts.
- The evidences of the study reveal that in most of the cases not only the necessary physical facilities, equipments and materials were inadequate for students learning to take place but also laboratories, ICT rooms etc were not fully functioning. Worse, no school had functional pedagogical center. In general, school environment in the majority of sampled schools was not adequately safe even though social condition seems promising. Hence, it would negatively affect the teaching and learning practices.
- From the findings of the study it was found that partnership between the school and community was weak. Hence, lack of adequate financial, material, labor,

technical and support in decision making process could hamper the improvement of the schools.

- According to the findings of the study, school leaders might not have adequate background and training which enables them develop effective school strategic plan. Thus, lack of proper school strategic plan would deter the practices of good and effective school leadership in the improvement effort.

5.3 Recommendations

Based on the findings and conclusions drawn above, the following solutions are suggested.

- ▶ Since all the other school improvement domains directly or indirectly related to learning and teaching practice, there is a need to give due attention to primacy of classroom instruction. To do so, it is strongly recommended to encourage CPD opportunities for teachers. Moreover, the schools would provide on job training for teachers in such areas like application of active learning methods, effective classroom management and assessment techniques.
- ▶ It is important to assign professionally qualified principals on merit basis in the first place. Then there is a need to focus on creating democratic school administration that gives room for participation of students, teachers, parents and community members in making decisions on school activities. Still more, the WEO should enhance the leadership qualities of the school principals by organizing relevant training as well as workshops.
- ▶ WEOs are also expected to provide consistent & skillful supervisory support and regular check ups of the practice so as to achieve the objectives of SIP in the study area. Furthermore, untimely transfer of principals and supervisors should be given immediate action.
- ▶ Since schools are centre of any educational activity, its environment need to be made safe and worthy for effective learning to take place. Therefore, it is advisable if schools

work jointly with organs at different layers of educational ladder and the community to meet the schools need for necessary physical facilities, school infrastructural services, and educational equipment. On top of this, the establishment of safe and conducive school environment which was perceived by many school practitioners solely as the establishment of attractive and decorated school compound need to be corrected. It is also equally important to give due emphasize to other aspects of this domain.

► The question of quality education in general and school improvement in particular could not be addressed with sole effort of government. Thus, it is important to continuously further strengthen collaborative partnership between school, parents and community in organized manner as it could minimize financial , material, labor and other resource constraints . Therefore:

- The school need to reorganize and strengthen PTA, KETB, and school improvement committees could serve as a bridge between the school and community. On top of this, community members should be approached through more innovative mechanisms to keep them active participant in the support of school improvement effort.
 - The woreda/city administration should also provide schools with administrative and political support in mobilizing community for resource.
 - MOE on its part representing government needs to strengthen either bilateral or multilateral agreements with aid and development agencies to increase school grant.
- To help school practitioners prepare strategic plan in accordance with the framework of school improvement program:
- WEO/ZEO/OEB need to dispatch to schools meticulously prepared strategic plan that can serve as model for all schools.
 - Various documents of SIP need to be distributed to all schools with sufficient number.

► To address the challenges identified, the study explored many challenges that hampered effective realization of SIP. Certainly, the prevalence of this problem could hinder the zone's effort in ensuring quality education. Hence, all the concerned bodies should exert unreserved effort to reverse them.

► Finally, the researcher would like to recommend that further researches need to be conducted on the practice of implementing SIP as part of external validation. To this end, all the interested individuals are called upon to come up with wide scale and more detailed investigations.

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Appendices

Questionnaires

Addis Ababa University

School of Graduate Studies

Department of Curriculum and Teachers Professional Development Studies

Form 1: A Questionnaire to be Filled by Secondary School Teachers

Introduction

The main purpose of this questionnaire is to gather relevant data that will help assess the current practice of school improvement program(SIP) by secondary schools of Horro Guduru Wollega.

I would like to assure you that this is purely for academic purpose and hence would not affect any one in any way as all the information will be kept confidential. Rather, the result of this study are believed to be invaluable input to improve the school improvement program practice.

Hence, your genuine, frank, and timely responses are of prime importance for the success of this study. Therefore, you are kindly requested to respond to each question carefully and responsibly.

Thank you in advance for your cooperation!

General Direction

Dear respondents! Please be noted that:

- You do not need to write your name on the questionnaire paper.
- For questions with alternative choices put "X" mark inside the boxes, or write a word, number , phrase or your opinion briefly where needed.
- This questionnaire consists of two major sections and other six sub sections of the second major section. Please, follow the specific instructions for each section..

Section I: Personal Background Information

1. School: _____

2. Sex:

Male

Female

3. Age:

below 20 year 31_35 year

21-25 year 36 and above

26_30 year

4 Qualification:

certificate first degree please specify,
diploma masters degree if any _____.

5 Area of specialization:

major _____ minor _____ other training(s) _____

6. For how long have you been in teaching profession/ in education office?

less than 5 years 11-15 years 21 years and

6-10 years 16-20 years above

7. Have you attended any training provided on school improvement program?

Yes No

8 If your response for question No. "7" is "yes", what aspects of SIP was found in the training you attended?

- a. _____
- b. _____
- c. _____
- d. _____

Section II: General Information Regarding the Implementation of School Improvement Program

Subsection 1: Implementation of the SIP with Regards to Teaching and Learning Domain

How often the following teachers' activities have been carried in the school? Choose among the rates and put "X" mark in the box corresponding to each activity? (0) not at all (1) rarely (2) sometimes (3) always (4) very often

Qn	Activities	0	1	2	3	4
9	The teaching approach <ul style="list-style-type: none"> • Student centered • Use of varied strategies of teaching • Use of instructional aids 					
10	Continuous assessment					
11	Text book evaluation					
12	Action research					
13	Arrangement of tutorial programs for female and slow learners					
14	Encouraging co-curricular activities					
15	Use of variety of techniques of students motivation					
16	Active in counseling students					

17. At what level do you weigh your school as a teacher in relation to teaching and learning?

aspiring functioning

developing achieving

Subsection 2: Implementation of the SIP Regarding School Leadership and Management Domain

Please rate your level of agreement on effective accomplishment of school improvement leadership functions by putting an "X" mark in the box corresponding to each item to indicate your response among the following rates. (1) strongly disagree (2) disagree (3) undecided (4) agree (5) strongly agree

Q.n	Question Item	1	2	3	4	5
18	Shared vision, mission and goal to improve student learning					
19	Significant teachers participation in shared decision making					
20	Permissive conditions to meet professional training					
21	School management commitment for high student achievement					
22	Continuous follow up, monitoring and support of student learning					
23	Mobilization of community for SIP support					
24	Promoting interpersonal open communication					

25. How do you characterize the school principal(s) you are referring to? (more than one response is possible)

A. qualified in the required specialization

B. possess (es) leadership skill

C. effectively lead the SIP team

D. support student achievement on the regular basis

E. possess (es) good rapport

F. add any other attribute of the principal you have identified _____

26. List three weaknesses of the school leadership and management with respect to the SIP leadership function (if any)

1. _____

2. _____

3. _____

27. At what level do you weigh as a teacher the SIP performance in relation to school leadership and management domain?

Aspiring

Functioning

Developing

Achieving

Subsection 3: Implementing the SIP Regarding school Learning Environment

Please rate to what extent your school physical and social environment is conducive for effective student learning to take place.

Q.n	Items	Very Low	low	Md m	high	Very High
28	Appropriateness of physical facilities (classrooms, adm. office)					
29	Accessibility of school buildings					
30	Provision of school infrastructural service (water, electric etc)					
31	Supply of laboratory equipments					
32	Application of laboratory equipments					
33	Functionality of pedagogical center					
34	Function of nonacademic programs (guidance and counseling, co-curricula and health service)					
35	Security of the school community personality					
36	School democratic culture					
37	Rapport between school and community					
38	Student discipline					

39. List any three strengths of your school in relation to establishing conducive learning environment for students.

1. _____

2. _____

3. _____

40. List any three weaknesses of your school in relation to establishing conducive school environment?

1. _____

2. _____

3. _____

41. At what level do you weigh your school performance of the SIP in relation to student environment domain?

Aspiring functioning

Developing achieving

Subsection 4: Community Involvement Domain Related Issues

How do you rate community's involvement in the SIP implementation effort in light of the items listed below? Use the following rating scales:

1. Very rarely
2. rarely
3. undecided
4. frequently
5. always

Q.n	Item	0	1	2	3	4
42	The school provides parents and community members with workshops/ training on the SIP					
43	Teachers collect information about students progress on continuous basis hence, communicate it to the parents regularly					
44	Parents are considered as partners in their children learning as part of classroom activity					
45	Parents as PTA members actively participate in the school improvement management					
46	Parents involved in daily support of the operation of the school improvement effort					
47	Positive attitude of parents towards staff is evident					
48	The school conducts formal conference with parents and community members as required					
49	Parents and community members actively involve: <ul style="list-style-type: none"> • In the SIP plan implementation • In providing necessary support 					
50	Well developed community sense of school ownership					
51	Active participation of stakeholders/ NGOs					

52. According to your school reality, please tick out any communication strategy (ies) your school is currently using in order to mobilize community for support of the SIP effort in particular and to maintain strong partnership between school and community in general. **More than one response is possible**

- | | |
|---|--|
| 1. Bulletin board <input type="checkbox"/> | 7. Use of community representatives <input type="checkbox"/> |
| 2. Informal discussion <input type="checkbox"/> | 8. Special events, e.g. sport <input type="checkbox"/> |
| 3. Formal consultation <input type="checkbox"/> | 9. School parent days <input type="checkbox"/> |

4. Telephone conversation 10. Scheduled appointments
 5. Home visit 11. Specify any other means _____
 6. Public meetings

53. At what level do you weigh your school status of community involvement as a teacher respondent?

- Aspiring functioning
 Developing achieving

Subsection 5: Issues Related to the SIP Strategic Plan

54. Does your school have school improvement strategic plan to work with?

- Yes no don't know

55. If your school has the strategic plan, is the plan preparation in congruence with the standard set in the SIP framework?

- Yes no don't know

56. If the plan lacks congruence with standard, what do you think has contributed to the defectiveness of the strategic plan? (more than one response is possible, if any)

- a. failure to match indicators with standards
- b. problem of priority setting
- c. problem of benchmarking
- d. copy from other schools irrespective of the school context
- e. inability to analyze and use data collected
- f. failure to engage the SIP team in plan development
- g. weak follow up, monitoring and evaluation
- h. please, specify other weakness(es), if any _____

Subsection 6: Challenges to the Effectiveness of the SIP Implementation

The following are some of the major pitfalls supposed to affect effective implementation of the SIP. In light of these impediments that deter the program implementation effort, two questions are worth noting.

57. Tick out the "X" mark in the box, table below, from among rates: not at all, very slightly, slightly, severely, and very severely represented by number scales 1, 2, 3, 4 and 5 respectively to indicate the extent to which the SIP implementation is hindered.

58. Still more, rank in order of importance the challenges to the SIP implementation listed in the table below. That is, place a 1 beside problem you consider most important, a 2 beside the next most important problem and so forth until you have ranked all in the space provided at the right margin of the table.

Challenges to the SIP practice	1	2	3	4	5	Rank order
1 Awareness raising about the issue lacks consistency						
2 Inadequate resources(finance, etc)						
3. Lack of qualified teachers at the desired level						
4 Inadequacy of operation and support from parents and the larger community						
5 Poor technical support from higher organs						
6 Lack of consistent supervisory support from WEO						
7 Lack of committed school principal						
8 Turnover of school teachers						
9 Lack of concern for primacy of classroom instruction						
10 Defective strategic plan preparation						

59. If you have any more factors that hinders effective implementation of the SIP. Please list three of them.

1. _____
2. _____
3. _____

60. In your opinion, list four solutions that you want to forward to avoid such barriers.

1. _____
2. _____
3. _____

Thank you for your cooperation !

Addis Ababa University

School of Graduate Studies

Department of Curriculum and Teachers Professional Development Studies

Form 1: A Questionnaire to be Filled by WEO Job Performers

Introduction

The main purpose of this questionnaire is to gather relevant data that will help assess the current practice of school improvement program(SIP) by secondary schools of Horro Guduru Wollega.

I would like to assure you that this is purely for academic purpose and hence would not affect any one in any way as all the information will be kept confidential. Rather, the result of this study are believed to be invaluable input to improve the school improvement program practice.

Hence, your genuine, frank, and timely responses are of prime importance for the success of this study. Therefore, you are kindly requested to respond to each question carefully and responsibly.

Thank you in advance for your cooperation!

General Direction

Dear respondents! Please be noted that:

- You do not need to write your name on the questionnaire paper.
- For questions with alternative choices put "X" mark inside the boxes, or write a word, number, phrase or your opinion briefly where needed.
- This questionnaire consists of two major sections and other six sub sections of the second major section. Please, follow the specific instructions for each section.

Section I: Personal Background Information

1. Woreda _____

2. Sex: Male Female

3. Age: below 20 year 31-35 year
21-25 year 36 and above
26-30 year

4. Qualification: certificate first degree
diploma masters degree

5. Area of specialization: major _____ minor _____ other training(s) _____

6.. For how long have you been in teaching profession/ in education office?
 Less than 5 years 11-15 years above 20
 6-10 years 16-20 years

7. Have you offered or conducted training in relation to the school improvement program?
 Yes
 No

8.If your response for question No “7” is “yes”, what aspect of SIP was found in the training you conducted?

- a. _____
- b. _____
- c. _____
- d. _____

Section II: General Information Regarding the Implementation of School Improvement Program

Subsection 1: Implementation of the SIP with Regards to Teaching and Learning Domain

Please rate your agreement disagreement about the following statements of school professional learning community by using the following scales: (1) strongly disagree (2) disagree (3) not sure (4) agree (5) strongly agree .

Qn	Items	1	2	3	4	5
9	All teachers in the school are attending CPD program					
10	You/ your office provides supervisory support to CPD program at schools					
11	Teachers are competent enough to the SIP as a result of professional learning					
12	The existing content of teachers professional learning are adequate to discharge their activities					
13	Successful CPD training is followed by teachers career advancement as the result of licensing process					

How often the following teachers` activities have been carried in the school? Choose among the rates and put “X” mark in the box corresponding to each activity? (0) not at all (1) rarely (2) sometimes (3) always (4) very often

Qn	Activities	0	1	2	3	4
14	The teaching approach <ul style="list-style-type: none"> • Student centered • Use of varied strategies of teaching • Use of instructional aids 					
15	Continuous assessment					
16	Text book evaluation					
17	Action research					
18	Arrangement of tutorial programs for female and slow learners					
19	Encouraging co-curricular activities					
20	Use of variety of techniques of students motivation					
21	Active in counseling students					

22. At what level do you weigh your schools as an expert the performance of your secondary school(s) in relation to teaching and learning?

- aspiring functioning
- developing achieving

Subsection 2: Implementation of the SIP Regarding School Leadership and Management Domain

Please rate your level of agreement on effective accomplishment of school improvement leadership functions by putting an "X" mark in the box corresponding to each item to indicate your response among the following rates. (1) strongly disagree (2) disagree (3) undecided (4) agree (5) strongly agree

Q.n	Question Item	1	2	3	4	5
23	Shared vision, mission and goal to improve student learning					
24	Significant teachers participation in shared decision making					
25	Permissive conditions to meet professional training					
26	School management commitment for high student achievement					
27	Continuous follow up, monitoring and support of student learning					
28	Mobilization of community for SIP support					
29	Promoting interpersonal open communication					

30. How do you characterize the school principal(s) you are referring to? (more than one response is possible)

- A. qualified in the required specialization
- B. possess(es) leadership skill
- C. effectively lead the SIP team
- D. support student achievement on the regular basis
- E. possess(es) good rapport
- F. add any other attribute of the principal you have identified _____

31. List three weaknesses of the school leadership and management with respect to the SIP leadership function (if any)

- 1. _____
- 2. _____
- 3. _____

32. At what level do you weigh as an expert the SIP performance in relation to school leadership and management domain?

- Aspiring Functioning
- Developing Achieving

Subsection 3: Implementing the SIP Regarding school Learning Environment .

32. List any three strengths of secondary schools in your woreda in relation establishing conducive learning environment for students.

- 1. _____
- 2. _____
- 3. _____

33. List any three weaknesses of them with regards to establishing conducive school learning environment?

- 1 _____
- 2 _____
- 3 _____

34. At what level do you weigh the schools performance of the SIP in relation to student

environment domain?

Aspiring functioning

Developing achieving

Subsection 4: Community Involvement Domain Related Issues

How often do you think the community involvement in the SIP implementation effort is realized in light of the items listed below? Be noted to choose among the following rating scales:

- 1 Very rarely
- 2 rarely
- 3 Undecided
- 4 frequently
- 5 always

Q.n	Item	0	1	2	3	4
35	The school provides parents and community members with workshops/ training on the SIP					
36	Teachers collect information about students progress on continuous, basis hence, communicate it to the parents regularly					
37	Parents are considered as partners in their children learning as part of classroom activity					
38	Parents as PTA members actively participate in the school improvement management					
39	Parents involved in daily support of the operation of the school improvement effort					
40	Positive attitude of parents towards staff is evident					
41	The school conducts formal conference with parents and community members as required					
42	Parents and community members actively involve: <ul style="list-style-type: none"> • In the SIP plan implementation • In providing necessary support 					
43	Well developed community sense of school ownership					
44	Active participation of stakeholders/ NGOs					

45. At what level do you weigh the schools status of community involvement as being an expert from WEO ?

Aspiring functioning
Developing achieving

Subsection 5: Issues Related to the SIP Strategic Plan

46. Do the schools have school improvement strategic plan to work with?

Yes no don't know

47. If the schools have the strategic plan, is the plan preparation in congruence with the standard set in the SIP framework?

Yes no don't know

48. If the plan lacks congruence with standard, what do you think has contributed to the defectiveness of the strategic plan? (more than one response is possible, if any)

- a. failure to match indicators with standards
- b. problem of priority setting
- c. problem of benchmarking
- d. copy from other schools irrespective of the school context
- e. inability to analyze and use data collected
- f. failure to engage the SIP team in plan development
- g. weak follow up, monitoring and evaluation
- h. please, specify other weakness(es), if any _____

Subsection 6: Challenges to the Effectiveness of the SIP Implementation

The following are some of the major pitfalls supposed to affect effective implementation of the SIP. In light of these impediments that deter the program implementation effort, two questions are worth noting.

49. Tick out the "X" mark in the box, table below, from among rates: not at all, very slightly, slightly, severely, and very severely represented by number scales 1, 2, 3, 4 and 5 respectively to indicate the extent to which the SIP implementation is hindered.

50. Still more, rank in order of importance the challenges to the SIP implementation listed in the table below. That is, place a 1 beside problem you consider most important, a 2 beside the next most important problem and so forth until you have ranked all in the space provided at the right margin of the table.

Suggested challenges to the SIP practice	1	2	3	4	5	Rank order
1 Awareness raising about the issue lacks consistency						
2 Inadequate resources(finance, etc)						
3. Lack of qualified teachers at the desired level						
4 Inadequacy of operation and support from parents and the larger community						
5 Poor technical support from higher organs						
6 Lack of consistent supervisory support from WEO						
7 Lack of committed school principal						
8 Turnover of school teachers						
9 Lack of concern for primacy classroom instruction						
10 Defective strategic plan preparation						

51. If you have any more factors that hinders effective implementation of the SIP, Please list three of them.

1. _____
2. _____
3. _____

52. In your opinion, list four solutions that you want to forward to avoid such barriers.

1. _____
2. _____
3. _____
4. _____

Thank you for your cooperation!

Interview

Form 2: An Interview Guide for Woreda Education Office Heads

Introduction

Dear interviewee! The purpose of this interview is to collect data about the implementation of the SIP at secondary schools in your woreda. The type of information that you will provide determines the quality of the study. And please be sure that the information you will forward is used only the aforementioned academic purpose. You are, therefore, kindly requested to be genuine and honest in providing the factual information in the course of interview.

Thank You in advance for your cooperation!

Interview guide questions

1. Please tell me your qualification, work experience and duration on the current position
2. Could you explain how the SIP was started at secondary schools under your domain ?
3. Do you have any information on implementation of the SIP at schools under the current situation? what does it look like?
4. Did your office provide any training opportunity for the school community on issues related to the SIP? What and how often is it given?
5. How does your office job performers follow up, monitor and render supervisor service for the effectiveness of the SIP implementation?
6. What administrative support do you think has been provided in order to facilitate the SIP implementation by organs at different levels?
7. What challenges have you come across in the SIP implementation endeavor?
8. What remedies were taken and what do you recommend for the future ?
9. Do you have any more to say about the SIP strategic plan, implementation and challenges?

Thank you once again!

An interview guide for school principals

First of all I would like to thank you for consulting to spend your time to discuss with me on the implementation of the SIP in your school. The purpose of the interview is to collect data about the implementation of the SIP in your school. It is also assured that the information that you would provide can be kept confidentially as the data to be used only for academic purpose. since the information you will provide is invaluable for the success of the study, you are kindly requested to provide genuine information .

Thank you in advance for your cooperation!

Leading questions

1. How long have you be serving this school as a principal?
2. Could you tell me your qualification work experience and training that you have attended on the SIP?
3. How do you explain the start of the SIP in this school ?
4. Could you explain schools TPD strategy in relation students achievement?
5. How do you explain the leadership function that you and the school management play with regards to the SIP?
6. What efforts have been exerted to make the physical and social environment of the class room and the school conducive for student learning ?
7. How do you explain the partnership strategies being used to involve parents, the community members and NGOs in the provision of necessary support to the school improvement effort?
8. Could you explain any effort made to increase awareness of the school improvement team regarding strategic plan development ?
9. What major challenges have you come across?
10. What do you think the measure to be taken?
11. Have you any more to add?

Thank you once again for your cooperation!

Focus Group Discussion Guideline for students and community members

Data _____.

Focus group _____.

Number of participant _____.

Time FGD started _____.

Time FGD ended _____.

Introduction

Dear participants of the discussion! The purpose of this focus group discussion is to collect data on the implementation of the SIP by the secondary schools in the zone.

Since you are the beneficiary of the program, it is believed that the idea that you brainstorm is invaluable for the study. Hence you are kindly requested to generate ideas responsibly.

Thank you in advance!

Discussion question

1. How do you describe the start of the SIP in your school?
2. What do you think could be the roles that would be played by the students and the community members?
3. Can community members have idea about competence and social interaction?
4. How about the effectiveness of school leadership?
5. Is your school environment conducive for student learning? If conducive or not what is your comment?
6. Have you participated in the SIP Strategic plan preparation and implementation? If so, how do you describe the situation?
7. What challenges do you think constrain effective implementation of the SIP in your school?
8. How satisfied are you with the improvements made at your school due to the SIP practice?
9. What solutions do you want to forward for more improvements?
10. Do you have any to add?

Thank you very much for you cooperation!

Observation checklist

This tool is designed to scrutinize the availability of certain physical setting and behavioral actions as well as documents in relation to the SIP.

Sn	Observation item	Su.A	So.A
1	Physical buildings and school environment <ul style="list-style-type: none"> • Proper and adequate classrooms ✓ • Proper and adequate administrative buildings • Laboratory rooms ✓ • ICT rooms ✓ • Segregated toilet ✓ • Clearly delineated school compound and fence ✓ • Attractive compound, e.g. flower, hygiene etc. ✓ 		
2	Classroom facilities and equipments <ul style="list-style-type: none"> • Adequate student seat and tables ✓ • Lab equipments and chemicals ✓ • Administrative office furniture • ICT equipment ✓ • Sport materials ✓ 		
3 ✓	School infrastructure <ul style="list-style-type: none"> • Clean water tap • Electricity • Telecommunication • Student playing ground ✓ 		
4 ✓	Service centers <ul style="list-style-type: none"> • Functional pedagogical center ✓ • Guidance and counseling ✓ • First aid health center ✓ • Library ✓ • Cafeteria ✓ 		
5 ✗	SIP related documents <ul style="list-style-type: none"> • Manuals and guidelines • Strategic and operational plans • Teachers CPD portfolio • SIP committee minute and records • School discipline documents 		
6 ✗	Appropriate student discipline		
7 ✓	Secured school environment		
8 ✓	Active learning situation <ul style="list-style-type: none"> • Student centered approach • Lab application • Use of technology and instructional aids 		

Key SuA:-Sufficiently available NtA:-not available

SoA:- some what available

Table 2.2: General Education Quality Assurance Certificate Examination grade 10 students subject performance analysis format for _____ 2002 e.c

Subjects	A	%	B	%	C	%	D	%	F	%
Afan Oromo										
Amharic										
English										
Mathematics										
Biology										
Physics										
Chemistry										
Geography										
History										
Civic and Ethical Education										

3. School Improvement Strategic Plan Content Analysis Checklist(for the availability and quality of component)

	Present	Absent
Introduction		
Vision, mission and goal statement		
Historical overview of the school and SWOT or PEST analysis		
Analysis of Student base year result		
Self evaluation (data collected from parents, teachers and students)		
Prioritization of issue of concern		
The action plan schedule: <ul style="list-style-type: none"> • Goals, objectives • Issues of concern • Strategies • Time • Implementers 		
Monitoring and evaluation strategy		