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DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Practices and Problems of School Improvement Program in Government Secondary Schools in Majang Zone of Gambella Region

By

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This is to certify that the thesis prepared by Abebaw Belachew, on the Practices and Problems of School Improvement Program in Majang Zone of Gambella Region Secondary schools and submitted in partial fulfillment of the requirements for the degree of Master of Arts Leadership and Management complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

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Acronyms

ARM	Annual Review Meeting
CHSC	Committee on Home-School Co-operation
ESDP	Educational Sector Development Program
ETP	Education Training policy
FGD	Focusing Group Dissuasion
EMIS	Educational Management Improvement System
GEQIP	General Education Quality Improvement Program
GREOB	Gambella Region Education Office Bureau
MOE	Ministry of Education
MAP	Management Administration Program
PTA	Parent Teacher Association
SIC	School Improvement Committee
SIP	School I improvement Program
SPSS	Statical Package for Social Science
TDP	Teacher Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
WEO	Woreda Education Office
ZEO	Zone Education Offic**e**

Abstract

The purpose of the study was to assess the Practices and Problems of School improvement Programme for implementation in Gambella of Majng Zone. Methodologically descriptive survey design and mixed research method was employed. Quantitative and qualitative data was used. The study was conducted in 4 secondary schools of the 2 woreda. From each sampled schools, teachers are selected in simple random sampling whereas principals, vice principals, supervisors, School Improvement Committee, Woreda Education heads, PTA members and zone educational head was selected in purposive sampling technique. For this study data collection Instruments included questionnaires, interview, and observation check list and document review. 113 respondents are participated in the study, from these 78 copies including close-ended and open- ended questionnaires are distributed for teachers, supervisors, vice principals and principals and the data obtained from questionnaires were analyzed using statistical tools such as frequency count, percentages, weighted mean score and ANOVA test values. Additionally the qualitative data obtained through interviews, FGD and observation were analyzed qualitatively to substantiate the result of quantitative analysis. The finding indicated that low collaborative planning of school improvement. Shortage of allocating budget for the implementation of SIP, absences of school teaching facilities like; laboratory with equipment and chemicals, computer center, plasma, shortage of qualified teachers in each class level and subject area. However to alleviate the problems and to improve quality of education it was suggested that WEO should allocate adequate budget and schools should design income generating mechanism, fulfill school facilities, making active participation of stakeholders on planning\and to practices SIP, making monitoring and evaluation on school improvement program implementation.

CHAPTER ONE

INTRODUCTION

This chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, organization of the study and operational definition of key terms.

1.1 Background of the Study

Education plays a significant role in sustainable socio-economic and political developments that lend itself to transformational advancement in a country. It also fosters citizens acquiring new quality knowledge, attitude and skills that capacitate their competence and realize the overall country's development. It is the bedrock of all forms of development (social, economic, technological and political) of any nation (UNESCO, 2005).Then, Knowledge and skills are the engines of economic growth and social development. As indicated by UNESCO (2005), education enables us to get new knowledge, skills, and insight that help to bring about development. The rapid growth and change of the needs of the society, enforces schools to update their system in accordance with the growth and varying necessity of the society. Harris and Chrispeels (2006:3) explained that the pressure upon schools to improve performance has resulted in a wide range of school improvement programmes and initiatives in Ethiopia being one of them. Education is recognized as a key instrument for over all development of every nation. According to World Bank (1995), education is a major instrument for economic growth and social development. In relation to this, Lockheed and Verspoor (1991, p: 50) state that "Education is a corner stone of Economic and Social development. And it improves the productive capacity of societies and their political, economic and scientific institutions. "Therefore quality education is the base for all rounded development of any nation who has a dream of change. So improving schools in a well designed manner is the only alternative of nations in a globalized world.

Educators around the world have been trying to make changes in schools and trying to make schools to more efficient and effective. Throughout the mid and late 1970s school

improvement efforts were directed at improving students' basic skills and implementing statewide testing Programs to ensuring acquisitions of these skills (Carlson, 1996).

School improvement is at the centre of education reform and is perceived by many as a key to social and economic advance. Hopkins (2001) defines school improvement as a form of educational change that aims to enhance student outcomes as well as strengthening the school's capacity for managing change. And he explains that, central focus for development in these schools was the learning and achievement of their students. as indicated by the MOE (2007), the objectives of school improvement program are: to improve the capacity of schools to prioritize needs and develop a school improvement plan; to enhance school and community participation in resource utilization, decisions and resource generation; to improve government's capacity to deliver specified amount of schools grant at woreda level; and to improve the learning environment by providing basic operational resources to school.

According to MOE (2010), school improvement program is aimed to support schools in addressing four school domains: - teaching learning, school leadership and management, parents-community school relationship, and safe and healthy school environment. Each of these domains is equally important, if anyone is weak, the strength and the success of the whole will be affected. Thus the schools should give due attention for each domain. Then, the practices and problems of school improvement programs in the schools with different school domains and self-assessment, help to improve the inputs, process and the schools this facilitate the teaching learning process of the school to increase academic performance of the students and to realize the students result.

According to the MOE's(2007), school improvement program blue print document, the timely and the basic aim of the program is improving students' academic achievement through creating conducive teaching and learning environment and with active involvement of parents in the teaching learning process. Then, for the success of school improvement program it needs the commitment and actively participation of all the school stakeholders especially, schools principals, supervisors, SIP committee, teachers and Students. Those, stakeholders are a responsibility to identify the barriers as the

problems of to practice school improvement program so as takes corrective measurement on time. Therefore, all the above explanation is the researcher's needs to investigate the practice and problems of school improvement program of Gambella Region in Majange Zone government secondary schools.

1.2 Statement of the Problem

Educational quality in developing countries has become a topic of intense interest, primarily because of countries' efforts to maintain quality. From this, Education reform and school improvement reform programmes in particular are mainly the responsibility of school leadership and management. Therefore, to implement the school improvement programme, school leaders and school governing bodies need to have theoretical knowledge, skill and adequate experience in the areas of the school improvement components. Leithwood (2002) cited in Marishane (2011:95-97) states that a critical aspect of educational reform is linking the schools' internal structures, strategies, capacities, and processes in a coherent manner to advance student achievements in schools.

Ayalew Shebeshi (2009), Ethiopian secondary schools have been facing challenges for a long time regarding the quality of Education in enhancing students academic achievement due to a shortage of facilities, a shortage of qualified teachers, poor leadership and management, absence of attractive learning environments and unsatisfactory parents and local community involvement. Nevertheless, to minimize the challenges in the education system, the Education Quality Improvement Program (EQIP) was designed and the School Improvement Program (SIP) as a sub-main component was launched in 1999 so as to enhance quality at all levels to improve secondary school education.

According to the MOE, (2007), is widely acknowledged that in general, achievements in access have not been accompanied by sufficient improvements in quality- in fact in some areas quality has deteriorated at least partly as a result of rapid expansion. However, the education system in Ethiopia has been suffering from quality and relevance, efficiency, educational leadership practices and organization problems (MOE, 2005).

These problems caused dissatisfactions from stakeholders and suggestions and recommendations from educators for change in the education system at national level. This condition in turn calls for reform or improvement at schools. The government in undertaking national level education reform through the implementation of SIP in the following programmes: support to the education sector development plan (ESDP), to study teacher utilisation in the regions of Ethiopia (STURE), technical assistance to the teacher development programme, technical assistance to the review of secondary education evaluation of learning achievement in selected woreda.

In response to this MOE (2010) stated that schools to experience sustained improvement, it is probably necessary that school staff and their surrounding communities take responsibility for their own improvement. But for schools to be able to take such improvement actions they need to be supported by experts and supervisors in administration and they need to receive some funds (MOE, 2010). Therefore, To improve the quality of education through school improvement program the strategies on ESDP IV focus on guide lines and instruments on how to prepare a school improvement plan is prepared and distributed to schools, Giving training for the Woreda education office and regional bureau experts to support schools and communities for the practices of school improvement program.

According to MOE (2007), the school improvement program required schools to do the major activities such as: preparation and collecting of information, system survey, deciding performance level of school, designing SIP plan, implementation of the plan, monitoring and evaluation as well as reporting. From the explanation of MOE (2005) in ESDPII, the quality of education needs to be improved in order to enhance completion rates, maintain the confidence of parents in school system and increase student's results.

To implement effective school improvement programme in secondary schools (9-12th) of Majang zone improving students' achievement, the school community and stakeholders must also have the knowledge and understanding of school improvement strategy. Otherwise, secondary schools will experience immense problems. Despite school improvement changes taking place at secondary school level, the researcher feels that most school communities and stakeholders in Ethiopia particularly in majang zone currently seem to be lacking effectiveness and understanding with regard school improvement programme. The schools, therefore, perform below government expectations with respect to the achievement of secondary school improvement programme goals.

To follow proper implementation of the education sector development programme that was designed to realize the objectives put in the education and training policy, the ministry of education and development partners conduct annual review meetings. These meetings discussed thoroughly the strengths and limitations of the system and identify measures that have to be taken to correct the drawbacks after assessing the implementation of ESDPs. The General Education Quality Improvement Package (GEQIP) has been implemented since 2005/6. There exist organizational, managerial, educational leadership, resource scarcity and others limitations of in implementing the package.

Thus, Gambella Regional states, where General Educational Quality Improvement program is implemented in particularly school improvement program was being practice and lacks basic education facilities and a well trained workforce in secondary schools. However, no one has been conducted in this zone on the practices and problems of school improvement program. Hence, the major purpose of this study is to assess the practice of SIP and find out the major problems that affect in the implementation of school improvement program in government secondary school of Majange zone. Accordingly the Study was answered the following basic questions:

1. What are the existing practices of school improvement program in Majange zone secondary schools?

2. What are the major factors that affect for the practices school improvement in secondary school of Majang zone?
3. What monitoring and evaluation mechanisms are put in place to follow the proper practice SIP in Majange zone secondary schools?
4. To what extent have teachers, students and parents participating in school improvement planning and practices SIP in the secondary schools?
5. To what extent are practices and problems of school improvement program implementation secondary schools?

1.3 Objective of the Study

This study has the following general and specific objective;

1.3.1 . General Objective

This study was to assess the practices and problems of school improvement program in government secondary school of Majange Zone.

1.3.2 Specific Objective

The specific objectives of the study are the following;

1. To assess the existing practices of school improvement program in Majange zone secondary schools
2. To identify the major problems that affects the practices of school improvement program in Majange zone secondary school.
3. To assess the method of monitoring and evaluation mechanisms in the practices and problems of school improvement program in Majange zone
4. To assess the participation of stakeholders in the contribution of school plan development and the practices of school improvement program.
5. To identify the practices and problems for the implantation of SIP in Majange zone.

1.4 Significance of the Study

To assess the practices and Problems of school improvement program and to determine the difference to practice and Problems that face the school improvement program. This study has identified the problems in the areas of teaching and learning process, the school learning environment, school leadership and management, and community involvement in the practices of school improvement programme. The results of the study can help policymakers in Ethiopia, mainly in Gambella region and Majang zone, to make informed decisions about reform in secondary schools. It has also recommended possible solutions to the problems facing the practices of school improvement programme. This recommendation has hopefully contributed to better practices of school improvement programmes in Majang zone. This study is significant especially at secondary school level because it can add to the existing knowledge base on the practices of school improvement programmes. Furthermore, it has informed the school principals and school governing bodies of the performance gap in the practices of the school improvement programme. The study has hopefully improved the practice of teaching and learning, thereby contributing to the success of students. The study will also help to explore challenges and opportunities and pave ways for improving secondary school reform to influence school principals, school governing bodies, teachers, students, parents and other partners to take on their roles in an effective and efficient way that will inevitably improve the secondary school quality of education.

1.5. Delimitation of the Study

This study is delimited in Majang zone of Gambella region on the practices and problems of school improvement program. The zone has six secondary schools. However the study in four governmental secondary schools in Majng zone due to time and financial constraint. Moreover, this study focuses on investigating Participation of teachers, principals, supervisors, community and parents in planning and Practices of SIP, monitoring and evaluation mechanism of stakeholders and the factor affecting the school improvement program in government secondary schools of Majang zone.

1.6. Limitations of the Study

Due to time and financial constraint, the researcher had to be limited only to the above four secondary schools. The other limitation was that the Woreda education office heads were busy in engaging in various meetings and some PTA members and SIC committee members in other businesses, it was not easy to get them for an interview and FGD. Other limitation was the sampled schools teachers, principals and supervisors were difficult to fail questioners and involved in interview, because of due to lat salary payment. However, the researcher tolerated the problems and repeatedly communicated with them going to Woreda education office and schools and conducted the interviews and attempted to make the study as complete as possible.

1.7. Operational of Key Terms

General Education Quality Improvement Program (**GEQIP)**: this is a programme designed to improve the quality of education in the schools. It is one of the Ethiopian education strategies to remove fundamental obstacles that stand in the way of quality education (MOE, 2010:5).

School Improvement program - The program with the objective to improve students' achievement by creating a positive learning environment (MOE, 2007)

Improvement: Is the action of providing better than previous situation

Schools: are considered learning communities with active stakeholder engagement in learning and problem-solving

Woreda: the lowest administrative unit in the government stricture

School Improvement Committee:-It is committee which established from the school Community and parents to support implementation of SIP in the schools (MOE, 2006)

1.8 Organization of the Study

The study has included five chapters. In Chapter one includes introduction, background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, organization of the study and definition of key terms , the second chapter presents reviews of related literature. Chapter three deals with the research design and Methodology of the study, source of data, sample and sampling techniques, the study of population, instrument of the study and data collection, method of data analysis, procedures of data collection. Chapter four deals presentation and analysis of findings, the final chapter's deals contains major finding, conclusion and recommendation of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with concept of school improvement, definition of school improvement, School improvement initiative in Ethiopia, school improvement committee, frame work for school improvement, principle and domains of the school improvement, school improvement process cycle, school improvement planning, school facility are as factors of SIP, Monitoring and evaluation of school improvement program, problems of school improvement program, school improvement and teacher professional development, modern education in Ethiopia.

2.1. The Concept of School Improvement Program (SIP)

The Concept of the school and school system is the basic issues to be discussed in the context of school improvement. And also School system is a dynamic system where input, throughput, output and process are continually. This continually changing feature of school system demands it for continuous improvement. To this extent different authors are define in different way of expression. the MOE(2005) indicted that school improvement as a process, it is continuous activity of fulfilling different inputs, upgrading school performance and bringing better learning outcomes at school level. This improvement is not routine practices which can be performed in day to day activity in the school.

Another major notion of school improvement is that, school improvement cannot be simply equated with educational change in general. Harris and Chrispeels (2008) have argued that school improvement is largely concerned with system level changes through collaboration and networking across schools and districts. As indicated by Hopkins (2005), school improvement is not only the teaching and learning activities of the schools, but also its organizational norms, professional learning system, knowledge-transform process, leadership arrangements and its receptiveness to external learning. Then, School improvement is about strengthening schools organizational capacity and implementing educational reform.

Gray (2001) citied in Zijian and Williams (2006) stated that school improvement is the process of improving the way that schools organize, promote and support learning. It includes changing aims, expectations, organization (sometimes people), and ways of learning and methods of teaching and organizational culture. School improvement is commonly defined as the general efforts to make schools better places for pupils to learn in and the distinct approach for educational change that enhance student out come as well as for managing change.

According to Harris (2005), school improvement is defined as "a distinct approach to educational change that enhances student's outcomes as well as strengthens the school's capacity for managing improvement initiatives". Hopkins support and more elaborated that school improvement is about raising student's achievement through focusing on the teaching and learning process and those conditions which support it. Hopkins' (2011) the review of the variables in any regional approach to school improvement that relates directly to increases in student achievement. Through ; Clear and comprehensive model of reform, Strong leadership at the regional level, Substantive training related to the goals of the program, Implementation support at the school level, An increasingly differentiated approach to school improvement.

2.2. Definition of School Improvement

The word Schools are considered learning communities with active stakeholder engagement in learning and problem-solving and Improvement is defined as a continuous and evolving process, 'the way things are around here' (Mitchell et al., 2002). 'School improvement' means making schools better places for learning. Jeilu (2010) states school improvement is an activity to improve the input and process in order to improve teaching learning and students result .In this context school improvement is not only about the outcome, but also the importance of input. school improvement is commonly defined as the general efforts to make schools better places for pupils to learn in and the distinct approach for educational change that enhance students outcome as well as managing change .

According to MOE (2011) indicated School Improvement is a current and important concept focusing on the review of the overall status of schools in terms of different school domains and conduct self-evaluation to improve the educational inputs and process whereby enabling students to score excellent results. And he continues, The main focus of School Improvement lies on student learning and the learning outcome. To this effect, schools should primarily identify their weakness and strength and prioritize each school domain and set goals; similarly, it is a continuous process wherein all members of the school community and other stakeholders contribute for the student learning and improvement of their results.

Generally, School Improvement Program is designed to assist schools to: identify priority needs through a process of self-assessment; develop an effective and practical School Improvement Plan to address those needs; and then monitor and assess implementation, coordinated efforts made both within and out of classroom and school levels to change factors that are related to students learning with the ultimate goal of maximizing the level of learners' achievement and school capacity to manage change.

2.3. Principle and Domain for School Improvement Program

2.3.1. Principle of School Improvement

The school improvement process is a systematic approach that follows its own principles. Luneburg & Ornstein (1991) cited in MOE (2010) have listed the following guiding principles that need to: Schools should employ a set of goals and mission which are easy to understand; Student achievement must be continuously checked and evaluated; Schools need to help specially the low achievers need to be tutored and enrichment programmes should be opened for high talented students; Principals and staff should actively be involved in continuous capacity building to update their knowledge, information and to develop positive thinking; Every teacher needs to contribute to successful implementation of the school improvement programme; Teachers must be involved in staff development by planning and implementing the school improvement programme; School environment has to be safe, healthy and pupil friendly; School

community relationships should be strengthened so that community and parents need to be involve in school improvement programme implementation.

School leadership should be shared among staff, student and parents. In line with the school improvement principles above the study were weigh up the practices of current school improvement programme practices in secondary schools (grades 9^{th}-12^{th}) of the Majang Zone.

2.3.2. School improvement Domain and Element

School improvement program needs to be planned and managed to take place over a period of several years. Then has it to be related to the schools procedure, role allocations and resource use that support the teaching and learning process (Hopkins, 2005:10-12). The school capacity determines the provision of quality learning for all students. Thus, schools need to apply the four domains and with the elements to provide quality education for all students. Regarding to this, The MOE (2011) indicated that the main focus of School Improvement lies on student learning and the learning outcome. To this effect, schools should primarily identify their weakness and strength and prioritize each school domain and set goals; similarly, it is a continuous process wherein all members of the school community and other stakeholders contribute for the student learning and improvement of their results. The four school domains are indicated below with in description:-

2.3.2.1. Teaching and Learning Domain

Promoting the learning and achievement of student is the main objective of school education. The school improvement research highlights the centrality of teaching and learning in the pursuit of sustained school improvement (Hopkins, et al,1994).Because ,teaching and learning is what ultimately make a difference in the mind of the learner, and affect knowledge, skills, attitudes and the capacity of pupils to contribute to contemporary societies.

High quality learning occurs when teachers make appropriate decisions about what is taught, how to engage students in meaningful experiences and how progress will be assessed to inform future actions. According to Hopkins (1994) pointed out the main focus for school improvement action should be on teaching and learning process in the class room. It is also further noted such class room practice can be sustained through ongoing staff development prefer ability on areas such as teaching skill and knowledge of curriculum content, It also stressed on collaboration as necessary condition for practices to occur when group of teachers adopt education ideas to their own context and professional.

Classroom conditions are the critical facts in teaching and learning process. Student and teacher related factors are among the major classroom conditions that influences teaching and learning (Hopkins, 2002:89). If the teacher is to provide the kind of teaching best suited for each learner, he/she must be well familiar with their abilities, potentialities, background, problems, and needs. Without this knowledge the problem of motivation, provision for individual differences and adjusting methods to meet students' needs, and selecting instructional strategies becomes very difficult (Clark and Starr, 1967).

Hence, teachers are the key role players in teaching and learning processes to ensure the achievement of instructional objectives with in turn improve students' achievement. For the achievement of student, Planning is one of the first steps for effective teaching .In educational context, planning help teachers to produce well organized class and to create conducive classroom atmosphere by reducing disciple problems. Moreover, planning guide the teacher to answer what, who, when, were, and how questions.

Assessment is also part of the process of learning by which pupils recognize a gap between the state of their knowledge and the expected learning outcomes to be achieved during instruction. It also helps teachers to understand the level of pupils achievement improve teaching techniques, and give constructive feedback to them. According to James and Gipps(1998), Assessment influences learning in four main ways: (I) provide learning ;(II) helping pupils and teachers decide what to learn;(III) helping pupils how to learn; and (IV)helping pupils to learn how the effectiveness of their learning. Thus,

assessment can be seen by teachers and students as an enabling process that create a learning environment in which teachers and students take action to close that gap helping learner to learn how to learn and judge effectiveness.

The strategy of teaching is that, the teaching methods used by a teacher influence student learning either positively or negativity. Harris (2002:3) suggested with successful school improvement, "There is an emphasis up on well defined student learning out comes along with the providing of clear instruction frame work". 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 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. Under the elements of teaching and learning domain describe (I) Use of Teaching method in the class room (II) Curriculum (III) Teachers' Professional Development and (IV) Learning and Evaluation system in the class room.

2.3.2.2. Leadership and Management Domain

The basic functions of Leadership is about having vision and articulating, ordering priorities, getting other to go with you, constantly reviewing what you are doing and holding on to things you value (Adesina,1990). Whereas Management can be defined as the organization and mobilization of all human and material resource in a particular system. And also management are planning, organizing, staffing, evaluating and developing. Then leading and managing domain is concerned with communicating a clear vision for a school and establishing effective management structures. Leaders set directions and guide the school community in alignment of its purpose and practice. Effective leadership within the school is collegial, student centre and teacher focused, promoting a collective responsibility for improvement.

In school, the quality improvement can be determined by quality of leadership. According to Rao (2003), the quality of leadership has the following components. (I) Sensitivity: active listening, giving feedback, negotiation, giving praise, managing conflict, networking and empathizing. (II) Creativity: in order to make the vision live, leadership has to be creative; to find solution to problems and to generate solutions that address the issue. (III) Empowerment: release the potential of individuals, allowing them to flourish and grow as people rather than as employees to release their capacity for finite improvement. (IV) Managing change. The elements of Leadership and management are; Administrative regulation and staff structure, Strategic direction, Strategic planning of SIP, Consultation and communication, Financial management, management of infrastructure and physical resources, human resources management, building the leadership capacity of the school community, establishing a positive relationship to sustain good practices, monitoring and evaluation.

2.3.2.3. School Learning Environment Domain

Schools are a place where students acquire education. A safe and suitable school environment fosters smooth relationship based on mutual respect and understanding. According to Mick Zais (2011), School Environment means the extent to which school settings promote student safety and student health, which may include topics such as the physical plant, the academic environment, available physical and mental health supports and services, and the fairness and adequacy of disciplinary procedures, as supported by relevant research and an assessment of validity. Environment plays a vital role in the development of the personality of the students. Physical environments or the places, in which formal learning occurs, range from relatively modern and well-equipped buildings to open-air gathering places. Learning environment are made up of physical, psychosocial and service delivery elements (UNICEF, 2000).

If students are empowered and feel safe in their schools, they can learn with interest. In safe and attractive educational learning environments students willingly engage and participate in the broad range of learning opportunities. When school environment is suitable for learning and teaching process, it contributes greatly for the quality of education (MOE, 2007:7).So, the environment should stimulate purposeful students'

activity, and they should allow for a depth and ranges of activities that facilitate learning. They contribute to decisions about their learning and their contributions are valued. School safety requires a broad-based effort by the entire community including leaders, teachers, students and parents. Meyer also suggested that by adopting a comprehensive approach to addressing school safety focusing on presentation, intervention, and response, schools can increase the safety and security of students. All conscious and concerted efforts undertaken at any level of the educational system are ultimately to create an enabling environment the school level so that the school as a mission center realizes the objectives of educational system (MOE, 2002).

Under the School learning environment domain different elements are describe. The elements are activate how; quality learning environments are created to focus on student needs and foster potential skills and interests, schools create opportunities for students to develop into self-regulating learners within and beyond the classroom and Schools value participation, and support student expression of new knowledge and understanding.

2.3.2.4. Community participation Domain

The community participation domain describes the development quality, ongoing, community partnerships and networks. Schools are responsive to community expectations, suitable environment for learning, school administration and community participation. MOE (2010), indicate community involvement of parents in the school activities will create strong and cordial home/school relationships required for the growth and development of the secondary school learners. The community involvement domain in educational affairs is one of the most important and it is a process through which stakeholders shared control over development initiatives.

MOE (1998) listed the following basic principles of community involvement strategies in schools: several village meetings must be held in order to discuss with the villages what their interest and problems are with the schooling of their children; a leader for any school based on community should be necessarily identified; and normally it is necessary to give a real role to the parents in the day to day management of a school. According to Kruger,A.G.(1996); community involvement is as a means of activated parents to get

involved in schools; helping children with homework, fund raising; maintenance building and grounds; transporting of pupil's; Organizing functions at school helping with extracurricular activities and supporting school activities.

From this, the Ministry of Education(1996) indicated that the following activities as a means for parents to get school; helping children with homework, fund raising ; maintenance building and supporting of pupil's; organization functions at school helping with extracurricular and supporting school activities. In addition to this The MOE (2006) report indicated that, school in general and teacher and students in particular benefit a lot from the involvement of community in the issue of schools. These elements describe how; (i) Working together with parents (ii) Involving the communities (iii) Promoting school improvement

2.4. Modern Education in Ethiopia

Ethiopia is one of the countries with the highest scarcity of having educated man power who can enable the country to achieve the millennium development goals and facilitate the economic development of the country. World Bank (2001) report indicated that Ethiopia is one of the most educationally disadvantaged countries of the World, and the education sector is characterized by extremely low participation rates and low quality at all levels. Thus, the Education and Training Policy document of 1994 was designed to achieve the future economic development goals that identified clear strategies for the education system to achieve the mission and goals entrusted to it (ETP, 1994).

According to the Education and Training Policy of 1994 in Ethiopia, primary education lasts for eight years and is divided into grades 1-4 (primary first cycle) and grades (5-8) second primary education cycle. Secondary education is also divided into two cycles, each with its own specific goals. The structures of the education system for secondary school are as follows: grades 9-10 (secondary first cycle) and grades 11-12th (secondary second cycle). The first secondary cycle provide general secondary education and, upon completion of grade 10, students are then streamed based on their performance in the secondary education completion certificate examination, and enter either into grades 11-

12th preparatory as preparation for university, or into technical and vocational education and training (TVET).

The Ethiopian Education and Training policy decentralized power, authority and the management of services to schools, where the provision of education is the concurrent responsibility of federal, regional, and local governments. This is explained by the Education and Training Policy that the federal government plays a dominant role in the provision of post-secondary education, while also setting standards and providing overall policy guidance, monitoring and evaluation, and support for the entire sector (MOE, 1994). Managing the work of colleges of teacher education which supply primary teachers; adapting the curriculum to the region; examining students at the end of primary school; and overall supervision and monitoring (MOE, 2010:6). Districts are largely responsible for the implementation of all educational activities and are responsible for recruiting personnel and paying the salaries of primary and secondary school teachers, visiting schools to supervise teachers and delivering non-salary inputs (either in cash or in kind) to schools (MOE, 2008).

2.4.1. Ethiopian Educational Policy

The Government presented the national education and Training Policy (ETP) in 1994, within the framework of the ETP launched the first five year Education Sector Development Program (ESDP I) in 1997 as part of a twenty- year education sector plan. As indicated above the policy document, the main objective of the education sector is to provide good quality education with an ultimate aim of achieving universal primary education over a period of 20 years. The police also education aims to make education more relevant by emphasizing problem solving skills, providing vocational education and training at different education levels in line with human resource requirements of the economy, providing good quality secondary and higher education in equitable way , and make special and non-formal education available in line with the needs and capability of the country.

Moreover, the policy also aims at improving the training and career development of teachers, decentralizing the management and administration of education, increasing resource by encouraging community participation , introducing cost sharing mechanisms and increasing the involvement of the private sectors, and improving the collaboration of the education sector with others sectors (MOE, 1994).Thus, as the expansion of the education system resulted in decline of quality , the policy document gives due attention to quality issues for different levels of education by recognizing that education plays a key role to bring about economic development to the country.

To come to the point ;that is to the center of attention of this study, undoubtedly, there was deterioration of quality of education as there was expansion in poor school environment during the course of practices of the education sector Development programs. It is widely acknowledged that achievement in access have not been accompanied by Sufficient improvements in quality.

2.4.2. The General Quality Education Improvement Program (GEQIP)

The General Quality Education Improvement Program (GEQIP) as a government education strategy was started during the Education Sector Development Program (ESDP III) to give high priority to quality improvement at all levels of the education system (GEQIP, 2008:2-3). The General Education Quality Improvement Program (GEQIP) concentrates on quality reforms such as the new curriculum implementation, text book development and provision, school grants to enhance school-based development reforms, as well as institutional development at the federal, regional and district levels. The overall purpose of the General Education Quality Improvement Program (GEQIP) is to improve the quality of general education (grades 1-12th) throughout the country in the areas of teaching and learning conditions in primary and secondary education; and to improve the management, planning and budget capacity of the Ministry of Education and Regional Education Bureaus (GEQIP, 2008:5).

MOE (2005) pointed out that in response to quality deterioration; ESDP III gives high priority to quality improvement at all level of the education system. regarding to theses the draft of general educational quality improvement program 2007 shows that the reform package, the General Education Quality Improvement (GEQIP), encompasses four key areas of intervention (I) the Teacher Development program (II) Curriculum Development ,(III)Leadership and Management ,and (IV)the school Improvement program- and two complementary package 'Civics and Ethical Education' and 'Information communications Technology'. A key recommendation of the Education Sector Annual Review meeting (ARM) in 2007 was that, MOE and Development partners (DPs)work together to implement the GEQIP through a pooled funding mechanism. During the annual review meeting of MOE 2007 the proposed program will support the implementation of the first four of the six components of the GEQIP, namely: Teacher Development Program (TDP) including English Language Quality Improvement Program (ELQIP); Curriculum, Textbooks and Assessment; Management and Administration program (MAP) with an Education Management Information System (EMIS) sub-component; and School Improvement program (SIP) with a school Grant sub-component. The overall objective of the proposed program is to improve the quality of general education (Grade 9^{th}-12^{th}) throughout the country.

2.4.3. Education Sector Development Program (ESDP)

The Education Sector Development Program (ESDP) is a programme of action for the realization of the goals of the Education Training Policy. The Education Sector Development Program was introduced in 1997 as a vehicle for implementing the 1994 Education and Training policy, which envisaged to improve education quality, relevance, efficiency, equity and expand access to education, with special emphasis on primary education in rural and disadvantage areas, as well as the promotion of education for girls as a first step to achieve universal primary education by 2015 (MOE, ESDP I, 1997).

It has been noted by different writers that the education sector development programme in Ethiopia has its own rationale. The World Bank(2001) indicated that , from government perspective, the problems of education were massive , and isolated project were felt to provide inadequate out comes for improving the situation .The sector wide approach was preferred as it was likely to identify ,address ,and have success in solving the most critical problems of education as a whole.MOE believed that education sector development programme is the best approach as it covers all areas of education (MOE,2002:and MOE,2004).

The educational Sector Development Programme (ESDPI, 1997/98-2001/02) was launched in 1997. ESDP I was the first of a series of medium term plans that aim to achieve the Government's long term goal of universal primary education but the year 2015 (ESDP,I 1997).ESDP II spans for three years similar the PRSP (from 2002/03 to 2004/05) this was to align the planning schedules for the education sector with that of the strategic planning for the government as a whole (ESDP II, 2002).This document encourages Regions and Woredas to provide block grant to schools. It also indicated that issuance of MOE "Directive for educational management, organization, public participation and Financing "which outlines education management roles and responsibilities in line with the country's federal decentralized from of governance.

The Ethiopian Government has launched ESDP I, ESDP II, ESDP III, and ESDP IV. These successive five year nationwide Education Sector Development Programs (ESDP I, ESDP II, and ESDP III) have already been implemented and now ESDP IV is being implemented (2010/11 -2015/16). Ethiopia realizes that increasing the coverage of education is only part of the battle and the push to increase coverage has been accompanied, in recent years, by a national program to improve the quality of education delivered, to keep children in school and reduce dropout rates. ESDP III (2005/06 – 2009 /10) was launched in August 2005. As the PASDEP document explained, during the period of implementation of ESDP III , the overall goal of the education sector was "to achieve the MDGs and meet the objective of National Development plan through supplying qualified trained work force with the necessary quantify and qualify at all levels". The specific objectives of ESDP III were to: Increase access to and participation

in education and training and ensure equity; Ensure education and training quality and relevance; lower education inefficiency; prevent HIV/AIDS; and Increase the participation of stakeholders.

Under ESDP III Ethiopia made significant progress in education .Access at all levels of the education system increased at a rapid rate, in line with a sharp increase in the number of teachers, schools and institutions. Woreda education offices and communities have strengthened their involvement in education planning, management and delivery. Proxy indicators for quality show that there is a considerable challenge to meet the ESDPIII target set for 2009/10. In line with these, the 2007 NLA identified the following factors relating to low student learning outcomes: (i) school organization and management ;(ii) teacher training on new techniques; (iii) school supplies; (iv) availability of text books; (v) curricular and instructional materials; and (vi) language of instruction ESDP IV (2010/11-2015/16) was released in 2009. The priorities for general education under ESDP IV relate to two major objectives: to improve the quality of general education and to increase access and equity. The quality improvement program integrates core priorities such as "teacher and leader development" and "Information and communication Technologies" (ICT) (MOE, 2007).

Under ESDP IV the overall goals for general Education are: to generalize access to quality basic education in order to make sure that all children, youngsters and adults acquire the competencies, skills, values, and attitudes enabling them to participate fully in social, economic and political development of Ethiopia; and to sustain equitable access to quality, secondary education service as the basis and bridge to the demand of the economy for middle level and higher level human resources.

2.5. School Improvement and Teachers Professional Development

Continuing teacher's professional development in education is the means by which teachers maintain their knowledge and skills related to their professional lives. The school improvement program is the cumulative and collaborative effort of all responsible stakeholders such as, teachers, school leaders, students, parents, education officers,

NGOs and other community members towards the goal of sustaining quality education. School improvement program is one of the six pillars of achieving quality education, one of which is the strategy for Teachers' Development Program (TDP) in which CPD is at the centre (MOE, 2007).

The quality of education to a great extent depends on the success of school improvement program which in turn depends on the quality and competence of teachers in their professional development. From those stakeholders, Teachers are the nucleus of school partners for school improvement program (SIP) and school based CPD is the crucial component of school improvement program. MOE (2009) indicated that, In the process of raising pupils' achievement, CPD and SIP cannot be seen separately, but used together to provide a holistic approach to the improvement of learning and teaching in each school. And also According to Simpkins (2009) view, SIP is not a separate process led by higher level administrators. Rather, it is the flip side of the coin of the school based CPD. Hence, school improvement activities are most effective when carried out in collaboration with consolidated teacher professional development program.

Professional development should necessarily be integrated with the comprehensive plan for school improvement. Too often, professional development is episodic response to an immediate problem which deals with only part of the problem teachers confront when trying to improve student achievement. According to Simpkins, (2009) if professional development is to be effective, it must deal with real problems and needs to do so over time. Moreover, unless professional development is carried out in the context of a plan for school improvement, it is unlikely that teachers will have the resources and support they need to fully utilize what they have learned.

Teacher Professional development should be connected to a comprehensive change process focused on specific goals of school improvement. Mastery of Education and Training Policy, curriculum and other program development initiatives is also significant to determine how teachers develop and apply an understanding of the policy to contribute to curriculum and/or other program development initiatives, and finally, forming partnership with the school community in order to guide how teachers build, facilitate and maintain working relationships with students, colleagues, parents and other care

givers to enhance student learning. In the literature on professional development, one sees an increasing attention to embedding teacher learning opportunities in the day-to-day work of schools (Little, 1994).

Almost School improvement program always calls for enhancing the knowledge, skills, and dispositions of teachers and supporting staff. According to MOE, (2008:47) further proclaims that the school leadership team has to have strategies in place to assist teachers to continue to develop and share deep understandings of how students learn subject/content, including prerequisite skills and knowledge, common student misunderstanding and errors, learning difficulties and effective interventions. Whatever course of action a school adopts, success usually is central to providing support and resources for teachers to strengthen existing expertise or to learn new practices. Teacher knowledge and skills are at stake as well, as their beliefs and attitudes, their motivations, their willingness to commit, and their capacity to apply new knowledge to their particular school and classrooms. Professional development and implementation usually should not be separate steps in the process of change in the school improvement program (Simpkins, 2009).

Teacher professional development needs of other members of school community, including school administrators and support personnel, must also be addressed to ensure a focus on continuous learning and to create the conditions necessary for closing them achievement gap and improving the achievement of all students. These standards provide guidance for achieving high quality professional development planning, design, delivery and assessment, and should serve as a foundation for all professional development in schools. Little (1994), Research indicates that teacher quality is the single most powerful influence on student achievement; it is essential to ensure that teachers are provided with ongoing, high quality professional development to sustain and enhance their practice.

2.6. School Improvement Plan

Plan is a corner stone for any effective implementation. School improvement planning is considered as road Map that sets out change school needs to make improve the level of student achievement (ElC, 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. This happens when plan preparation is governed by leading principles. In this regard MOE (2006) indicated the following key principles in school improvement plan preparation. The target for school improvement is to achieve student outcome; School principal is the leader of school improvement; Students and parents have adequate knowledge about school improvement; School improvement planning process is a team work that demands stake holder's adequate understanding about the task to actively participate in the development.; School improvement planning a continuous process that requires follow up to take immediate corrective measures; School improvement plan target/goals are set based on reliable data sources , the quality of school improvement plan document is determined by the quality and efficiency of those professionals involved in the development of the process.

School planning is a dynamic and systematic process. Schools should ensure that their processes allow planning to evolve to meet changing needs and circumstances. School Improvement Framework Schools will establish a school improvement committee who will work with the principal to develop and monitor the school's planning and improvement processes (ACT, 2004). Based on principles, school which implements school improvement programs pay attention to the following six issues for plan and implement (MOE, 2006, 2007). These are contextual understanding, collecting, and organizing, analyzing, setting goals prioritization and issue of concern, selecting best practice, implementation, monitoring and evaluation. Throughout the process without active involvement of key school improvement stake holders such as parents, community members, principals, teachers and students; attainment of the objective of the school improvement is unthinkable. In strategic and the annual preparation all the concerned need to work collaboratively with strong sense of team. Strategic planning is the central role of school; 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 plan.

2.7. School Improvement Committee

School improvement is work that requires collaborative efforts of stake holders, form plan preparation through implementation and evaluation. To begin with school improvement process the first step should be establishing school improvement committee/team. Barnes (2004:5) suggest that the way to start school improvement is to create a school improvement team and the team is a group of people who work together to develop lead, and coordinate the school improvement process. According to the same author the responsibility of school improvement team/committee includes: meet with each other members of the school community to inform them of self study and its objectives and process: obtain the input of faculty and staff and incorporate in to self study process, collect data, meet regularly to discuss progress, make preliminary conclusions and reflect on what data shows ,as well as on the process itself; assist with documentation and evaluation of self study ;and assign and negotiate collection tasks with in school community (Barnes, 2004).

According to MOE (2006), the school committee members are comprised of teachers, management personnel, students, parents and community and the principal of each schools works as the committee chairman. The MOE (2006), indicated, The school improvement committee responsibilities in the school in the document includes; to be prepare school improvement plan ,they out line strategies through which the school community contribute substantially to the school improvement; the organize a system which a school community participates in the school improvement program starting from self evaluation to implementation and assessment ;and they implement such systems closely supervises school improvement plan provide the necessary assistance and support; and at the end academic year present a report to the school community on the improvement activities carried out by the school. Based on the evaluation report they inform the schools‟ status to the local community (MOE, 2006). The school improvement team/committee conducts school self evaluation that is the starting point to draft school improvement plan it gives direction to what issues should be addressed first and what follows based on the priority given by school leaders, students and parents. School can plan and implement their school improvement programs only when they are

aware of their current status in respect to the four domains based on reliable and accurate information and when they design and perform their improvement plan (MOE, 2006).

2.8. Practices of School Improvement Program

In Ethiopia with the intension of improving the quality of education, much effort has been exerted. For instance, during supervision of the program many efforts were made to assess the experience of the best promoting school with in the country and experiences of other countries. Different guidelines and frame works were developed and awareness raising training was conducted at different level (MOE, 2007:47).Thus the secondary schools are expected to successfully implement the school improvement program. However, SIP is a very wide spread phenomenon and a wide variety of improvement efforts can be found. to be any importance for school effectiveness school improvement should use the school effectiveness, knowledge base and be directed to the application of this knowledge as focused intervention, emphasizing implementation, emphasis outcomes and evaluation techniques to practice school improvement program.

Implementation in the first year: preparation the school improvement unit decides how to implement and guide the frame work. The school improvement committees and all stakeholders of the school will help for implementation of the framework and school preparation; collect evidences regarding the school domains making system survey: regarding current school work efficiency assess the views of stakeholders (students, parents and teachers). It is duties which school engage feedback regarding the four domains of schools using survey decide and reach in agreement by investigating the collected data for school work efficiency. The key stakeholders (teachers, students and parents) should participate in the annual school evaluation.

In this respect the school improvement framework implementation will relate with teaching & learning activities; and prepare plan of the school, the improvement unit, using the result of evaluation will prepare plan for three years and annual plans. The plan incorporates goals of objectives and priorities of the activities. Implementation of the school plan: implementing the plan will start when the school improvement committee is believed that the plan prepared is ready for implementation. This means that using

feedback transfer from the previous plan and new improved plan, follow-up and control the committee itself and other stakeholders will make followed up and control system, report of the implementation, the school improvement committee will present the annual report for the school community and for the responsible bodies. Implementation in the second year: - schools will evaluate their improvement regarding the goal sets and priorities differentiate where there are new priorities, select where there are standards which are not evaluated, lastly the committee will report the progress of the SIP.

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

2.9. Problems of School Improvement Program (SIP)

The school improvement is complex process which can be challenged by different factors during its implementation. In this respect, Fullan (2001:89-90) has noted that when a new initiative is introduced undoable it will create difficult to both individuals and institutions. Thus for success of the program it need to consider challenging factors prior to the implementation of the program and in due process. It is even more serious in developing countries like ours. A lot of attempts made in reform and improvement to change endeavor has been facing challenge.

Some of the problems identified by Khosa (2009) include; many schools are dysfunctional, and are not transforming time, teaching, physical and financial resources in learning outcomes. Next curriculum delivery is poor; teachers do not complete the curriculum, and pitch their teaching at levels than those demanded by the curriculum. In addition, district support and monitoring functions are inadequate and in effective. Last but not least, community supports of schools are low.

Earl *et al*. (2003) the challenges to school improve attempts are: although pressure is often necessary to focus improvement and push beyond trivial changes. Next, as school improvement networks evolve, the challenge to motivate the involvement of a critical mass of teachers intensifies. Along with the routine challenge of getting staff to "buy in " we heard about the complications that came from routine changes in staff over time, Besides schools were certainly collecting and trying to use data in to their planning and decision making. This is an area that appears to need ongoing and focused attention for all schools.

As school improvement manual (MOE, 2007) states about the obstacles of SIP implementation Includes lack of commitment to depart from traditional practices, absence of responsible organized effort at all levels which could direct and monitor the program implementation ,shortage of training ,lack of initiative and good look on the part of some teachers and school leaders, absence of awareness creations among stakeholders and absence of clearly stated role about the participation level of each stake holders .Similarly, Harris in Hopkins (2002:19) has noted difficult to change school management arrangement and working culture as challenge to SIP in developing countries. In our case too, school improvement was challenged by lack of necessary input, lack of commitment, low level of motivation, poor leadership and the like are expected challenges in the implementation of school improvement program.

2.10. School Facilities as Factors of School Improvement program

In fact clean, quiet, full equipment, comfortable and healthy environment are an important of successful teaching and learning. Bishop (1995:111) point out there is a relation that exists between school facilities and students learning. The author states that the availability of school facilities such as teaching materials and equipment, laboratory apparatus, specialist work rooms, the media of communication, the design of the class room, the climate of the school have an acceleration or a deadening influence on the students learning. From the view of the above authors, it is clear that school facilities

enhance or affect students learning. This in turn that school facilities can affect school improvement program implementation.

2.11. Monitoring and Evaluation Mechanisms of School Improvement Program

In school improvement program to raise the question like; what does it mean to be improving school? How can it be measured? This point stretched to the evaluation process of school improvement. Earl el al (2003), although school effectiveness and school improvement research have been areas of intense activity for several decades, they are, in many ways, still in their infancy. Certainly, the work that has been done in many different countries extended our knowledge and understanding about ways in which education and the broader and community can engage in process to improve school. Goldstein (1998) in Earl et al. (2003) indicate that the academic research community is just beginning to establish some comprehensive models of how school can change to become more effective and to develop research methodologies and analysis techniques that capture the complexity of change. The implication of measuring school improvement is for reaching with regard to the trends in evaluating of school improvement initiatives.

Monitoring and evaluation consist in measuring the status of objective or activity against an "expected target" that allows judgment or comparison (UNESCO, 2006).with this regard, school improvement guide line prepared by MOE has given emphasis monitoring and evaluation.

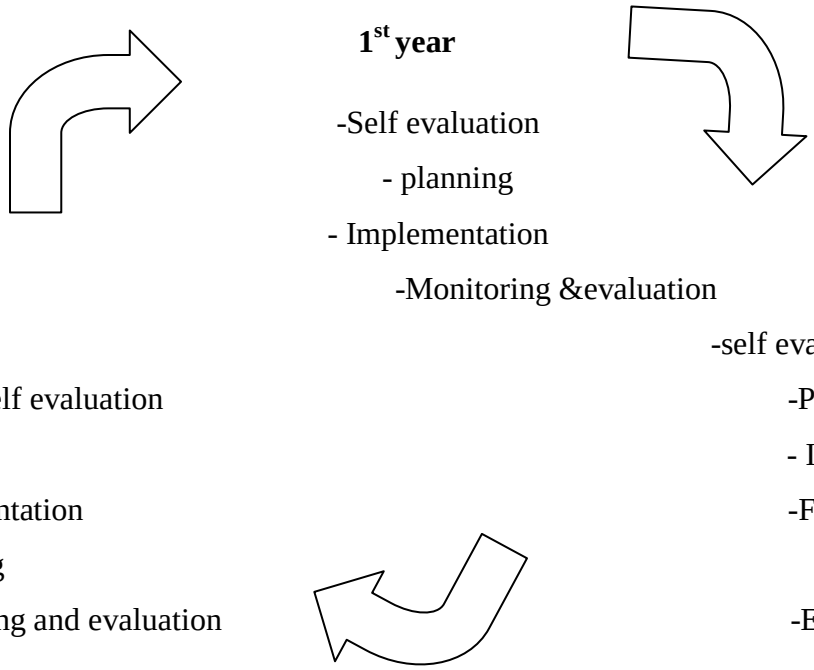
According to MOE (2006), conducting that evaluation, documentation and reporting activities that are connected with national curriculum evaluation and learning capacity studies supervising improvements in student result and providing assistant as a needed; making sure that teacher and other staff members have developed s sufficient skill in monitoring and evaluation and assessments conducted and using them in plan preparation; supervising the progress of students according to the outlined targets; identifying low academic performance in individual student level, section, class level and

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

2.12. School Improvement Process Cycle

To attain high student achievement level, schools set goals for improvement and make decision on how and when this goal may be achieved, 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 in to the reality. MOE (2006), on SIP training manual out lined different stages that the school needs to pass through to realize the improvement effort. The Coordination of this evidence-base is a continuous process, designed to efficiently and effectively distribute effort and resources to best meet changing needs and address school and system priorities. From this, MOE (2007, b & c), indicated that, the preliminary stages such as formation of school improvement team/committee, understanding the context and setting issue of concern and other phases like, preparation of school improvement plan implementation, follow up and monitoring the implementation as well as Evaluation.

The Improvement Cycle uses an evidence-based model that helps schools to implement a more effective continuous Improvement Cycle. The process as depicted in the Ethiopian school improvement Frame work document has shown in the following three year school improvement cycle (MOE, 2007c).



Source: MOE (2011)

2.13. School Improvement Framework

The School Improvement Framework provides ACT public schools with a structure for raising quality, achieving excellence and delivering better schools for better futures. The framework sets up a dynamic relationship between research and planning that will assist schools to undertake self-assessment which is context-specific, evidence-informed and outcomes-focused.

MOE, (2010:26) framework which states that some specific activities that involve a high degree of participation in a wider school plan development context, which can be applied in the school improvement programme, include: collecting and analyzing information; defining priorities and strategic goals; assessing available resources; deciding on and planning of the school improvement programmes; designing strategies to implement school improvement programmes and dividing responsibilities among participants;

managing school improvement programmes; monitoring progress of the school improvement programmes; and evaluating the results and impacts, among others. Excellent schools direct their energies and resources towards the improvement of learning to maximize achievement and realize the potential of all students. They are committed to making a difference and doing things better.

2.14. Countries Experiences about School Improvement Program

2.14.1. School Improvement in Australia

School improvement program in Australia has a large extent been due to state education system initiatives (Marsha, 1988:13). The emergence of a very different, decentralized system in Victoria in the 1980s warrants special mention. The incoming labor government introduced series of ministerial papers during 1982-1984 to announce the creation of school council, a state board of education (Marsha, 1998:14). Moreover, this authority described that it is evident that other states education system in Australia are likely to follow the lead given by the act school authority and the Victorian education ministry in devolving decision making to the local school level. Many different patterns many emerge during the next decade, but highly likely that parents and students will be encouraged to be more closely involved in local school decision-making. School improvement ventures in the future are therefore likely to involve and should involve parents and community members and students, as well as teachers and related professional group.

This program by and large has many similarities to the Ethiopian school improvement program and it seems that the Ethiopian SIP might have been developed from the Australian one; the teaching learning process; School leadership of management; Safe and healthy school environment, and Relation among parents, community involvement domain (MOE, 1999 E.C).The elements and indicators of SIP are interdependent and complementally to each other, which are directed towards attaining the major goal of improving student's performance.

2.14.2. School Improvement in United Kingdom

In the United Kingdom, improving the quality of education for All (IQEA)'is considered as one of the successful school improvement attempts in the world. The project was established initially based at Cambridge University. Since then it has operated in over fifty schools across England and Wales and additionally has incorporate schools in Iceland, Puerto Rico and South Africa in to the program. The project is currently led by staff at two Universities in the United Kingdom, Cambridge and northern kingdom. Both these Universities provide the academic leadership and vision for the program and represent the focal point for IQEA schools.

The IQEA model of school improvement is based up on for fundamental belief in the relationship between teacher's professional growth and school development. It is the projects view that schools are more likely to strengthen their ability to provide enhanced outcomes for all purples when they adopt ways of working that are consistent both with their own aspiration as school community with the demands of external change. As research evidence consistently demonstrates that successful schools use external change agendas for internal purposes. The project believes in harassing the possibility for internal change through external pressure. It is central promise is that without an equal focus on the development of capacity, or internal conditions of the school, innovative work quickly becomes marginalized (MOE, 1998 E.C).

2.14.3. School Improvement in Kenya

School improvement in Kenya is a program based on the assumption that effective change consists of a focus on the individual school, clinical methods of teacher development, and improved school management. An evaluation of this program by collecting data through class room observation; semi structured interviews with project administrators, teachers and parents; informal interviews with project manager's staff and teachers; surveys of teachers of parents; and pupil tests has shown that on the over all, the program was found to be highly successful. However, it was also recommended that the program need to ensure that professional development strategies remain in place, improve

the coast effectiveness of clinical staff development, and provide more focused training of head teachers. The emphasis on individual schools and child –centered learning were effective. In addition, the new teaching strategies did not lead to lower standards of student attainment and facilitate student's development of non cognitive and social skills (Harry B., 2000)

Other school improvement program initiatives which focused on sustained teacher development have also been implemented in east Africa since 1985 by Aga khan Foundation. The program include school and district wide improvement project (SIPS) supported by the Aga khan foundation in Tanzania, Kenya, and Uganda grounded in a common set of strategic principles. The strategic principles embody the belief that the chances for quality improvement in teaching and learning are greater when change efforts are school based; involve whole schools as the unit of change. Emphasis the ongoing professional development of teachers attend to school management and organizational conditions affecting the capacity of teachers to implement change, prepare for the institutionalization of organizational structures and processes that enable continues school development, and evolve through partnerships among relevant education stake holders (Aga Khan Foundation, 2002).

2.15. School Improvement Program in Ethiopia

Ethiopia has embarked on a new education and training policy which was issued by the transitional government of Ethiopia (TGE) following the military regime in 1991. The other program is that the 1994 education and training policy document were formulated to achieve the economic developmental goals of the country and for this practices the Ethiopian education and training policy is launched the first Education Sector Development Program (ESDP-I) in 1997.The objective of ESDP is to improve educational quality, relevance, efficiency, equity and expand access to education with special emphasis on primary education in rural and underserved areas, as well as the promotion of education for girls as a first step to achieve universal primary education by 2015(MOE, 2005 E.C).

In its attempt to ensure the quality of education in the country, the government of Ethiopia has been engaged in formulating and implementing different policies and programs. One of the programs recently developed and currently under implementation is the general education quality improvement package (GEQIP) which has the following six important pillars: teacher development program (TDP), school improvement program (SIP)|, civic and ethical education, curriculum improvement program (CIP), information and communication technology (ICT), and management and administration program (MAP).

Even though there are six different pillars as indicted above, all of the other five pillars are there to strengthen school improvement program because all of them are inputs for school improvement program which is reflected by student achievement. The school improvement program comprises four domains, 12 elements, 29 standards and 150 indicators; all of which are targeting at improving students performance to achieve the educational goal (MOE, 2007c).

According to MOE (2007), school improvement is an essential program to the realization of quality education. Hence, it should be implemented in the schools of throughout the day. The program is expected to help schools in enhancing the academic performance of their students. The main focus of SIP in Ethiopia is to enhance the student achievement by improving the student learning and other conditions associated with in (MOE, 2007). The document also points out that the need for SIP is to make schools accountable for parents, community and government to develop the responsibility and accountability of educational personnel‘s working at different level of the education system.

MOE (2010) also points out that access at all levels of the education system increased at a rapid rate in line with a sharp increase in the number of teachers, schools and institutions. There were also important improvements in the availability of trained teachers and some other inputs which are indispensable for a high quality education system, challenges, however, in order to realize quality and internal efficiency. Hence, the focus of education polices under ESDP-IV shifts towards priority programs which address these challenges.

As to the MOE (2007) document, it was necessary to shift attention to quality concerns in general and to those inputs and processes which translate more directly into improved Student learning and which help change the school into a genuine learning environment in particular. In order to improve the short comings related to quality, MOE launched the general education quality improvement package (GEQIP) in 2007. Hence, school improvement program is among the programs designed to improve quality of education in the country. The SIP being practices in Ethiopia to improve quality of education was adopted from the Australian school excellence initiatives and it consisted of four domains and twelve elements (MOE, 2007c).

CHAPTER THREE

THE RESEARCH DESIGN AND METHODOLOGY

The chapter describes the appropriate research design and suitable research method was employed for the topic. It also described the sources of data, Instruments and data collection method, Sample and Sampling techniques, and Method of data analysis.

3.1. Research Design

In this study descriptive survey design was employed on the ground that it was found to be helpful able and relevant information from variety of group on the actual practices of SIP. Descriptive survey involves acquiring information about one or more groups of people perhaps about their characteristics, opinions, attitudes or previous experience -by asking those questions and tabulating their answer (Leedy and Ormrod, 2005).Therefore to assess the current practice and problems of school improvement program mixed methods research design was employed. It is a procedure for collecting, analyzing, and "mixing" both quantitative and qualitative methods in a single study or a series of studies to understand a research problem (Creswell & Plano Clark, 2011).This research method design is used when both quantitative and qualitative data together provide a better understanding of our research problem than either type by itself. The kind of mixed research design is embedded sequential design were used. The purpose of the embedded design is to collect quantitative and qualitative data simultaneously or sequentially, but to have one form of data play a supportive role to the other form of data. The reason for collecting the second form of data is that it augments or supports the primary form of data.

3.2. Research Method

In this study mixed research method (both quantitative and qualitative approach) was employed. The quantitative approach asks specific questions, and collects quantitative data from a large number of participants; analyses these results using statistics; and conducts the inquiry in an unbiased and objective manner. This research method is used to take advantages of using quantitative and qualitative data collection approach to assess problems faced and practices of school improvement programme in the secondary

schools. In the study, quantitative data collection of questionnaires carried more weight than qualitative data collection instruments like interviews, observation, focus group discussion and document reviews. Accordingly, quantitative data was collected first followed by qualitative data collection, analysis and interpretation.

While qualitative data in a second phase as a follows to answer new questions emerged from the quantitative results that required the researcher to use sequential design, it is usually to use qualitative results to help explain the quantitative data results. The qualitative approach in mixed research methods is a type of research in which the researcher relies on the views of participants; asks broad, general questions; collects data consisting largely of words or text from participants; describes and analyses these words and them. The data collected by qualitative method was triangulated with the quantitative data. Therefore, interview, FGD, observation and document analysis are qualitative data gathering tools employed in the study to obtain qualitative information from respondents.
The findings of the study together with the broad information acquired from the quantitative and qualitative data was used to inform educators at national level, teachers, school principals, secondary school supervisors, zone education experts, district education office experts, parents and local community on how to maximize the school improvement programme implementation in the secondary education sector.

3.3. Sources of the Data

The data source was obtained from primary and secondary. The primary sources of data are secondary school principals, teachers, vice principals, Schools improvement committee, secondary schools supervisors, Woreda and Zone education office heads and PTA members. Whereas the secondary source of data was secondary Schools improvement documents, data which is prepared for this purpose like ESDP guide line are considered.

3.4. Sampling and Sampling Techniques

3.4.1. Population Sampling

The study of target population was secondary school principals, vice principals, teachers, supervisors, Woreda education office heads, secondary schools SIC members and PTA members. In this study the researcher believed that they are tangible and real source of data on the practices and problems of school improvement program in Gambella region of Majang zone.

3.4.2. Sampling Techniques

A total of two Woredas in Majang zone including Godera and Godera Mission woreda and six secondary schools. Out of these schools, however, four of them (Tenshu metti, Jain, Gelasha and Kumi) were included in sampling, The schools were selected by simple random sampling technique so as to gives equal chance of being included in the study for all first cycle secondary and second cycle secondary schools from each woreda in the area under investigation. Accordingly total of 113 respondents were involved in the study. From these, out of 172 teachers, 68(43.8%) teachers was selected in simple random sampling, school principals, vice principals, supervisors, woreda education office heads, zone education office head, 20 students and teachers who are school improvement committee and 12 PTA members were taken as sample school by selected in Purposive sampling technique was employed.

Table 1: Population and sampling size of teachers by Secondary schools

No	School Name	Target population of teachers			Sampled teachers		
		M	**F**	**T**	**M**	**F**	**T**
1	Jain	43	5	48	16	2	18
2	Tenshu metti	72	12	84	32	3	30
3	Kumi	19	4	23	6	2	10
4	Gelasha	14	3	17	6	1	9
Total		**148**	**24**	**172**	**59**	**9**	**68**

3.5. Instruments and Procedures of Data Collection

3.5.1. Instruments of the Data Collection

Different data collecting instrument were employed in this study to gather reliable and appropriate information from respondent. Therefore the study mainly employed Questionnaires, Interview, observation list; focusing group discussion and document analysis data collection are used

Questionnaires; According to Gay (1992) Questionnaires give for the respondents the freedom to express their views and opinion and also to make suggestions. The Questionnaire including both close-ended and open-ended items. It is prepared and administer for principals, supervisors, vice principals and Teachers in the purpose of to assess the practice and problems of school improvement program. It included 9 open-ended and 48 close ended items which are basically aimed at exploring the implementation of school improvement program. In close-ended questionnaires the five point Likert scale is used; from Vary high to very low. (And open-ended questionnaires were important in order to giving an opportunity for the respondents to express the filling and insight of related to the practices of school improvement program. Best and Kahan, (2003) Open ended questions are necessary due to the fact that it calls for a free response

in the respondents. Then, the questionnaire consists two parts, the respondents' personal characteristics and items relevant the School Improvement Program. This was prepared in English Language.

Interviews; Gubrium and Holstein (2001) also stated that interview is useful instrument to generate often important and crucial information. It is qualitative data collection tool from the selected sampled schools. According to Best, J.W., and Kahan, J.V. (2003) The reason for using interview was that they could permit the exploration of issues, which might be too complex to investigate through questionnaires and also justified as it allows better chance to explain more explicitly what he/she knows on the issue. This method of data gathering were preparing for school principals, Woreda and Zone Education office head and secondary school supervisors , get reliable information about the SIP. The question is prepared in English language.

Observation; It is important to observe the accessibilities of classroom and teaching learning input, the preparation of school SIP plan document and whether the school environments is attractive to teaching and learning for the practice of SIP and to find out the problems that face for the implementation of School improvement program.

Focusing Group Discussions; It is suitable to gather qualitative data that goes in step further than interview. This tool was used to explore the level of stakeholder's awareness on the practices and problems of school improvement program. FGD were prepared for School improvement committee and PTA committee to generate in depth information from community and which give an insight in to attitude and perception in the social status whereas peoples can be their own view of point in the perspective of other, in case of this, new idea can be create and making in group of discussion. The question guide lines were prepared in English language and for PTA committee translated in Amharic Language in a sake of reliable information from the respondents.

Document Review; Is used to see the availability of the entire essential General Education Quality Improvement Package documents for instance, policy guidelines, handbooks, school grants guideline and others.

3.5.2. Procedures of Data Collection

To ensure the data collection, the necessary relationship should be created with the concerned bodies in the schools and woreda education offices. This was done by providing official letter to them and informing the objective of the study. Then when to get appropriate respondents and relevant documents for data collection was set. Unfortunately, contact was made and orientation was given to selected respondents on how to fill the questionnaires, conduct interview. After giving the orientation, the set of questionnaire was distributed to be filled and collected back by the researcher and to gathering with conducted documents analysis.

3.6. Methods of Data Analysis

The data which was collected through questionnaires, interviews, and observation and focus group discussions was analyzed both quantitatively and qualitatively. With regards to questionnaire data, it was presented in tables. The respondents were mainly grouped into the following categories teachers, principals, secondary school supervisors, vice principals. The quantitative data which was collected through questionnaires from principals, teachers, supervisors and vice principals are analyzed and interpreted using statistical software SPSS table in terms of data measure of descriptive spastics such as frequency percentage, mean and standard deviation and to check the differences between the response of respondents about the practices and problems of SIP to use ANOVA test. The purpose of ANOVA is to test for multiple group comparisons between respondents on the status of practices and problems of school improvement programme. Beside this, the qualitative data collected through interview, open -ended questions, observation and document analysis was also analysis technique for triangulation and justification purpose by narrated under quantitative data (items) related to it.

3.7. Validity

Validity means checking the accuracy of the findings by employing different procedures, that is, the credibility and trustworthiness of the data would be checked to address validity (Bailey, 2007:180). Cohen et al. (2005:105) and Best and Kahn (2005:208), validity presupposes that an instrument measures what it is supposed to measure and that validity supports the researcher to decide on the scale measuring what it is meant to measure. To assess the validity of the school improvement programme, the validity of the instrument was analysed to get the difference between the performance gap scores and participants' ratings on the measures by using a 5 point Likert scale which ranges between very high, high, medium, low and very low.

3.8. Reliability

Reliability refers to the "extent to which a measure, procedure or instrument provides the same results on repeated trials." reliability as the extent to which the instrument measures whatever it is measuring consistently (Best and Kahan 2005). From 48closs ended and 9 open ended items of the questionnaire, the collected data accuracy was checked by Cronbach's alpha coefficient statistically calculated was 0.92. Ethical issues were addressed during data collection and writing of this thesis and these are discussed below.

3.9. Ethical Consideration

Under Ethical consideration the following points to be considered; the respondents should always be treated with respect. Is especially important in qualitative study to seek the cooperation of all subjects in the research. And usually subject should told the researchers interest and should give their permission to proceed the study. The researchers should never lie to subjects nor record conversation and using hidden tape recorder. Care should be carried out to ensure that none information collected would unnecessary. If confidentiality cannot be maintained respondents must be informed. In every data gathering occasions, I used to inform my respondents that the purpose of the study and the information they give is used only for study purposes, so that we all benefit from the outcome. I told them that, if they are not willing to participate they have a right to withdraw from the study. In order to get their full permission I tried my best to treat them with respect. I did not attempt anything that makes the participants lose confidence in me. Therefore, I claim that ethical issues which should be addressed are properly treated in this research.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

As indicated in the previous chapters, the objective of the study was to assess the Practices and problems of school improvement program in secondary schools of Gambella region Majange zone. Therefore**,** this chapter deals with Presentation Analysis and Interpretation of the data obtained from the sample schools by using the data gathering tools like questionnaire, interview, focus group discussion and document observation review to search for appropriate solutions to the basic questions of the study. The data collected through closed- ended questions from school principals, supervisors, teachers and Woreda education office experts were presented in tables and analyzed using mean, standard deviation score and ANOVA test. The qualitative data obtained through interview and observation was presented and analyzed in descriptive form together with the quantitative analyses of related questionnaire items. This section of the research report is categorized in to two major parts. The first part presents the characteristics of respondents and the second part deals with the analysis and interpretation of the school improvement program (SIP) based on the data collected.

4.1. Characteristics of the Respondents

Secondary schools principals, supervisors, teachers and vice principals were involved in filing the questionnaire. Besides, school principals, supervisors, woreda education office head and zone education office heads are participated in providing response for the interview and SIC members and PTA members involved in focusing group discussion. A total of 113 respondents were involved in the study and used for analysis.

Table.2. Characteristics of respondents by Sex and Age

Variable		P		SU		T		VP		WEOH		ZONE		SIC		PTA	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Sex	M	4	100	2	100	59	86.8	4	100	2	100	1	100	14	70	8	66.6
	F	-	-	-	-	9	13.2	-	-	-	-	-	-	6	30	4	33.4
	Total	4	100	2	100	68	100	4	100	2	100	1	100	20	100	12	100
Age	18-30	-	-	-	-	29	41.6	-	-	-	-	-	-	8	40	-	-
	31-40	3	75	1	50	33	48.5	3	75	1	50	-	-	4	20	5	41.6
	41-50	1	25	1	50	5	7.4	1	25	1	50	1	100	-	-	6	58.4
	51-60	-	-	-	-	1	1.5	-	-	-	-	-	-	-	-	-	-
	Total	4	100	2	100	68	100	4	100	2	100	1	100	12	70	12	100

As indicated in table 1. All the school principals, supervisors, vice principals, WEOH and ZEOH are male. There is domination male teachers in sampled schools; it is advisable to work on issue to bring them to act as principals, supervisors, vice principals and office head. 69 (87.3%) and 10(12.7) of teachers are male and female. it shows numbers of female teachers are encouraging by government. This indicated that the majority of teachers in Majang zone are male. And 14(70%) and 6(30%) of School improvement committee 8(66.6%) and 4(33.4%) of PTA members are male and female it indicate that moderate level respectively.

Regarding to age distribution, 3(75%) school principals were in the age category of 31-40years but the rest principal were between 41-50years. These shows as the majority of school principals are young to perform the given task. One school supervisor was 31-40 years while the other supervisors between 41-50 years. 29(41.6%), 33(48.3%), 5(7.4%) and 1(1.5%) of teachers were in between 18-30, 31-40, 41-50 and 51-60 years respectively. it indicated that the majority of sampled schools teachers was young. Vice principals age category were 3(75%) in between 31-40 while the other was in 41-50 years. WEOH were between 31-40 and 41-50 respectively. SIC age distribution was

8(40%) were below 18 years, 8(40%) and 4(20%) were in between 18-30 and 31-40 years respectively. Therefore, the respondents are mature to answer the question properly while PTA members were 5(41.6%) and 6(58.4%) were in between 31-40 and 41-50 respectively.

Table.3. Characteristics of respondents by academic qualification

Variable		P		SU		V.P		T		WEOH		ZEOH		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
Qualification	MA	3	75	2	100	-	-	-	-	-		-	-	5	6.3
	BA/BSC/ BED	1	25	-	-	4	100	51	75	-	-	-	-	56	70.9
	Diploma	-		-		-		7	25	2		1		10	12.6
	Students Grad 9-12													8	10.1
	Total	4	100	2	100	4	100	68	100	2	100	1	100	79	100

Key; **P** = principals, **SU** = supervisor, **T** = teachers, **VP** = vice principals **WEO** = Woreda education office, **ZEO** = zone education office, **SIC** =school improvement committee.

In terms of academic qualification, 3(75%) of school principals and 2(100%) of supervisors were masters degree and 1(25%) of school principals were first degree. Therefore, the data indicated that the majority of the respondents had the qualification required to perform their educational qualification for their respected position.25% of the school principals were not qualified for the required position they hold regard to field of specialization as it is indicated in the table. 4(100%) of vice principals were first degree holder. It indicated that is not enough of educational qualification in regard to perform the activity. 51(75%) and 7(25%) of teachers were first degree and diploma holder respectively. This indicated that 75% of teachers were maximum qualified for first cycle secondary school and 25% of were under qualification for the position. Therefore, from

the study we conclude that minimum requirement to be secondary school principal, supervisor and vice principals is almost satisfactory. While minimum requirement to be second cycle secondary school teacher is not satisfactory. 2(100%) of WEOH were diploma and the field of specialization is not directly related to their responsibility. It shows as low understanding about SIP and focus on political work. On the other hand 7(35%) and 5(25%) of SIC members of teachers were first degree and diploma and 8(40%) of SIC members of students were grade 9^{th}-12^{th}. This indicates that relatively all grade level of students were taken as sample from grade 9-12^{th}. And 4(41.6%) of PTA members were in grade 9-10^{th} while the rest 8(58.4%) were below grade 9^{th}.

Table 4 Characteristics of respondents by working experiences

Variable	Total service years	P		Su		Vp		T		WEOH		ZEOH	
		N	%	N	%	N	%	N	%	N	%	N	%
Working Experiences	<5	-	-	-	-	-	-	8	11.8	1	50	-	-
	6-10	3	75	1	50	4	100	52	76.5	1	50	1	100
	11-15	1	25	1	50	-		6	8.8	-	-	-	-
	16-20	-	-	-	-	-	-	2	2.9	-	-	-	--
	21-25	-	-	-	-	-	-		-	-	-	-	-
	>26	-	-	-	-	-	-	-	-	-	-	-	-
	Total	4	100	2	100	4	100	68	100	2	100	1	100

As concerning to working experiences of respondents, 3(75%) and 1(50%) of school principals and supervisors were in between 6-10years experiences whereas 1(25%) and 1(50%) of principals and supervisors were in between the experiences of 11-15 years respectively. While all vice principals were in between 6-10 years. 8(11.8%) of teachers were below 5 years experiences and The majority of the teachers 52 (76.5%) were in the service category of 6-10 years and others 6(8.8%) and 2(2.9%) of teachers were in between 11-15years and 16-20years respectively . This depicts that more teachers have

average years of teaching experience. 1(50%) of WEOH were less than 5years services without taking any kind of educational leadership and 1(50%) were in between 6-10 years experiences without any kind of knowledge to lead education sectors.1(100%) of zone office head were in the category of 6-10years services. It indicated that for the successful of educational sectors, educational leader had adequate work experience with related educational background to enhance capacity. With this in mind, as it can be seen in table 4.2, educational office head working from zone bureau and Woreda level were less than those of sit worker by service. 4(33.3%) of SIC members of teachers were less than 5years and 8(66.7%) of SIC members of teachers were in between 6-10years services. then majority of teachers members were in services category to perform the program.

4.2. Planning the School Improvement Program Practices

School development planning is a collective effort on the part of stakeholders at school and it is a never ending and cyclical process aimed at achieving the vision of the school. the success of SIP planning to implement schools has conducting self evaluation and prioritizing the problems accordingly, participating school stakeholders, providing training in the planning of SIP and allocating budgets (resources) for the practices of SIP planning.

Table.5. Respondents views on Collaborative planning of SIP

No	Items	Respondents								Over all X	P value
		P		Su		VP		T			
		X	SD	X	SD	X	SD	X	SD		
1	The preparation of school strategic l improvement plan	4		4		3.75	0.5	3.41	0.9	3.79	0.5
2	The participation of teachers, students and parents in developing school improvement plan	2.5	0.6	2.5	0.7	2.75	0.5	2.18	0.6	2.48	0.2
3	the encouragement of Community to be involved in the planning of SIP	2.5	0.6	2.5	0.7	2.25	0.5	2.25	0.6	2.43	0.8

Key; 5=very high, 4=high=3 =medium, 2= low and 1 very low. **X**= mean, **SD**=standard deviation, P-value at α=0.05 level and degree of freedom=103, Scales: - $\leq$ 1.49 = **very low**, 1.5 – 2.49 = **low** 2.5 – 3.49 = **medium**, 3.5 –4.49 = **high**, $\geq$ 4.5 = **very high**.

In item 1, the school principals, supervisors and vice principals respondents replied that, school strategic improvement plan was good with mean value of 4**,** 4 and 3.75**, SD**= 0.5 respectively. Whereas teachers respondents indicate strategic improvement plan in the school was moderate with mean value of 3.41**, SD**= 0.9. The average mean values of 3.79, indicating that strategic school improvement plan were good. Additionally data obtained from interview question and document review shows schools have well strategic school improvement plan; this is due to school principals have the commitment about the strategic plan. The significance level (p=0.46) is greater than 0.05, this means there is no difference between the views of teachers, principals, vice principals and supervisors with the given issue. Therefore, we conclude that school encouraged to prepared strategic improvement plan.

Table 5 of item 2, the extent to which teachers, students and PTA members participated in developing SIP plan. Respondents of principals, supervisors and vice principals was replied moderate with the mean value of 2.5**, SD** =0.5**,** 2.5**, SD** =0.7 and 2.75**, SD** =0.5 and teachers with mean value of 2.18, **SD** =0.6 shows low teachers students and PTA

members in the participation of developing SIP plan. Furthermore the data gathered through FGD from PTA and SIC indicating that, relatively one school (Tenshu Metti secondary school) PTA members were participated in school planning, the rest of the sampled schools were not encouraged teachers and students in school improvement plan. This is due to school principals have not understood the aims and the value of school community participation in implementation of SI plan. The overall mean value of **2.48**. It indicates the majority of respondents agree low participation of teachers, student and PTA members with the given issue. This data clearly shows that, those who participated in the planning developed the sense of accountability and ownership and it is crucial for all learning school community to be involved in the issues of planning since implementation of the program is not only the issues of those few planners but also the issue of entire learning community and all stakeholders. The significance level (p= 0.2) is greater than 0.05, it means there is no difference between the views of principals, teachers, supervisors and vice principals with the participation of teachers and students in the improvement plan were unsatisfactory.

The extent to which community encouraged to be involved in the planning of SIP. The respondents of principals, supervisors, vice principals and teachers replied that medium community encouragement in SIP planning with mean value of =2.5**, SD** =0.5**,** 2.5**,** SD =0.7**,** 2.5**, SD** =0.5 and 2.5**, SD** =0.6. Additionally data obtained from interview question from principal's shows as community involvement has low in school planning process. During planning school leaders must assign the key responsible planner boobies for the practices. As school principals replied in the interview - In fact there is community participation in giving positive ideas for better performance of schools and also support in labor activities to some extent. However, participation through the contribution/extraction/ of money and material was low though it differs from school to school.

MOE, (2010:26) framework which states that some specific activities that involve a high degree of participation in a wider school plan development context, which can be applied in the school improvement programme, include: collecting and analyzing information; defining priorities and strategic goals; assessing available resources; deciding on and

planning of the school improvement programmes; designing strategies to implement school improvement programmes and dividing responsibilities among participants; managing school improvement programmes; monitoring progress of the school improvement programmes; and evaluating the results and impacts, among others. The averages mean value of **2.43**, indicating majority respondents were low agreement of with the given issue. This is due to the school principals were not give attention for community involvement .The significance level (p= 0.8) is greater than 0.05, it means there is difference between the views of respondents the encouragement of community in the school planning has not actively involved. Therefore it concludes that low community encouragement in developing Sip planning. Then the school principals and stakeholders' has expected to responsible for encourage and mobilize in the school improvement planning.

Table 6 Respondents views on the planning of SIP implementation

No	Items	Respondents								Over all X	P value
		P		Su		VP		T			
		X	SD	X	SD	X	SD	X	SD		
1	providing Trainings in School Improvement Program planning for all staff in the school	2.5	0.6	2.5	0.7	3	0.8	2.13	0.5	2.53	0.02
2	School allocation budget for the achievement of teaching learning	3.5	0.5	3.5	0.7	3.25	0.5	2.72	0.7	3.24	0.03
3	school conducting self-evaluation by prioritizes the problems at the beginning of the year	2.5	0.5	2.5	0.7	2.25	0.5	2.25	0.6	3.11	0.10

Table 6 of item 1, to realize measurable gains in school performance and to ensure at wide understanding on how to implement SIP, the provision of considerable capacity building training play vital roles. Regarding to item 2 respondents of principals, supervisors and vice principals has training providing for all staff members were moderate with weighted mean value of 2.5**,**SD=0.6**,** 2.5**,** SD=0.7 and 3**,** SD=0.8 respectively. Thus, the results on the provision of training in order to ensure a wide

understanding on SIP implementation shows that the expected result are not achieved. The averages mean value **2.53** indicating the majority of the respondents were medium agreement with the given issue. As interview result reveals that secondary school supervisors, and school principals give capacity building training on SIP planning to school community once a year; but this is not enough to implement SIP. The training given was especially on GEQIP which includes SIP. Mostly the schools directors explained that the training given was not continuous; the attention given by concerned bodies to these issues is not as should have been; they only left for the schools. From this one can deduce that training given in sample schools were at low level. Hence, still it needs more consideration for more success of SIP implementation.

With regarding to item 2 of table 6, the respondents of principals, supervisors, vice principals and teachers replied that allocation of budget were moderate for the achievements of SIP plan with the mean value of 3.5**,** SD= 0.6**,** 3.5**,** SD =0.7**,** 3.25**,** SD =0.5 and 2.72**,** SD =0.7 respectively. The average mean **X= 3.24**, indicating medium agreement of majority respondents with the given issue. Furthermore data obtained from interview question shows that there is lack of budget allocating from woreda education and finance office for schools, in this regard for schools allocating only school grantee budget and additionally schools has to use internal income and to solve their problems. From this schools has lack of allocating budget but schools has to be encouraged to generate and promoting internal income to solve the problems. The government also has responsible for allocate sufficient budget because school improvement program has wide and it needed sufficient materials. Therefore is difficult to achieve the Goal monished by ministry of education without budget. The significance level (p= 0.03) is less than 0.05, it means there is difference between the views of teachers, principals, vice principals and supervisors with regarding to the allocation of budget has unsatisfactory.

In item 3 of table 6, respondents school conducting self- evaluation and prioritization of the problem. The respondents of principals, supervisors and teachers replied that moderate level of school conducting self evaluation and prioritize the problem with mean value of 3.25**,** SD =0.96, 3**,** SD =1.41and 2.71**,** SD =0.71 respectively. Vice principals with mean value of 3.5**,** SD= 0.57 indicated schools high self evaluation were conduct

and prioritize problem accordingly. The averages mean value of **3.11**, indicating medium of the majority respondents with the given issue. This data might indicate that conducting self -evaluation and prioritizing problems were not considered as the main activities to be accomplished among the leaders of the schools.

Similarly, an interview held with secondary school principals and supervisors depicted that schools did not carry out self-evaluation. Only school directors prepare and present for approval by school committee at the beginning of the years. Especially secondary school supervisors stressed that without conducting self-evaluation and identifying specific problems areas SIP implementing is difficult. So it can be deduced that the plan was not put in to action. Therefore, from this no school self-evaluation during preparation of strategic plan in sample schools. Hence, it is clear that inadequate self-evaluation in SIP planning was taken as one of the major constraints that affects implementation of SIP. Bry (2012:5) argues that a school can learn by continually planning its development. They define school development planning as the process of planning the improvement and then implementing the plans over a specified period that encompasses the performance indicators to make it easy for the progress to be monitored.

4.3. The Practices of School Improvement Program

MOE (2010) stated that, the use of effective teaching methods engages students in the learning process and helps them develop critical thinking skills.

4.3.1. Teaching Learning Domain

Table.7. Respondents views on Teaching and learning domain

No	Items	Respondent	Frequency and percentage					X	SD	Over all X	P value
			5	**4**	**3**	**2**	**1**				
1	The extent to which school practices continues assessment	P n	1	1	2	-	-	3.75	0.9	3.37	0.77
		%	25	25	50						
		SU n			2			3.0	0.0		
		%			100						
		V.P n		2	2			3.5	0.5		
		%		50	50						
		T n	7	21	26	10	4	3.25	1.0		
		%	10.3	30.9	38.2	14.7	5.9				
2	The extent to which Class work and home work are regularly given by teacher to the students	P n		2	2			3.5	0.58	3.46	0.99
		%		50	50						
		Su n		1	1			3.5	0.7		
		%		50	50						
		V.P n		2	2			3.5	0.5		
		%		50	50						
		T n	9	24	21	10	4	3.35	1.0		
		%	13.2	35.3	30.9	14.7	5.9				
3	Availability of laboratory with sufficient equipment and adequate chemic	P n			1	3		2.25	0.5	2	0.0
		%			25	75					
		Su n				2		2.	0.0		
		%				100					
		VP n				4		2.0	0.0		
		%				100					
		T n		3	10	23	32	1.72	0.8		
		%		4.4	14.7	33.8	47.1				
4	Library services is available to the students with sufficient book	P n			2	2		2.5	0.577	2.35	0.93
		%			50	50					
		Su n				2		2.0	0.0		
		%				100					
		VP n			2	2		2.5	0.58		
		%			50	50					
		T n	4	10	14	29	11	2.5	1.11		
		%	5.9	14.7	20.6	42.6	16.2				
5	Availability of pedagogical center and enough teaching aid	P n				4		2.0	0.0	2.19	0.74
		%				100					
		Su			1	1		2.5	0.7		
					50	50					

No	Items	Respondent	Frequency and percentage					X	SD	Over all X	P value
			5	**4**	**3**	**2**	**1**				
		VP n			1	3		2.25	0.5		
		%			25	75					
		T n		3	10	40	15	2.01	0.7		
		%		4.4	14.7	58.8	22.1				
6	Student centered teaching method is practice in the school	P n		2	2			3.5	0.5	3.52	0.90
		%		50	50						
		Su n		1	1			3.5	0.7		
		%		50	50						
		VP n		2	2			3.5	0.5		
		%		50	50						
		T n	5	23	28	10	2	3.28	0.9		
		%	7.6	33.8	41.2	14.7	2.9				
7	The extent to which Tutorial support is given to the lower learner and female students by teacher	P n		2	2			3.5	0.5	3.18	0.29
		%		50	50						
		Su n			2			3.0	0.0		
		%			100						
		V.P n		2	2			3.5	0.5		
		%		50	50						
		T n	5	11	20	26	6	2.75	1.0		
		%	7.6	16.	29.4	38.2	8.8				

Key: 5 very High 4: High 3: Medium 2: low 1: very low

As observed in item 1of table 7, the respondents were asked to indicate their agreement on the extent to which school practices continues assessment. 1(25%)of principal and 7(10.3%) of teachers respondents school practices of continues assessment were very high , while 2(50%)of school principals and 2(100%) of supervisors, 2(50%) of vice principals and 26(38.2%) of teachers respondents school practices continues assessment were medium, . 2(50%) of vice principals, 1(25%0 of principal and 21(30.9%) of teachers respondents were high continues assessment has practices and In other hand 10(13.2%) and 4 (5.9%) of teachers low and very low school practices continues assessment respectively. The rating of principals with (X =3.75, SD =0.96) and vice principals with the (X =3.5, SD =0.58) shows that of continues assessment being implemented and teachers (X =3.25, SD =1.02) and supervisors with (X =3) were practices of continues assessment were medium. The average mean X =3.37 it indicate that the schools practices medium continues assessment. The significance level (p=0.77)

is greater than 0.05, it show no significance difference between the views of teachers, principals, vice principals and supervisors regarding to school practices continues assessment were unsatisfactory. MOE (ESDP IV, 2010) outlined that teachers have to achieve measurable improvements in student results and a range of assessment methods must be used in each grade to assess student learning.

As it is revealed in item 2 of table 7, respondents were asked the extent to which class work and home work are regularly given by teacher to the students. 2(50%) of school principals, 1(50%) of supervisors , 2(50%) of vice principals and 24(35.3%) of teachers respondents high class work and home work are regularly given by the teachers to the students and 2(50%) of principals,1(50%) of supervisors, 2(50%) of vice principals and 21(30.9%) of teachers respondents medium class work and home work are regularly given by teachers to the students ,while 9(13.2%) ,10(14.7%) and 4(5.9%) of teachers respondents that class work and home work are regularly given by teacher to the students were very high, low and very low respectively. For item 3 they have rating moderate of principals, supervisor and vice principals replied (X=3.5, SD=0.58), (X=3.5, SD= 0.70), (X=3.5, SD=0.58) respectively replied that teachers giving class and home work were high and teachers with (X=3.35, SD 1.029) were medium class and home work are given by teachers to the students. The average mean value X =3.46, it shows that the majority of respondents medium agreement with in the given issue .then, the significance level (p= 0.99) is greater than 0.05, it is there is no difference between the views of teachers, supervisors, vice principals and principals on with regarding of class and home work given by teachers to students were unsatisfactory.

In item 3 of table 7 the respondents were requested availability of laboratory with sufficient equipment and adequate chemical. 1(25%) of principal and 10(14.7%0 of teachers respondents medium laboratory with sufficient equipment and adequate chemical is available, 3(75%) of principals, 2(100%) of supervisors, 4(100%) of vice principals and 23(33.8%) of teachers respondents low availability of laboratory with sufficient equipment and adequate chemicals, the rest 3(4.4%) and 32(47.1%) of teachers respondents availability of laboratory with sufficient equipment and adequate chemical were very high and very low respectively. The rating of principals expressed

with (X 2.25, SD =0.50), supervisors with (X =2), vice principals the (X =2) and teachers with the (X =1.75, SD =0.86) shows that the majority respondents were low availability of laboratory with sufficient equipment. The average mean value X = 2, it indicating that there is low availability of laboratory with sufficient equipment and adequate chemicals. . In addition to this data obtained through interview question from principals and supervisors as well as observation shows as there was no laboratory available in the sampled school, they had no equipments and chemicals in the selected school.. Availability of facilities such as teaching material equipment and laboratory apparatus in the school have an acceleration or deadening influence in the student learning that in turn affect the student achievement (Bishop, 1995).Therefore we conclude that most the sample schools had the availability of laboratory with sufficient equipment and adequate chemicals and it influenced on the student result. They are expected to initiate students to have active roles in laboratory, give class work, home work, individual or group project work to their students and use participatory teaching methods. The significance level (p=0.41) is greater than 0.05, this indicate that there is no significance difference between the views of principals, vice principals, supervisors and teachers with the given issue. Therefore, we conclude that there is no laboratory equipment and chemicals then it affect the implementation of SIP.

As it has indicated in table 7 of item 4 are about Library services is available to the students with sufficient book. 2(50%) of principals, 2(50%) of vice principals and 14(20.6%) of teachers respondents were medium library services and sufficient book, 3(75%) of principals, 2(100%) of supervisors, 2(50%) of vice principals and 29(42.6%0 of teachers respondents low library services to the students with sufficient books, only 4(5.9%), 10(14.7%) and 11(16.2%) of teachers respondents library services with sufficient book were very high, high and very low respectively. The rating of principals with (X =2.5, SD =0.57), vice principals (X =2.5, SD =0.58) and teachers with (X =2.5, SD =1.11) medium agreements of majority respondents about the given issue. But supervisors with the (X =2) availability of library service were low. The average mean value X =2.35, it indicate that the majority respondents were low library service and adequate books. Additionally data gathered through interview question from schools principals and supervisors, observation check list, FGD with school improvement

committee and open ended question shows as there was shortage of library service and sufficient books. Even though in the selected subjects (support and physical education) was not text books in the sampled schools. The rest text book like Amharic, physics and civic and ethical education were not enough. This is due to lack of access from woreda book store. The significance level (P=0.93) is greater than 0.05, this indicate there is no difference between the views of principals, supervisors, vice principals and teachers in the regard of library service with students sufficient books were unsatisfactory to achieve school improvement program.

With regard to table 7 of item , respondents were requested the Availability of pedagogical center and enough teaching aid, , the only 1(50%) of supervisor, 1(25%),of vice principals and 10(14.7)of teachers respondents respond that the availability of pedagogical center and teaching aid in the school is medium, while 4(100%) of principals, 1(50%) of supervisor 3(75%) of vice principals and 40(58.8%) of teachers respondents were low available of pedagogical center and teaching aid in the school, Finally 3(4.4%) and 15(22.1%)of teachers respondents pedagogical center and teaching aid were very high and very low respectively. The agreement of principals, vice principals and teachers reported that (X=2.0), and (X=1.89, SD=0.599), (X =2.01, SD =0.74) respectively that pedagogical center and teaching aid were being low and, supervisor, with (X=2.5, SD=0.70) medium pedagogical center and teaching aid. The average mean value X =2.19, the majority respondents were low agreement with the given issue. The data obtained through interview question from principals and Woreda education office heads, observation shows that, as Majang zone there is a lack of pedagogical center room with available teaching aide. This, it show that, in the sample secondary school they have no pedagogical center. From this we conclude that Low commitment of teachers to prepare teaching aid and a lack of pedagogical center room in the school. That why teachers and school not motivated. They are expected to teachers use teaching aid in the class room, by giving project work for the students, drowning different teaching aid in the school wools. The significance level (p =0.74) is greater than0.05, it indicate that there is no significance difference between the views of teachers, principals, vice principals and supervisor with the regard the availability of pedagogical center and teaching aid were unsatisfactory.

The data of table 7 of item 6, 2(50%) of principals, 2(50%) of vice principals 1(50%) of supervisor and 23(33.8%) of teachers respondents high student centered teaching method were school practices, 2(50%) o principals, 1(50%) of supervisors,2(50%) of vice principals and 28(41.2%) of teachers respondents medium students center teaching method were school practices, while only 5(7.4%), 10(14.7%) and 2(2.9%) of teachers respondents student centered teaching method is practice in the school were very high, low and very low respectively. Consequently principals, vice principals and supervisors expressed their agreement (X=3.5, SD =0.58), (X=3.5, SD =0.58) and (X =3.5, SD =0.70) and also teachers (X =3.58 SD =0.99) replied there is high student center teaching method were practices. The average men value X =3.52, it indicated that the majority respondents were high agreement with the given issue. The data gathered through FGD from SIC members, teachers was mostly use student centered teaching method is employed. This means that the schools understand the benefits of student centered teaching method and encourage the participation of students in the class room and the school effort in promoting teaching learning method. Meyers &Jones,(1993), students construct their own meaning by talking, listening, writing, reading, and reflecting on content, ideas ,issues and concerns. The significance level (p =0.90) is greater than 0.05, this means there is no difference between the views position of teachers, principals, supervisors and vice principals to the regard of students centered teaching method were encouraged.

As shown in item 7 of table 7, the respondents were asked, the extent to which Tutorial support is given to the lower learner and female students by teacher. 2(50%) of principals, 2(50%) of vice principals and 11(16.2%) of teachers respondents replied that, high tutorial support for lower learner and female students, 2(100%) of supervisors, 2(50%0 of principals, 2950%) of vice principals and 20(29.4%) of teachers respondents medium were tutorial support to the lower learner and female students, while 5(7.4%), 26(38.2%) and 6(8.8%) of teachers replied tutorial support for the lower learner and female students very high, low and very low respectively. Accordingly, the rating of principals and vice principals (X=3.5, SD =0.58), (X =3.5, SD =0.58) and have high tutorial support is given to female and lower learner respectively and supervisors with the (X =3.0) teachers with (X =2.75, SD=1.07) replied medium tutorial support of female and

lower learner students. The average mean value X =3.18, it indicated that the majority of respondents medium agreement about the given issue. The significance level (p=0.29) is greater than 0.05, this indicate there is no difference between the views of principals, teachers, vice principals and supervisors to the regarding issue. Therefore the score value, it can be conclude that the teacher supportive technique for lower learner and female students are motivating at these schools were not much enough

4.3.2. School Learning Environment Domain

Safety and suitable environments is makes sense that students would do better when they learn in positive environment. Safety and conducive-learning environment helps school leaders, teachers and students to feel secured and contributed to their maximum potential for teaching and learning process.

Table 8. Respondents view of the practices School learning environment domain

No	Items	Respondents	Frequency and percentage					X	S.D	Overall X	P valu
			5	**4**	**3**	**2**	**1**				
1	School has access of toilet room for female and male separately	P n			2	2		2.25	0.57	2.63	0.53
		%			50	50					
		SU n			1	1		2.5	0.70		
		%			50	50					
		VP n			3	1		2.75	0.50		
		%			75	25					
		T n	8	11	26	22	1	3.04	1.14		
		%	11.8	16.2	38.2	32.4	1.1				
2	School environment is safety, suitable and Attractive for the support student	P n		1	3			3.25	0.50	3.06	0.4
		%		25	75						
		Su n		1	1			3.5	0.707		
		%		50	50						
		VP n			2	2		2.5	0.57		
		%			50	50					
		T n	1	17	32	17	1	3	0.8		
		%	1.5	25	47.1	25	1.5				
3	The school has enough class room with ,safety and suitable for the students	P n			2	2		2.5	0.57	3.04	0.39
		%			50	50					
		Su n			1	1		2.5	0.70		
		%			50	50					
		V.P n			2	2		2.5	0.57		
		%			50	50					
		T n		13	37	17	1	2.91	0.70		
		%		19.1	54.4	25	1.5				

No	Items	Respondents	Frequency and percentage					X	S.D	Overall X	P valu
			5	**4**	**3**	**2**	**1**				
1	School has access of toilet room for female and male separately	P n			2	2		2.25	0.57	2.63	0.53
		%			50	50					
4	Healthy relationship between teacher, students and principal in the school	P n		1	2	1		3.0	0.81	3.22	0.29
		%		25	50	25					
		Su n			1	1		2.5	0.70		
		%			50	50					
		VP n		1	2	1		3	0.81		
		%		25	50	25					
		T n	6	25	29	7	1	3.41	0.85		
		%	8.8	36.8	42.6	10.3	1.5				
5	Adequate teachinglearning materials(e.g.text book, reference book, teacher guiding book	P n			2	2		2.5	0.57	2.4	0.53
		%			50	50					
		Su n			1	1		2.5	0.70		
		%			50	50					
		VP n			1	3		2.5	0.57		
		%			25	75					
		T n		1	14	46	7	2.13	0.59		
		%		1.5	20.6	67.6	10.3				
6	Availability of pure water supply in the school	P n			1	3		2.25	0.50	2.9	0.81
		%			25	75					
		Su n			1	1		2.5	0.70		
		%			50	50					
		VP n			2	2		2.25	0.50		
		%			50	50					
		T n	1	3	14	39	11	2.18	0.80		
		%	1.5	4.4	20.6	57.4	16.2				

As shown in table 8 of item 1, 2(50%) of principals, 1(50%) of supervisors, 1(25%) of vice principals and 22(32.4%) of teachers respondents responded that the access of toilet for male and female separately is low, 2(50%) of principals, 1(50%) of supervisors, 3(75%) of vice principals and 26(38.2) of teachers respondents replied that, access of toilet room for male and female students were medium in the sampled schools, on the other hand , 8(11.8%) and 11(16.2%) of teachers responded that very high and high access of toilet for male and female is separately. Only 1(1.1%) of teacher respondent was very low the access of male and female toilet room. The rating of principals with (X =2.25, SD=0.57), there is low access of toilet room for male and female students separately, the rating of teachers (X=3.04, SD =1.14), vice principals (X =2.75, SD =0.50) and supervisors with (X =2.5, SD =0.707) respectively this indicated that access

of toilet room is medium. The average mean value = 2.63, it shows that medium access of toilet for male and female separately. The significance level (p= 0.58) is greater than 0.05, this indicated that there is no significance difference between the position of principals, supervisors, vice principals and teachers in regarding on the issue. It is possible to conclude that in the sample school has low access of student toilet room separately for male and female.

Item 2 of table 8 the respondents were asked to school environment is safety, suitable and support for students. 1(25%) and 3(75%) of principals and 1(50%) and 1(50%) of supervisors respondents the existence of safety and suitable school environment were high and medium for the students, 2(50%) and 2(50%) of vice principals medium and low the safety and suitability of school environment for the students, while 1(1.5%),17(25%) , 32(47.1%) and 17(25%) of teachers respondents the safety and suitability of learning environment is very high, high, medium and low respectively. Only 1(1.5%) of teachers very low of school safety and suitability for the student. The rating has expressed Principals with (X =3.25, SD =0.50), vice principals with (X=2.5, SD =0.577) and teachers agreement with (X =3.0, SD =0.792) were medium school safety and suitability for teaching learning process and supervisors with (X =3.5, SD 0.707) indicate high school safety and suitability. The average mean value =3.06 it indicate that medium agreement of respondents with the issue. The significance level of the groups (p= 0.4) is greater than 0.05, there is no significance difference between the position of respondents. Therefore we conclude that there is safety and suitable school environment for the students. The data gathered through observation of the sampled school 75% of the school has toilet but 50% of the sampled school has toilet for female and male separately. The other 2(50%) has together with male and female toilet in the school.MOE, (2006) states school environment consists of students focus, student's empowerment and students support and decisive domain for the implementation of school improvement program.

As item 3 of table 8, 1(25%) of principals and 1(50%) of supervisor respondents respond that, the school learning class room is high, 3(75%) of principals, 1(50%) of supervisors and 2(50%) of vice principals respondents the student learning class room were medium,

2(50%) of vice principals replied low student learning class room, 13(19.1%), 37(54.4) and 17(25%) of teachers respondents student learning class room were high, medium and low respectively. while 1(1.5%) of teacher very low of student learning class room in the sampled schools. The rating agreement of principals (X =3.25, SD0.50), teachers with (X =2.91, SD =0.577) and vice principals with (X =2.5, SD =0.57) replied that medium student learning class room, while supervisors (X =3.5, SD= 0.50) shows high learning class room. The average mean value X=3.04, it shows majority of the respondents medium attitudes with the given issue. In addition, the observation check list data collection tools, the rural secondary school like Gelash and Kumi secondary school has enough students learning class room but it is not attractive for teaching and learning. While the rest two schools (Jaine and Tenshu metti secondary and preparatory school) the class room is overcrowded. The significance level (p =0.39) is greater than 0.05, it shows there is no significance difference between the opinions of principals, teachers, supervisors and vice principals in regarding to learning class room. This indicates that in the sampled school student leaning class room unsatisfactory for the outcome

In table 8 of item 4, 1(25%) of principal, 1(50%) of supervisor and 1(25%) of teacher respondents high relation between students, teachers and principals, 2(50%) 0f principals,1(50%) of supervisor and 2(50%) of vice principals respond that medium relationship between student, teacher and principals. Only 1(25%) of principal, 1(25%) of vice principal and 7(10.3) of teachers replied low relationship between students, teachers and principals. On the other hand 6(8.8%), 25(36.8%), and 29(42.6) of teachers respondents the relationship between students, teachers and principals were very high, high and medium in the sampled schools respectively. while 1(1.5%) of teacher respond the relationship between students, teachers and principals is very low. The agreement with principals (X =3.0, SD=0.816), vice principals (X =3.0, SD =0.816) and teachers with the (X =3.41, SD =0.851) were medium relationship between the issue but supervisors (X =3.5, SD =0.70) shows the Relationship between teachers, students and principals were high. The average mean value X =3.22 It shows majority of the respondents were medium agreement with the relationship of teachers, students and principals in the sampled schools. Then the significance level is (p =0.29) is greater than 0.05, this indicates that there is no significance difference between principals, teachers,

supervisors and vice principals. Therefore, we conclude that the relationship between students, teachers and principals were not satisfactory.

With regarding to table 8 of item5, the respondents were asked teaching learning materials (text book, reference book, teacher guiding book is adequate. 2(50%) of principals,1(50%) of supervisor,1(25%) of vice principals and 14(20.6%) of teachers respondents respond medium adequacy of teaching learning materials(text book, reference and teacher guidance book),2(50%) of principals,1(50%) of supervisors, 3(75%) of vice principals and 46(67.6%) of teachers replied low adequate of teaching learning materials (reference, text, and teacher guidance book) in the sampled schools, while 7(10.3%) of teachers responds very low teaching learning materials. Only 1(1.5%) of teacher respond the adequate of teaching learning materials like text book, teacher guidance and reference book were high. principals with (X =2.5, SD =0.577), supervisors with(X =2.5, SD =0.707) and vice principals with the (X =2.5, SD =0.577) it indicates that in adequate teaching learning materials (e.g. text book, reference book and teacher guiding book) were medium whereas teachers with the (X =2.13, SD =0.596) shows the teaching learning materials were low. The average mean value X =2.4 it shows that most of the respondents were low agreement with the given issue. Data gathered through observation check list, there is lack of student text book and teacher guiding books in the sampled schools. Even in the selecting subject there is no any text book (sport and physical education), and other (ICT, English and Amharic text book) were insufficient of access. The significance level (p = 0.53) is greater than 0.05, this means there is no significance difference between the views of teachers, principals, vice principals and supervisors in the regarding of lack of adequate teaching learning material (text book, reference book and teacher guiding books).

In item 6 of table 8, only 1(1.5%) and 3(4.4%) of teachers respondents respond the availability of pure water in the school were very high and high respectively, while 1(25%) of principals, 1(50%) of supervisors, 2(50%) of vice principals and 14(20.6%) of teachers respondents replied the availability of pure water were medium, on the other hand, 3(75%) of principals,1(50%) of supervisors, 2(50%) of vice principals and 39(57.4) of teachers respondents respond low availability of pure water supply in the school

compound, even 11(16.2%) of teachers responded the availability of pure water supply were very low in the sampled schools. The agreement of principals with (X =2.25, SD =0.50), vice principals with (X =2.25, SD =0.50) and teachers expressed with (X= 2.18, SD =0.809), there is low availability of pure water supply and cluster supervisors with(X =2.5, SD =0.707) medium availability of pure water supply. Average mean value X =2.29 indicating the majority of respondents low agreement with the issue. Furthermore the information obtained through observation except one secondary school (Jain secondary school) the rest schools were not water supply. From this we conclude that lack of pure water supply were impacts of SIP. The significance level (p=0.81) is greater than 0.05.it indicated that there is no significance difference between the position of principals, supervisor, vice principals and teachers on the issue of pure water supply in the selected schools. it is possible to conclude that insufficient of pure water in the school compounds

4.3.3. Community Participation Domain

Community participation is considered as an integral part of the quality of education. Parents and community are the key stake holders for school improvement endeavor.

Table 9. The Respondent response on the community participation domain

No	Items	Respondents	Frequency and percentage					X	S.D	Over all X	P value
			5	**4**	**3**	**2**	**1**				
1	Teacher collect the result of student and communicate with parents	P n		1	2	1		3	0.81	3.75	0.9
		%		25	50	25					
		SU n			1	1		2.5	0.70		
		%			50	50					
		V.P n			3	1		2.75	0.50		
		%			75	25					
		T n	2	16	22	21	7	2.78	1.02		
		%	2.9	23.5	32.4	30.9	10.3				
2	Parents provide comment and following upon their students learning and their result	p n			1	3		2.25	0.50	2.18	0.98
		%			25	75					
		Su n				2		2	0.0		
		%				100					
		V.P n			1	3		2.25	0.50		
		%			25	75					
		T n		5	19	30	14	2.22	0.86		
		%		7.6	27.9	44.1	20.6				

3	Community involved in school improvement program planning and its practices	P n		1	2	1		3	0.81	2.6	0.73
		%		25	50	25					
		Su n			1	1		2.5	0.70		
		%			50	50					
		VP n			2	2		2.5	0.57		
		%			50	50					
		T n		9	24	27	8	2.5	0.87		
		%		13.2	35.3	39.7	11.8				
4	The school leader conduct evaluation and meeting with PTA members	P n			2	2		2.5	0.81	2.41	0.63
		%			50	50					
		Su n			1	1		2.5	0.70		
		%			50	50					
		VP n			2	2		2.5	0.81		
		%			75	25					
		T n		3	26	17	22	2.15	0.93		
		%		4.4	38.2	25	32.4				
5	Parents monitor and visittheteaching learning activityof the school and their students	P n			1	3		2.25	0.50	2.25	0.66
		%			25	75					
		Su n			1	1		2.5	0.70		
		%			50	50					
		VP n			1	3		2.5	0.57		
		%			25	75					
		T n		3	9	41	14	2.01	0.72		
		%		4.4	13.2	60.3	20.6				
6	PTA members is actively participate in school management	P n			1	3		2.25	0.50	2.22	0.95
		%			25	75					
		Su n				2		2.0	0.0		
		%				100					
		VP n			1	3		2.25	0.50		
		%			50	50					
		T n		8	19	32	9	2.38	0.864		
		%		11.8	27.9	47.1	13.2				

As shown in table 9 of item 1, 1(25%) of principals and 16(23.5%) of teachers respondents high communication of teacher towards the student result with parents, 2(50%) of principals, 1(50%) of supervisor, 3(75%) of vice principals and 22(32.4%) of teachers respondents the communication of student result with parents has medium, 1(25%) of principal, 1(50%) of supervisor, 1(25%) of vice principal and 21(30.9%) of teachers responded that low communication of teacher in the result of student with parents, while 2(2.9%) and 7(10.3) of teachers respondents replied that the communication of teacher on the student result has very high and very low respectively. The rating agreement expressed (X =2.5, SD =0.70), (X =3, SD =0.81), (X =2.75, SD =0.50) and (X =2.78, SD =0.50) of supervisors, principals, vice principals and teachers respectively medium communication between teachers and parents with student result.

The average mean value X= 2.75 shows that the majority of respondents medium agreement with the given issue. Depending on the respondents view the communication of teacher on the result of student with parents were not enough it is encouraged. The significance level (p =0.9) is greater than 0.05, it indicated that there is no significance difference between the respondent view on the issue.

In item 2, 1(25%) of principals, 1(25%) of vice principals and 19(27.9%) of teachers respondents the comment of parents up on their students learning and their result were medium, 3(75%) of principals, 2(100%) of supervisors,3(75%) vice principals and 30(44.1%) of teachers respondents respond parents providing comment up on their student learning result were low, on the other hand 5(7.6%) and 14(20.6) of teachers replied that parents comment up on their student learning result were very high and very low respectively. The rating of expresses ion with (X =2.25, SD =0.50), (X =2), (2.25, SD =0.50) and (X =2.22, SD =0.86) of principals, supervisors, vice principals and teachers respectively show as parents providing comment up on the student learning result were low. The average mean value X= 2.18, it indicate low agreement of the respondents with the problems. Thus, to conclude this, parents not giving comment up on the student learning and their result. The significance level (p = 0.98) is greater than 0.05, it show there is not any significance difference between the views of parents have providing comment up on their learning result.

As shown in table 9 of item 3, respondents were asked the involvement of parents in the school improvement program planning and its practices. 1(25%) of teacher and 9(13.2%) of teachers respond high involvement of parents in the school improvement program planning, 2(50%) of principals, 1(50%) of supervisor, 2(50%) of vice principals and 24(35.3%) of teachers respondents the involvement of parent in the improvement program planning were medium,1(25%) of principal, 1(50%) 0f supervisor, 2(50%) of vice principals and 27(39.7) of teachers replied low involvement of parents in the school improvement program planning and their practices, while only 8(11.8%) of teachers respond the involvement of parents in school improvement planning were very low. The rating agreement of principals with(X =3, SD =0.86), supervisors with (X =2.5, SD =0.70), vice principals with(X =2.5, SD =0.57) and teachers with(X =2.5, SD =0.87)

were medium that parents involved in school improvement program planning. The average mean value X =2.6, it show the neutrality of the majority of the respondents with the issue. The significance level (P = 0.73) is greater than 0.05, it indicate that there is no significance difference between the respondents opinion on the issue. Therefore, possible to conclude that, parents involved in school improvement program planning were unsatisfactory.

With regard in item 4 of table 9, 2(50%) of principals, 1(50%) of supervisor, 2(50%) of vice principals and 26(38.2%) of teachers respondents respond school leader conduct meeting with PTA were medium, 2(50%) of principals, 1(50%) of supervisor, 2(50%) vice principals and 17(25%) of teachers respond low school leader conduct with meeting with PTA, while, 4(5.9) and 21(30.9) of teachers respondents very high and very low school leader conduct meeting with PTA. The rating of principals, supervisors and vice principals (X =2.5, SD =0.82), (2.5, SD =0.70), (2.5, SD =0.82) respectively replied that school leader conduct meeting medium with PTA also teachers with (X =2.15, SD =0.93) replied school leader low meeting were conduct with PTA. The average mean value X =2.41, it indicate that of majority of respondents with low conducting evaluation and meeting of leader with PTA. The significance level (p = 0.67) is greater than 0.05, it show there is no significance difference between the respondents opinion with the issue. Therefore, we conclude that school leaders have low conducting evaluation and meeting with PTA members.

In item number 5 of table 9, respondents were asked parents monitor and visit the teaching learning activity of the school and their students. 1(25) of principal, 1(50%) of supervisor, (25%) of vice principals and 9(13.2%) of teachers respondents respond medium monitoring and visit the teaching learning activity, 3(75%) of principals, 1(50%) of supervisor, 3(75%) of vice principals and 41(60.3) of teachers respondents low parents monitoring and visit the teaching learning activity, while 3(4.4%) and 14(20.6%) of teachers respond very high and high respectively parents monitor and visit of teaching learning activity parents. The rating with principals (X =2.25, SD =0.50), vice principals with (X =2.25, SD=0.50) and teachers (X =2.01, SD =0.73) replied low parents monitor and visit the teaching learning activity and also supervisors with(X= 2.5, SD =0.71)

parents visit and monitor of school activity were medium. The average mean value X =2.25, indicating majority of respondents low agreement with the issue. In addition to the information gathered from interview, FGD of PTA members, and open ended question shows that the parents were not monitor and visit the teaching learning activity regularly bases just visit in only once a year. So we conclude that parents have not visit and monitor the teaching learning activity. Then, the significance level (p= 0.66) is greater than 0.05, it indicate that there is no difference between the respondents view with the issue.

In table 5 of item 9, 1(25%) of principal, 1(25%) of vice principal, 19(27.9%) of teachers respondents medium participation of PTA in school management, 3(75%) of principals, 2(100%) of supervisors, 3(75%) of vice principals and 32(47.1%) of teachers respondents low participation of PTA in the school management, on the other hand 8(11.8%) and 9(13.2%) of teachers respondents the participation of PTA in school improvement program were very high and very low respectively. The rating of expression with principals(X =2.25, SD =0.50), supervisors with(X =2), vice principals(X =2.25, SD =0.50) and teachers with (X =2.38, SD =0.86) replied that low participation of PTA in the school management. The average mean X= 2.22, it shows majority of respondents with low participation of PTA in school management. In addition to this, the data obtain through FGD of PTA and interview question for school principals shows that PTA members has not actively participate in the school management. From this it conclude that the participation of PTA in the school management were unsatisfactory. The significance level (p= 0.95) is greater than 0.05, it indicate there is no any significance difference between the respondents view with the problem. The involvement of parents in the school activities will create strong and cordial home/school relationships required for the growth and development of the secondary school learners (MOE, 2010:34). The next section examines parent involvement in secondary school activities.

4.3.4. School Leadership and Management Domain

Effective and efficient school leadership and management play a vital role in implementing the school improvement program by putting the schools strategic vision and creating a strong collaborative bond among the school community.

Table 10: Respondents views on leadership and management domain

No	Items	Respondents	Frequency and percentage					X	S.D	Overall	P value
			5	4	3	2	1				
1	School mangers and officials have acquired educational management capacity to effectively practices SIP	P n		2	2			3.5	0.5	3.24	0.67
		%		50	50						
		SU n		1	1			3.5	0.7		
		%		50	50						
		VP n		1	3			3.25	0.5		
		%		25	75						
		T n	3	10	30	21	4	2.81	0.9		
			4.4	14.7	44.1	30.9	5.9				
2	School leader mange and direct the activity of school improvement committee	P n			2	2		2.5	0.57	2.43	0.58
		%			50	50					
		Su n			2			3	0.0		
		%			100						
		V.P n			4			3	0.0		
		%			100						
		T n		1	16	49	2	2.24	0.52		
		%		1.5	23.5	72.1	2.9				
3	School has vision, mission, objective to improve the student learning	P n		3	1			3.75	0.816	3.6	0.45
		%		75	25						
		Su n		1	1			3.5	0.70		
		%		50	50						
		VP n		3	1			3.75	0.50		
		%		75	25						
		T n	3	19	32	8	6	3.07	0.96		
		%	4.4	27.9	47.1	11.8	8.8				
4	The school mobilize and support teacher to practice school improvement program	P n			2	2		2.5	0.57	2.64	0.72
		%			50	50					
		Su n			1	1		2.5	0.707		
		%			50	50					
		VP n			3	1		2.75	0.50		
		%			75	25					
		T n		5	27	34	2	2.51	0.68		
		%		7.4	39.7	50	2.9				
5	The competency of school leader to lead and coordinate the practice of school improvement program	P n		2	2			3.5	0.57	3.04	0.2
		%		50	50						
		Su n			2			3	0.0		
		%			100						
		VP n			3	1		2.75	0.50		
		%			75	25					
		T n		7	42	17	2	2.8	0.66		
		%		10.3	61.8	25	2.9				

6	School has effective communication about school improvement with teachers and students	P n			2	2		2.5	0.57	2.43	0.72
		%			50	50					
		Su n				2		2.0	0.0		
		%				100					
		VP n			3	1		2.75	0.50		
		%			75	25					
		T n		6	26	31	5	2.49	0.76		
		%		8.8	38.2	45.6	7.4				
7	School have adequate skilled man powers to practices SIP plan	P n			1	3		2.5	0.50	2.44	0.75
		%			25	75					
		Su n			1	1		2.5	0.70		
		%			50	50					
		VP n			1	3		2.25	0.50		
		%			25	75					
		T n		3	35	25	5	2.53	0.70		
		%		4.4	51.5	36.8	7.4				
8	School principals have acquired adequate educational management skill	P n		2	2			3.75	0.81	3.61	0.56
		%		50	50						
		Su n		1	1			3.5	0.70		
		%		50	50						
		VP n		2	2			3.75	0.81		
		%		50	50						
		T n	1	17	33	17		3.38	0.57		
		%	1.5	25	48	25					

As to be shown in table 10 of item 1, respondents were asked whether school manager and official have acquired educational management capacity to the effectiveness of SIP.2(50%) of principals, 1(50%) of supervisor, 1(25%) of vice principal and 10(14.7%) of teachers respondents the capacity of school manager and officials to acquired educational management for the practices of SIP were high, 2(50%) of principals, 1(50%) of supervisor, 3(75%) of vice principals and 30(44.1%) of teachers respondents medium capacity of school manager and officials to acquired educational management to practices SIP, 21(30.9) of teachers respondents response that low capacity of educational manager and officials to practices SIP, only 3(4.4%) and 4(5.9%) of teacher respondents educational manager and officials to acquire the capacity of educational management were very high and very low respectively. The rating of Principals expressed with(X= 3.5, SD0.57) and supervisors with (X = 3.5, SD =0.70) school manger and official high educational management capacity and vice principals with (X =3.25, SD =0.50) and (X

=2.81, SD =0.92) replied that school officials and managers have acquire medium educational capacity to implement SIP. The average mean value X =3.26, it show of the majority of respondents medium agreement with the given issue. The data gathered from interview question, in the sampled school leader's school managers is not acquired educational management capacity. The significance level (p =0.67) is greater than 0.05, it indicate that there is no difference between the respondents view on the given issue. Therefore it is possible to conclude that, the school manager and officials acquire educational management capacity to implement SIP were unsatisfactory.

In table 10 of item 2, 2(50%0 of principals, 1(50%) of supervisor, 2(50%) of vice principals and 16(23.5%) of teachers respondents medium activity of school leader to mange and direct the school improvement committee, and again 2(50%) of principals,1(50%) of supervisor, 2(50%) of vice principals and 49(72.1%) of teachers respondents low school leader activity to mange and direct school improvement committee, the other 1(1.5%) and 2(2.9) of teachers respondents the activity of school leader mange and direct SIC were very high and very low respectively. The rating of principals with(X =2.5, SD =0.57), supervisors with (X =2.5, SD =0.70) and vice principals (X =2.5, SD =0.57) medium of school leader to mange and direct SIC. And teachers with (X =2.24, SD =0.52) replied that the activity of school leader to mange and direct school improvement committee were low. The average mean value X= 2.43, this indicate that majority of the respondents low agreement with the given issue. The significance level (p =0.58) is greater than 0.05, shows no difference between the respondents views of principals, supervisors, vice principals and teachers. According to Ayalew, (2009:3) school leadership involves a social influence process whereby intentional influence is exerted by one (or a group) over other people (or groups) to structure the activities and relationships in a group or organization. Therefore we conclude that the school leader to mange and direct the activity of SIC were unsatisfactory.

As shown in table 8 of item 3, weather school has vision, mission and objective to improve the students learning. 3(75%) of principal, 3(75%) of vice principals, 1(50%) supervisor and 19(27.9%) of teachers respondents high vision, mission and objective of

the schools, 1(50%) of principals, 1(50%) of supervisors,1(25%) of vice principals and 32(47.1%) of teachers respondents the vision, mission and objective of school to improving student learning were medium, 9(13.2%) and 8(11.8%) of teachers respondents the vision, mission and objective of school to improve the student learning very high and low respectively. the rating principals with (X =3.75, SD =0.82) and vice principals (X=3.75, SD =0.50) the school have high mission, vision and objective to improve students' learning and supervisors with (X =3.5, SD 0.70) and teachers with (X =3.47, SD =08.9) replied school has medium vision, mission and objective. vision is increasingly regarded as an essential component of effective leadership (Bush (2008:5). This means the school understudy were practices the vision, mission and objective to improve student learning. The average mean value X = 3.6 shows that the schools understand the implement the vision, mission and objectives to improve the student learning. The significance level (p =0.45) is greater than 0.05, this shows that there is no significance difference between the views of principals, supervisors, vice principals and teachers in regarding to the vision, mission and objective to improve student learning.

As revealed in item 4 of table 10, respondents were asked school mobilize and support teachers to practice school improvement program. 2(50%) of principals, 1(50%) of supervisor, 3(75%) of vice principals and 27(39.7) of teachers respondents medium support and mobilize of school to implement SIP, 2(50%) of principals, 1(50%) of supervisor, 1(25%) of vice principals and 34(50%) of teachers respondents school mobilize and support were low to practices SIP, only 5(7.4%) and 2(2.9%) of teachers respondents school support and mobilize teachers were very high and high respectively. The rating of principals with (X =2.5, SD =0.57), supervisors with (X =2.5, SD =0.70), vice principals with (X =2.75, SD =0.50) and teachers with (X =2.81, SD 0.68) were medium mobilization and supporting of teachers in the school to practices SIP. The overall mean value X =2.64, it shows neutrality of majority of respondents within the issue. The significance level (p=0) is less than 0.05, it indicate there is significance difference between principals, supervisors, vice principals and teachers with the regarding of school mobilize and support teachers in the practices of SIP. Additionally, data obtain from interviewed question of principals and supervisors shows as weak mobilization and supporting of teachers to implement SIP. This is due to the lack of

providing information and commitment between school leader and teachers to practices SIP. From this it concludes that schools mobilize and support teachers for the practices of SIP were unsatisfactory.

Item 5 of table 10, 2(50) of principals,7(10.3%) of teachers respondents high competency of school leader to lead and coordinate SIP implementation, 2(50%) of principals, 2(100%) of supervisors, 3(75%) of vice principals and 42(61.8) of teachers respondents medium competency of school leader to lead and coordinate SIP practices, the other 1(25) of vice principals and 17(25%) of teachers respondents indicate low competency of school leader and coordinate the practices of SIP, only 2(2.9) of teachers respondents the competency of leader to lead and coordinate SIP were very low. The rating expression of supervisors with (X =3), vice principals (X =2.75, SD =0.50) and teachers with (X =2.8, SD =0.66) replied that school leader have medium competency to lead and coordinate the practices of SIP and principals with (X =3.5, SD=0.57) high competency of school leader to lead SIP. The average mean value X=3.04, show that majority of respondents medium agreement with the given issue. Furthermore data obtained from interview question of school principals and supervisors shows the competency of school leader were supportable but is lack of commitment to practice SIP, it indicate that school leader not understood the role in the school and is not effectively practice the competency. The significance level (p =0.2) is greater than 0.05, it indicate no significance difference between the views of principals, teachers, supervisors and vice principals in regarding the school leader has competency to lead and coordinate the practices of SIP. Thus, it conclude that the competency of school leader to lead and coordinate in the practices of SIP were unsatisfactory.

Concerning to table 10 of item 6, respondents were asked whether school has effective communication about school improvement program with teachers and students. 2(50%) of principals, 3(75%) of vice principals and 26(38.2%) of teachers respondents the school has medium communication with teachers and students about SIP, again 2(50%) of principals, 2(100%) of supervisors, 1(25%) of vice principals and 31(45.6) of teachers respondents school has low communication with teachers and students about SIP, the other 6(8.8%) and 5(7.4%) of teachers respondents the communication of school with

teachers and students about the SIP were very high and very low respectively. The rating of supervisors with (X =2) and teachers with (X =2.49, SD =0.72) replied that the communication of schools with teachers and students has low for the effectiveness of SIP in the sampled schools while principals with(X =2.5, 0.57) and vice principals with (X=2.75, SD0.50) replied medium communication of the school with teachers and students about SIP. The average mean value X = 2.43, it indicate low agreement of the majority of the respondents with the given issue. Additionally information obtained from supervisors and principals shows as there is poor communication with teachers and students. This is due to the over engagement of school leadership in the routine work of the schools. According to Day, Harris, & Hadfield, (2001:53) stipulate that good leaders are informed by and communicate a clear set of personal and educational values which represent their moral purposes for the school. The significance level (p =0.72) is greater than 0.05, it indicate no significance difference between the views of principals supervisors, teachers and vice principals. Therefore it conclude that the communication habit of school leader in the effective of SIP were weak.

In item 7 of table 10, 1(25%) of principal, 1(50%) of supervisor, 1(25%) of vice principal and 35(51.5%) of teachers respondents school have medium skilled man powers to practices SIP, again, 3(75%) of principals, 1(50%) of supervisor, 3(75%) of vice principals and 25(36.8%) of teachers respondents school have low skilled man powers to practices SIP, only 3(4.4%) and 5(7.4%) of teachers respondents school skilled man powers have very high and very low respectively. The rating of principals with (X =2.5, SD =0.50), supervisors with (X =2.5, SD 0.70) and teachers with (X =2.53, SD =0.70) replied that school have medium skilled man powers to practice SIP while vice principals with (X =2.25, SD =0.50) low skilled man power. The average mean X= 2.44, it indicate low agreement of the majority of respondents with the given issue. The significance level (p =0.75) is greater than 0.05, it shows there is no difference between the opinion of the respondents as regarding to school have not killed man powers to practice SIP.

Concerning to item 8 of table 6, 3(75%) of principals, 1(50%) of supervisor, 3(75%) of vice principals and 17(25%) of teachers respondents school principals have acquired high educational management skill, 1(25%) of principal, 1(50%) of supervisor, 1(25%) of vice

principals and 33(48%) of teachers respondents school principals have acquired medium educational management skill, the rest 1(1.5%) and 17(25%) of teachers respondents school principals have acquired very high and low educational management skilled respectively. The rating expiration of principals with(X =3.75, SD =0.81), supervisors with (X =3.5, SD =0.70) and vice principals with(X =3.75, SD =0.81) replied school principals acquired high educational management skill and teachers with (X =3.38, SD =0.57) school principal medium to acquired educational management. The average mean value X= 3.61, indicating that the majority of respondents were high agreement with the given issue. In addition to this data is obtained through interview question of principals and Woreda education office head in the sampled schools 3(75%) of school principals have took (acquired) educational management skill. From this we concluded that school principals have enough performance of educational management. The significance level (p=0.56) is greater than 0.05, it shows that there is no difference between the views of teachers, principals, vice principals and supervisors as regarding school principals have high educational management skill is satisfactory.

4.4. Monitoring and Evaluation Mechanisms of SIP Practices

Monitoring is periodical follow up of for a certain program to achieve its intended objectives. For effective practices of SIP it is logical to put workable monitoring and evaluation mechanism is use. The following statement have related to planning to been employed the result of the respondents are discussed below;

Table 11. Respondents views on activity of monitoring and evaluation

No	Items	Respondents	Frequency and percentage					X	SD	Avg X	P Val
			5	**4**	**3**	**2**	**1**				
1	School improvement committee has limited time for monitoring and evaluating the activities	P n			2	2		2.5	0.57	2.41	0.53
		%			50	50					
		Su n			1	1		2.5	0.70		
		%			50	50					
		VP n			2	2		2.5	0.57		
		%			50	50					
		T n		2	16	41	9	2.16	0.68		
		%		2.9	23.5	60.3	13.2				
2	School give support to increase the method of teaching by using internal supervisors	P n		1	2	1		3	0.57	2.85	0.48
		%		25	50	25					
		Su n			2			3	0.0		
		%			100						
		VP n			3	1		2.75	0.50		
		%			75	25					
		T n		4	34	25	5	2.54	0.72		
		%		5.9	50	36.8	7.4				
3	Teacher receive regular feedback after visiting on how they are teach in the class	P n		2	2			3.5	0.57	3.15	0.4
		%		50	50						
		Su n		1	1			3.5	0.70		
		%		50	50						
		VP n			2	2		2.5	0.57		
		%			50	50					
		T n	4	20	27	15	2	3.13	0.93		
		%	5.9	29.4	39.7	22.1	2.9				
4	Parents and community continuously visit the school	P n			1	3		2.25	0.50	2.23	0.24
		%			25	75					
		Su n			1	1		2.5	0.70		
		%			50	50					
		VP n			1	3		2.25	0.50		
		%			25	75					
		T n			8	47	13	1.93	0.55		
		%			11.8	69.1	19.1				
5	SIC continually supervised and provide supporting for school in the practices of SIP	P n		1	3			3.25	0.50	2.37	0.2
		%		25	75						
		Su n		1	1			3.5	0.70		
		%		10	50						
		VP n		2	1	1		3.25	0.95		
		%		50	25	25					
		T n		2	20	38	8	2.24	0.65		
		%		2.9	29.4	55.9	11.8				
6	WEO expert and supervisors has a fixed schedule for school monitor and technical support for the practices of school improvement program	P n		1	3			3.25	0.50	2.29	0.89
		%		25	75						
		Su n		1	1			3.5	0.70		
		%		50	50						
		VP n			2	2		2.5	0.57		
		%			50	50					
		T n		6	27	26	9	2.44	0.83		
		%		8.8	39.7	38.2	13.2				

As shown in table 11of item 1, 2(50%) of principal, 1(50%) of supervisor, 2(50%) of vice principals and 16(23.5%) of teachers respondents the evaluating and monitoring of SIC were medium for the activity of SIP, 2(50%) of principals, 1(50%) of supervisor, 2(50%) of vice principals and 41(60.3%) of teachers respondents the SIC has to monitor and evaluate the SIP activity were low in the schools, while 2(2.9%) and 9(13.2%) of teachers respondents SIC to evaluate and monitor the activity of school were very high and very low respectively. The rating with principals (X=2.5, SD =0.57), supervisors with (X =2.5, SD =0.70) and vice principals with (X =2.5, SD =0.57) the evaluation and monitoring activity of SIC were medium and teachers(X =2.16, SD =0.68) SIC were low monitoring and evaluating the activity. The average mean X= 2.41 indicating SIC evaluate and monitor the activity were low. Additionally data obtained from interview question and FGD the monitoring and evaluating technique of school improvement committee were low and the committee were not supported and encouraged by the schools and Woreda education office. The significance level (p=0.53) is greater than 0.05, it indicated that there is no difference between the views of principals, teachers, supervisors and vice principals in regarding the monitoring and evaluation activity of school improvement committee were unsatisfactory.

In table 9 of item 2, respondents were asked school support the method of internal supervision by using internal supervisors. 1(25%) of principal, 4(5.9%) of teachers respondents high supporting of school using internal supervision, 2(50%) of principals, 2(100%) of supervisors, 3(75%) of vice principals and 34(50%) of teachers respondents school supervision by using internal supervision were medium,1(25%0 of principal, 1(25%) of vice principal and 25(36.8) of teacher respondents low support of school by using internal supervision, only 5(7.4%) of teachers respondents the internal supervision were very low. The rating of principals with (X =3, SD =0.57) supervisors with(X =3), vice principals with (X =2.75, SD =0.50) and teachers with (X =2.54, SD =0.72) school has give support were medium internal method of supervision. The average mean X =2.85 it indicate uncertainty of the majority respondents with the given issue. The significance level (p=0.48) is greater than 0.05, it show their is no difference between the opinion of principals, supervisors, vice principals and teachers in regarding to school give support to increase internal supervision.

In item 3 of table 9, 2(50%) of principals, 1(50%) of supervisor and 20(29.4%) of teachers respondents teachers receive high feedback after visit on how they are teach in the class, 2(50%) of principals, 1(50%) of supervisor,2(50%) of vice principals and 27(39.7%) of teachers respondents teachers receive medium feedback after how they are teach in the class , 2(50%) of vice principals and 15(22.1%) of teachers respondents teachers has receive regular feedback were low after visiting on how they are teach in the class, on the other hand only 4(5.9%) and 2(2.9%) of teachers respondents response school teachers has receive regular feedback very high and very low respectively after visiting how they are teach in the class. The rating expiration of principals with (X =3.5, SD =0.57) and supervisors with(X =3.5, SD =0.70) replied that teachers receive regular feedback after visiting how they are teach were high and vice principals with (X =2.5, SD =0.57) and teachers with (X =3.13, SD=0.93) indicate low receiving of feedback after visiting how they are teach. The average mean value X =3.15, indicating medium of the majority of the respondent with the given issue. From this it concluded that the system of teachers to give regular feedback for the students is poor. the significance level (p= 0.4) is greater than 0.05 it shows there is no difference between the views of teachers, principals, vice principals and supervisors on regarding with teachers give regular feedback after visiting how they are teach were unsatisfactory.

As shown in table 9 of item 4, respondents were asked parents continuously visit the school. 1(25%) of principals, 1(50) of supervisor, 1(25%) of vice principals and 8(11.8%) of teachers respondents parents medium visiting the school, 3(75%) of principals, 1(50%) of supervisors, 3(75%) of vice principals and 47(69.1%) of teachers respondents parents visit the school were low, the rest 13(19.1%) of teachers respondents very low agreement with the issue. the rating of principals with (X =2.25, SD=0.50), vice principals with (X =2.25, SD =0.50) and teachers with (X=1.93, SD =0.53) low agreement about parents visit the school and supervisors with (X =2.5, SD =0.70) medium agreement with the issue. The average mean X =2.23, indicating majority of the respondents were replied parents low visiting the schools. In addition to this data is obtained from interview question shows as except PTA members most of the parents are not visit the schools. Thus it concluded that the school community (parents) has not actively participated in the school issue. The significance level (p=0.24) is greater than

0.05, it indicating that there is no difference between the views of teachers, principals, supervisors and vice principals with the given issue.

Table 9 of item 5, 1(25%) of principals, 1(50%) of supervisor, 2(50%) of vice principals and 2(2.9%) of teachers respondents high supporting and supervising of SIC in the practices of SIP, 3(75%) of principals, 1(50%) of supervisor, 1(25%) of vice principal and 20(29.4%) of teachers respondents the supervising and supporting of SIC for the practices of SIP were medium ,1(25%) of vice principals and 38(55.9%) of teachers respondents low supervising and supporting of SIC for the practices of SIP, only 8(11.8%) of teachers respondents very low in the supervision and supporting of SIC for the practices of SIP. The rating of principals with (X = 2.25, SD =0.57) and teachers with (X =2.24, SD = 0.65) indicated that low supporting and supervising of SIC for the practices of SIP again Supervisors with (X =2.5, SD =0.70), vice principals with (X =2.5, SD =0.57) SIC providing supervision and supporting for the practices of SIP were medium. The average mean value X =2.37 it indicating low agreement of the majority with the given issue. furthermore the information obtained from interview question and FGD with SIC members shows as that there is poor supporting and supervising with SIC in the practices of SIP in the sampled school, this is due to lack of commitment of the established SIC committee and the school leaders. The significance level (p=0.2) is greater than 0.05, this indicate there is no difference between the views of teachers, principals, supervisors and vice principals in regarding with the given issue.

In table 9 of item 6, 1(25%) of principal, 1(50%) of supervisor and 6(8.8%) of teachers respondents WEO expert and supervisors has monitor and giving technical support were high, 3(75%) of principals, 1(50%) of supervisor, 2(505) of vice principals and 27(39.7%) of teachers respondents medium support and monitor of schools by WEO expert and cluster supervisors for the practices of SIP, the other 2(50%) of vice principals and 26(38.2%) of teachers respondents technical support and monitoring of schools by WEO expert and supervisor were low for the practices of SIP, the rest 9(13.2%0 of teachers replied very low the supporting and technical support of WEO expert and supervisors on the practices of SIP. The rating of principals with (X =3.25, SD =0.50), vice principals (X =2.5, SD =0.57) and teachers with the (X =2.44, SD =0.83)

replied medium agreement of WEO expert and supervisors has fixed schedule for support and monitor for the practices of SIP and supervisors with the (X =3.5, SD =0.70) high fixed schedule of monitoring and giving technical support of WEO expert and supervisors for the practices of SIP. The average mean value X =2.92, it indicating that majority of respondents were medium agreement on the given issue. further more data obtained by conducting interviews question with principals, supervisors and Woreda education office heads, expert cluster supervisors WEO expert were not fully schedule and familiarized in the activity of schools, and no continually monitor, supervise and giving any technical support for the practices of SIP. Therefore it concludes that the monitoring technical supporting and evaluation given by cluster supervisors and WEO expert to the practices of SIP was low. It indicates sufficient monitoring and supporting of schools was one of the factors to practices SIP. The significance level (p=0.89) if greater than 0.05, this indicate that there is no significance difference between the opinion of teachers, principals, vice principals and supervisors with the regarding of the given issue.

It is essential to carefully monitor any strategy or initiative to ensure authenticity of implementation, collect evidence of efficacy, and modify any strategy that is found to be ineffective Hudson & Louise (2014:13). Similarly to implementation, evidence must be collected for each student, teacher, and classroom

4.5. Factors Affecting for the Practices of SIP

Table12. Respondent's views on factors affect school improvement program

No	Items	Respondents	Frequency and percentage					X	S.D	Overall X	P valu
			5	4	3	2	1				
1	Lack of technical support from woreda education officials	P n		1	2	1		3	0.81	3.31	0.75
		%		25	50	25					
		Su n		1	1			3.5	0.7		
		%		50	50						
		V.P n		2	1	1		3.25	0.9		
		%		50	25	25					
		T n	9	27	21	10	1	3.49	0.9		
		%	13.2	39.2	30.9	14.7	1.5				
2	Shortage of qualified teacher in each subject area	P n		1	3			3.25	0.5	3.26	0.56
		%		25	75						
		Su n			2			3			
		%			50						
		V.P n		2	1	1		3.25	0.9		
		%		50	25	1.5					
		T n	4	37	21	5	1	3.56	0.7		
		%	5.9	54.4	30.9	7.4	1.5				
3	Shortage of qualified principals for the required position	p n				3	1	1.75	0.5	2.49	0.12
		%				75	25				
		Su n			1	1		2.5	0.7		
		%			50	50					
		V.P n		1	1	2		2.75	0.9		
		%		25	25	50					
		T n	1	11	41	14	1	2.96	0.7		
		%	1.5	16.2	60.3	20.6	1.5				
4	Lack of enough teaching learning facilities in the school	P n		2	2			3.5	0.8	3.49	0.01
		%		50	50						
		Su n		1	1			3.5	0.7		
		%		50	50						
		V.P n		2	1	1		3.25	0.9		
		%		50	25	25					
		T n	6	39	20	3		3.71	0.6		
		%	8.8	57.4	29.4	4.4					
5	The extent to which Shortage of ICT center and plasma	P n		4				4	0.0	3.98	0.39
		%		100							
		Su n		2				4	0.0		
		%		100							
		V.P n		3	1			3.75	0.5		
		%		75	25						
		T n	22	39	5	1	1	4.18	0.7		
		%	32.4	57.9	7.4	1.5	1.5				
6	Poor collaboration among stake holders	n		2	2			3.5	0.5		
		P %		50	50						
		Su n		2				4	0.0		

	and the school to plan SIP practices	%		100						3.64	0.85
		V.P n		2	2			3.5	0.5		
		%		50	50						
		T n	3	38	21	5	1	3.54	0.7		
		%	4.4	55.9	30.9	7.4	1.5				
7	Lack of understanding about school Improvement program	n P %		1	1	2		2.75	0.9	2.93	0.02
				25	25	50					
		Su n			1	1		2.5	0.7		
		%			50	50					
		V.P n		1	2	1		3	0.8		
		%		25	50	25					
		T n	2	33	29	4		3.49	0.6		
		%	2.9	48.5	42.6	5.9					
8	Lack of adequate budget to practices SIP planning	n P %		2	1	1		3.25	0.9		
				50	25	25					
		Su n		1	1			3.5	0.7	3.44	0.94
		%		50	50						
		V.P n		2	2			3.5	0.57		
		%		50	50						
		T n	7	28	26	7		3.51	0.82		
		%	10.3	41.2	38.2	10.3					

As indeed in table 12 of item 1, respondents of principals, vice principals and teachers replied lack of technical support from Woreada education officer were medium with mean value of 3, SD= 0.81**,** 3.25**,** SD =0.95 and 3.49**,** SD =0.50 respectively. But supervisors indicated that high level with mean score of 3.5, SD =0.70. The average mean of 3.31, indicated that lack of technical support were medium agreement. Data obtained through interview question from Woreda education office heads shows as, most of supporting and monitoring technique were going on by the use cluster supervisors and the officer had visit at list twice a year. The significance level (p=0.75) is greater than 0.05, this means there is no difference between the views of teachers, principals, vice principals and supervisors on regarding to lack of technical support has high from Woreda education office.

In item 2 of table 12, principals, supervisor vice principals replied that medium shortage of qualified teachers in each subject with the mean of 3.25**,** SD =0.50**,** 3 and 3.25**,** SD =0.95 and teachers expressed high with mean value of 3.56, SD =0.78. Furthermore the

information obtained through interview question from principals, supervisors and Woreda education office heads held that there is a high problem of qualified teachers in each subject area and in each grade level. Even if technical drawing, Baseness, Economics, ICT, physics, Mathis and Amharic teachers were high shortage in the sampled schools. This is due to high turnover of experienced teachers in case of lat salary payment. The average mean score of 3.26, it shows that moderate level of respondents with the given issue. The significance level (p= 0.56) is greater than 0.05, it means there is no difference between the respondents views of teachers, principals, supervisors and vice principals in the given issue.

In table 12 of item 3, principals and supervisors are replied that shortage of qualified principal for the position were low level with in the mean value of 1.75**,** SD =0.50 and 2.5**,** SD =0.70 and vice principals and teachers respondents indicated moderate level with mean score of 2.75**,** SD =0.96 and 2.96**,** SD =0.70. The overall mean score is 2.49, it indicated that majority of respondents was low agreement with the issue. Further more data obtained through interview question from Woreda education office heads and the background information shows as 3(75%) of the secondary school principals were MA degree holder with school leadership and the rest one principals were first degree in biology subject. However this possible to conclude that the qualification of principals in the required position were encouraged for the practices of school improvement program.

As shows in table 12 of item 4, lack of teaching learning facility were high as rated of with mean score of 3.5**,** SD =0.81**,** 3.5**,** SD =0.70 and 3.71**,** SD =0.96 of principals supervisors and teachers respectively. Vice principals respondents indicated that moderate level with the 3.25**,** SD =0.95. Lack of teaching facility has an impact for the practices SIP in line with ministry of education goals. The average mean value of 3.49 it indicated that medium agreement of majority respondents with the given issue. Therefore to conclude that lack of enough teaching learning facility in the school is the problems or obstacle in the sampled schools. the significance level (p =0.01) is less than 0.05, this indicate that there is a significance difference between the views of principals, teachers, supervisors and vice principals regarding to lack of enough teaching learning facility in the schools.

From item 5 of table 12, respondents of principals, supervisors, vice principals and teachers replied that high shortage of ICT center and plasma with mean score of 4**,** 4**,** 3.75**,** SD =0.50 and 4.18**,** SD =0.75 respectively. The overall mean of 3.98, indicated that the schools have high shortage of ICT and plasma. Moreover the information obtained through interview question and observation checklist shows that few plasma computers were found in Tenshu metti secondary school but is not functional. While few computers is found in Jain and Tensu metti secondary preparatory schools but service providing to the students has Tenshu metti secondary schools where as the rests schools (Gelasha and Kumi) secondary schools have not computer. It is possible to conclude that shortage of ICT center and plasma were the challenge to practices SIP and quality of education has deteriorated. . The significance level (p =0.39) is greater than 0.05, it indicate there is no significance difference between the views of teachers, supervisors, vice principals and principals within the given issue.

Table 12 of item 6 shows, all respondents replied that high level of poor collaboration of stakeholders to plan SIP with mean value of 3.5**,** SD =0.57**,** 4**,** 3.5**,** SD =0.57and 3.54**,** SD =0.76. The average mean value of 3.64 indicated that the majority of respondents were high agreement with the issue. This data clearly shows that lack of collaboration planning has great influence for the program implementation. The significance level (p =0.85) is greater than 0.05, it means there is no significance difference among the views of teachers, principals, vice principals and supervisors in the given issue.

Item 7 of table 8, respondents of principals, supervisors, vice principals and teachers indicated that lack of understanding about SIP were moderate level with the mean score of 2.75**,** SD =0.95**,** 2.5**,** SD =0.70**,** 3**,** SD =0.81and 3.49**,** SD =0.65 respectively. The averages mean value of 2.93, indicating that majority respondents were medium agreement with the issue. Additionally data obtained through interview question of principals and Woreda education office heads, held that the school members and teachers have negative attitude towards school improvement program and lack of understanding about SIP. This is due to teachers has not providing training (workshops) in at school, Woreda or zone level about SIP. The significance level (p=0.02) is less than 0.05, this

means there is difference between the response of teachers, principals, vice principals and supervisors towards to lack of understanding of school members about SIP.

In table 12 of item 8, on lack of adequate budget for the practices of SIP shows as respondents of principals indicated moderate level with the mean value of 3.25**,** SD =0.95 and supervisors, vice principals and teachers respondents replied that high level with mean score of 3.5**,** SD =0.70**,** 3.5**,** SD =0.57and 3.51**,** SD= 0.82 respectively. The averages mean value of 3.44, indicating medium response of the majority of respondents on the given issue. An interview held with Woreda education office heads also confirms that the budget allocated for SIP implementation was not much attractive. Only school grant was allocated for each school to implement SIP; so this is not enough to carry out all the activities needed to implement the program efficiently and effectively. Hence inadequate budget allocation was one factor that hinders SIP implementation. The significance level (p= 0.94) is greater than 0.05, this means there is no difference between the views of teachers, principals, vice principals and supervisor with the regarding of lack of adequate budget for the practices of SIP plan.

CHAPTER FIVE

SUMMARY OF THE MAJOR FINDING, CONCLUSION AND RECOMMENDATION

This chapter deal with the summary of Major findings of the study, conclusion drown on the basis of finding and recommendation to identifying that assumed the practices and problems of school improvement program in Majang Zone.

5.1. Summary of the Major Findings

The study was conducted in secondary schools of Gambella Region in Majang zone. Then the purpose of the study was to assess the practices and problems of school improvement program in government secondary schools. For the success of this purpose the following basic question were raised;

1. What are the existing practices of school improvement program in Majnge zone secondary schools?
2. What are the major factors that affect for the practices school improvement in secondary school of Majang zone?
3. What monitoring and evaluation mechanisms' are put in place to follow the practices of SIP in Majnge zone secondary schools?
4. To what extent have teachers, students and parents involved in school improvement planning and practices SIP in the secondary schools?
5. To what extent the practices and problems of school improvement program implementation in Majange zone secondary schools?

The study was conducted in select 4 out of 6 secondary schools in Majang zone. In this study descriptive survey design and mixed research method was employed and both qualitative and quantitative data was used. The data gathered from both primary and secondary sources. The primary sources were obtained from teachers, principals, vice principals, supervisors, WEO heads, SIC members and PTA members. The secondary sources were including documents reviews and observation was used. The selected

sampled schools were by using random sampling technique from the two Woreda (i.e Godera and Mengshi Woreda).

The total numbers of the respondents was 113. Out of this numbers 2 respondents' Woreda education office heads were selected, 4 principals, 2 supervisors were selected purposive sampling and 68 teachers, 4 vice principals using simple random sampling technique, and 20 SIC members and 12 PTA members were selected using available sampling. Data gathering instruments used in the study was questionnaire including both open-ended and close-ended items, interview, observation check list and document reviews were employed to obtain sufficient information from different respondents. Concerning to the data collected was analyzed by mean score, standard deviation and t-test value.

5.2. Major Findings

Based on the analysis of the basic question and interpretation of data, the major findings of the study are summarized as below;

➢ Planning Practices of School Improvement Program

The planning practices for school improvement program, preparing school strategic SIP plan, the involvements of teachers, students and parents in developing SIP plan, school conduct self evaluation and prioritizing the problem according to their urgency for the main objective of the schools, providing training for the staff members, allocating budget for the activity of teaching learning and community encouragement in the planning of SIP. To assess the activity carried out for planning SIP six points were listed to be rating by respondents. Among the given points only one (schools preparing strategic plan) were found practices in the sampled schools with mean value of 3.75. While the rest points like, participation of teachers, students and parents in SIP planning and allocating budget for the teaching learning activity mean value of 2.48 and 2.43 respectively shows weak practices in the schools. And the study conducted that, community encouragement for the planning of SIP a evaluate and prioritizing the problem accordingly and providing training for staff members failed mean value of 2.43,2.48 and 2.53 respectively indicate poor implementation of SIP planning in the sampled schools.

➢ Practices of School Improvement Program

With the regard of Teaching learning domain as practices of continue assessment, class and home work has regularly given by teachers, student centered teaching method and tutorial support for lower learner and female students is being fair with the mean value of 3.37, 3.46, 3.52 and 3.18 respectively, while the rest, laboratory services with equipment and chemicals, library services with sufficient books, pedagogical center with enough teaching aid and individual learning needs and providing the lesson accordingly, for the result of study indicated that was poor practices with the mean value of 2.93, 2, 2.35, 2.19 and 2.52 respectively. Additionally, the result of interviews, observation and FGD also confirmed that in the sampled secondary schools were had no even though the access of laboratory room, equipment and chemical at all and the majority of schools were had no library services room with sufficient books. In the sampled schools except one school the rest were had not pedagogical center and teaching aid.

In concerning to school learning environment domain, the study to determine access of toilet for male and female separately, adequate teaching learning materials (text book, reference book and teachers guiding books) s and pure water supply in the study schools were poor with the mean value of 2.63, 2.4 and 2.29 respectively. Furthermore the information obtained from interviews question, observation and FGD also suggested that the toilet rooms are not separately available for male and female students, the majority of the study schools were had not library room and shortages of text books (Amharic, civic and ethical education, English and ICT books) and like sport and physical education subject had not even for the teachers and also shortage of reference books, additionally in all the sampled schools had not plasma access, majority of schools were high shortage of computer access with room and had not laboratory room with equipment and chemicals. Except Jain secondary schools, the rest were had not pure water supply. The school environment has attractive safety and suitability for learners were relatively good, class room with safety, attractive, suitability were medium for students and the relationship between teachers, students and parents were good with the mean value of 3.06, 3.04 and 3.22 respectively. In addition to this data gathered from interview question and observation held that the school's class room were had not more crowded but has no

attractive and lack of safety. Majority of schools teachers with students and students with principals were had good relationship but the relation among teachers and principals had poor.

Under domain of community participation, poor participation of school stakeholders. Teachers communicate with parents up on the students result were poor with mean value of 2.75, parents were giving comment and following up of students result were low with mean value 2.18, less community participating in the school improvement plan with the mean value of 2.6, schools leaders conduct evaluation up on the activity of SIP with PTA members were low with the mean value of 2.41, parents and community members were had poor monitoring and visiting the SIP practices with the mean value of 2.25, the participation of PTA members in school management were had poor with the value of 2.22. Furthermore information obtained through interviews question and FGD suggested that low community participation in the schools activities, leaders were poor conducted evaluation and meeting in the practices of SIP with PTA members, weak monitoring and visiting of community for the practices of SIP and also less participation of PTA in school managements.

With the regard of leadership and management domain, principals were had good educational managerial skill with the mean value of 3.61, schools managers and officials were had relatively medium with the mean value of 3.26, the vision, mission and objective of schools were good with the mean value 3.62, leaders were had relatively medium competency to lead and coordinate the practices of SIP with the mean value of 3.04. the remaining issue like; schools manage and directed the activity of SIC members were low with the mean value of 2.43, the mobilization and supporting of teachers to practices SIP were poor with value of 2.6, shortage of communication about SIP with teachers, students and parents and lack of adequate man powers to practices SIP with mean value of 2.43 and 2.44 respectively. Additionally the information obtained from interviews and document reviews shows that, poor managing and directing of leaders for the activity of SIP. Schools were had vision, mission and objective are clearly stated. Leaders were shortage of competency to lead and coordinate the practices of SIP. In the

sampled schools majority of teachers were teach not parallel to the qualification and except Geography, Biology and chemistry teachers the remaining subjects teachers were high shortage and even like technical drowning teachers were not available in sampled schools. Majority of principals were had acquired educational management skills.

➢ Monitoring and Evaluation activity for the Practices of SIP

For effective practices of SIP, is logical to put in to effective monitoring and evaluation technique applied. By assessing the practices of monitoring and evaluation mechanism the activities only teachers were give feedbacks on after visit how they are teach with mean value of 3.15; schools were low using of internal supervision with mean value of 2.85; SIC members has not limited time for monitored and evaluating the activity of SIP with mean value 2.41; parents and community were has not visiting the activity of SIP with mean value 2.23; SIC members were poor to providing and supporting the activity of SIP with mean value of 2.37; supervisors have fixed schedule to monitor and giving technical support while WEO experts have not fixed schedule to monitor and technical supports with mean value of 2.93. Furthermore, information from interviews, FGD and document reviews monitoring, supervising and evaluation has been prepared in the practices of SIP plan in schools level is not implemented; SIC members has not limited time for monitoring and evaluating the activity; only supervisors have fixed schedule to monitors and giving technical supports SIP activity.

➢ Factors Affect on the Practices of School Improvement Program

The finding of study revealed that all the given factors to practices of school improvement programs. The most common factors affecting the practices of SIP are; shortage of ICT center and plasma, poor collaboration of stakeholders, lack of teaching learning facilities, lack of adequate budget, shortage of technical supports from Woreda education officials and shortage of qualified teachers with the mean value of 3.98, 3.64, 3.49, 3.44, 3.31 and 3.26 respectively in addition lack of understanding about the practices of SIP are identified as factors that affect school improvement practices. Furthermore, from interviews, FGD and open-ended questionnaires on the major factors that affected the practices of SIP were; lack of adequate capacity among educational officials at Woreda each level; lack of commitment and understanding of stakeholders;

late teacher's salary payee; lack of adequate budget for the activities of SIP; high turnover of experienced teachers. All the major factors are affecting the practices of SIP.

5.3. Conclusion

There is no doubt that successful school improvement is related to systematically planning, monitoring and evaluation process which enable to increase student's achievement. In order to what matters to practices successes fully the program ; the way to prepared plan before assessing the problem, evaluating and prioritizing, encouraging key stakeholders in developing school improvement plan, enhancing community involved in school improvement plan, practices monitoring and evaluation activity, allocating sufficient budgets.

Based on the finding, the study revealed that in regarding to planning of SIP; the schools conducting self- evaluation and identifying and prioritizing the problems were low. Moreover the problem found in the sampled schools was absences of collaborative planning. This implies that the planning of SIP for implementation was found the most serious challenges to success of SIP. The finding of the study showed that lack of providing adequate training for the teachers and school staff in the practices of SIP and poor community involvement, weak participation of stakeholder (teachers, students and parents) in planning of SIP, school leaders and SIC members was lack of commitment to invite stakeholders. This indicated that low involvement and participation of stakeholder in planning and practices of SIP was found the most serious problems in the success of SIP in the secondary schools.

The finding of the study indicated that in the sampled school the implementation of SIP were at moderate level performance with respect to the four domains; making school conducive learning environment domain, teaching learning domain, leadership and management domain whereas the community involvement showed weak level of performance. The research finding on school the extent of monitoring and evaluation mechanisms and the provision of supports for school and continuous supervision made by Woreda education officials, school improvement committee, and the existences of fixed schedules for monitoring and evaluation of the performances in the implementation of

SIP were unsatisfactory. This is implied that monitoring and evaluation mechanisms were the Problems of SIP for successfully practices the sampled schools.

The findings of this research have revealed that all the points given as factors affected the practices of SIP and the degree of influence they exerted on the practices of the program were high level. Thus it showed that school facilities are factors that affected for better practices of SIP in the sampled schools. Furthermore the researcher has found related to factor affecting that the practices of SIP at educational sectors from interviews and open-ended questionnaire illustrated as; the school improvement strategic plan was prepared by school principals and few individual without getting the necessary argument by teachers and other were supportive in developing and implementing the program. Shortage of qualified teachers in each grade level, shortage of ICT center and plasma, laboratory room with chemical, pedagogical center, lack of adequate budget, very fast and high turnover of teachers, Lack of library services with sufficient books and late teacher's salary payment were identified as the major factors which affect the implementation of SIP. As a result, this clearly indicated that the schools are not effectively addressing the needs of the learner. Generally, secondary schools of the study area were low practices of school improvement program.

5.4. Recommendation

The central focusing area of school improvement program was improving student's outcomes. In order to improve student's achievements schools should be practices school improvement program properly. Therefore, based on the major findings and conclusion of the study, the following recommendations are given;

1. The finding of the study indicated that school conducting self- evaluation and prioritizing the problems was low. Then, the school principals are give awareness for the school entire community about the advantages of school conducting self evaluation and set the method of evaluation and prioritizing the problems by participating stakeholders.
2. The study showed that the school improvement strategic plan was developing by the individual school principals. The involvement of teachers, students, and community in planning of SIP was poor. To overcome the problems related to planning even in implementation, all stakeholders should be involved in the planning process. To do so school principals expected to mobilize the school community to actively participate in the planning process.
3. During the implementation of SIP, capacity building is highly important. The delivery of capacity building trainings regarding school improvement planning, community participation and monitoring and evaluation for all stakeholders were low. However, providing trainings and workshops to orient and train all stakeholders so as to avoid the dichotomy resulted from label conceptions and believe on rationales in the practices of SIP.
4. The finding indicated school improvement program implementation was low. Therefore to improve student's achievements in teaching learning process, community's involvement was critical issue. So Woreda education office, supervisor and school principals should make great effort to strengthen their relationship and by creating community forum. For more the creating enabling for school principals, students, teachers, educational office and other stakeholders at every level of education sectors.

5. According to the finding there was high shortage of school facilities to carry out SIP implementation. Therefore to solve academic problems of students, utilization of library services, use of instructional media, use of laboratory, create conducive learning environment, give students teaching needs and motivate and encourage teachers for good practices.
6. In order to solve teaching learning problems, school leaders in working collaboration with the school community, PTA members, teachers, supervisors, WEO experts, political leaders as well as GREOB, this is important to construct sufficient laboratory room with equipment and chemical, library room with sufficient books, to mobilizing the community, to get qualified teachers in each level, ICT room with excess computer, providing training for teachers and key stakeholders.
7. The findings of the study showed that allocation of budget for the practices of SIP was low. Therefore to solve the schools financial and material problems, governments should allocate sufficient additional budget (block grant), inkier the scale of school grant budget to facilitate the program and schools design additional income generation by active involvement of all the school stakeholders to solve the problems permanently.
8. The findings of study shows that the participation of PTA in school management was low, therefore the school leaders and the concerned bodies are expected to conduct meeting by giving awareness on their responsibility
9. From the finding of the study, school monitoring and visiting by parents and WEO experts was low. Therefore wereda education office heads and school principals are responsible and give attention for monitoring and evaluating for the success of SIP.

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Appendix-I

Addis Ababa University

College of Education and Behavioral studies

Department of Educational planning and Management

Questionnaire to be filled by Secondary School Principals, Supervisors and Teachers

Dear respondents: The purpose of this questionnaire is to gather relevant data that help to assess the current practice and problems of school improvement program (SIP) by secondary schools of Majange Zone. The required data is vital importance for the success of this study which is a partial fulfillment for a master's degree. You are; therefore, kindly requested to fill the questionnaire that provides necessary information on different issues related to the study. Hence, your genuine and timely responses are important for the success of this research. In this questionnaire, two types of items are included. For items that require written answer, give your response in the provided spaces corresponding to the questions and for the items which provide alternatives or scale values, please use "√" mark to show your level of agreement under one of the five scales of measurements for each item. The values for the scales of measurements are:
Vary High= 5; High = 4; Medium = 3; Low = 2; and Vary low = 1.

Note that:

- ✓ No need to write your name on the questionnaire
- ✓ Please mark only one response to a question, with alternative choices put "√" in the given box
- ✓ Write your opinion clearly for open ended questions on the space provided.

Part I

1. Background Information

1. Name of the School _____
2. Name of Woreda _____
3. Sex: a. Male ☐ b. Female ☐
4. Age (in years):
   a.18 – 30 ☐ c. 41 – 50 ☐
   b. 31– 40 ☐ d. 51– 60 ☐
   e. above 60 ☐
5. Qualification of teacher
   a. Diploma ☐ b. BA/BED/BSC ☐
   c. MA /MED/MSC ☐ d. any other ☐
6. Teaching experience in years (only for teachers)
   a. Below 5 years ☐ b. 6-10 years ☐ c. 11-15 years ☐
   d . 16-20 years ☐ e. 21-25 years ☐ f. 26 and above ☐

PART II

2. Planning the school improvement program practices

2.1 Collaborative planning of school improvement plan

Vary High =5, High =4, Medium=3, Low= 2,Vary Low=1

R/N	Items	Scale				
		5	4	3	2	1
1	The school was prepared strategic improvement plan					
2	The participation of teachers, students and parents in developing school improvement plan					
3	Community encouraged to be involved in the planning of SIP					
	Planning practices of school improvement program					
1	The trainings provided in School Improvement Program planning for all staff in the school.					
2	The school allocated sufficient budget for the achievement of teaching learning					
3	school conduct self-evaluation and prioritizes the problems at the beginning of the year					

7. List three weaknesses to plan school improvement program

a.----------

b.----------

3. School improvement program

To improve the achievement of learning outcome of students there are four domains. Please show the level of your agreement and the extent to which the mentioned activities were practices in your school based on your opinion by putting "**X**" sign in the space provided corresponding to each item under the rating scales that represents your response.

3.1The Practices of School Improvement Program

3.1.1Teaching learning domain

Indicate your agreement in the given measurement

Vary High =5, High =4, Medium=3, Low= 2, Vary Low =1

R/N	Items	Scale				
		5	4	3	2	1
1	The extent to which school practices continues assessment					
2	The extent to which Class work and home work are regularly given by teacher to the students					
3	Availability of laboratory with sufficient equipment and adequate chemical					
4	Library services is available to the students with sufficient book					
5	Availability of pedagogical center and enough teaching aid					
6	Student centered teaching method is practice in the school					
7	The extent to which Tutorial support is given to the lower learner and female students by teacher					
8	Identifying individual learning needs and providing the lesson accordingly is usual in the school					

9. List two other weakness related to the teaching and learning in the practices respect of school improvement program

a.----------

b.----------

10. List any two strength related to teaching learning in the practices of SIP to enhance students result

a.----------

b.----------

3.1.2. School Learning environment Domain

Indicate your agreement in the given measurement

Vary High =5, High =4, Medium =3, Low = 2, Vary Low=1

R/N	Items	Scale				
		5	4	3	2	1
1	School has access of toilet room for female and male separately					
2	School environment is safety, suitable and attractive for the support for student					
3	The school has enough students learning class room					
4	Healthy relationship between teacher, students and principal in the school					
5	Adequate teaching learning materials (e.g textbook, reference book, teacher guiding book)					
6	Availability of pure water supply in the school					

7. List any three other strength of your school in additional to establishing conducive learning environment

a.----------

b.----------

8. Write any three weakness of your school in relation to establish conducive learning environment

a.----------

b.----------

3.1.3. Community Involvement Domain

Indicate your agreement in the given measurement

Vary High=5, High=4, Medium=3, Low= 2, Vary Low=1

R/N	Items	Scale				
		5	4	3	2	1
1	Teacher collect the result of student and communicate with parents					
2	Parents provide comment and following upon their students learning and their result					
3	Parents involved in school improvement program planning and its practices					
4	The school leader conduct evaluation and meeting with PTA members					
5	Parents monitor and visit the teaching learning activity of the school and their students					
6	PTA members is actively participate in school management					

7. List two weaknesses in practices of SIP to the community participation

a.----------

b.----------

3.1.4. Leadership and Management Domain

Indicate your agreement in the given measurement

Vary High =5, High=4, Medium=3, Low = 2, Vary Low=1

R/N	Items	Scale				
		5	4	3	2	1
1	School mangers and officials have acquired educational management capacity to effectively practices SIP					
2	School leader mange and direct the activity of school improvement committee					
3	School has vision, mission, objective to improve the student learning					
4	The school mobilize and support teacher to practice school improvement program					
5	The competency of school leader to lead and coordinate the practice of school improvement program					
6	School has effective communication about school improvement with teachers and students					
7	School have adequate skilled man powers to practices SIP plan					
8	School principals have acquired adequate educational management skill					

9. Write two any other weaknesses of school leadership and management with the practices of SIP leader competency

a.----------

b.----------

4. Monitoring and Evaluation method

Indicate your agreement in the given measurement

Vary High =5, High=4, Medium=3, Low = 2, Vary Low=1

R/N	Items	Scale				
		5	4	3	2	1
1	WEO expert and supervisors has a fixed schedule for school monitor and technical support for the practices of school improvement program					
2	School improvement committee has limited time for meeting and evaluating the activities					
3	School give support to increase the method of teaching by using internal supervisors					
4	Teacher receive regular feedback after visiting on how they are teach in the class					
5	Parents continuously visit the school					
6	SIC continually supervised and provide supporting for school in the practices of SIP					

7. Write two additional strategies of monitoring and evaluating school improvement of the stakeholder

a.----------

b.----------

5. Factor Affected the School Improvement Program Implementation

The following are some of the major problems that affect the practices of school improvement program in the secondary school.

Indicate your level of agreement for each item under the scales that represents your opinion.

Vary High =5, High =4, Medium=3, Low= 2,Vary Low =1

R/N	Items	Scales				
	Building the Capacities of Leadership	5	4	3	2	1
1	Lack of technical support from woreda education officials					
2	Shortage of qualified teacher in each subject area					
3	Shortage of qualified principals for the required position					
4	Lack of enough teaching learning facilities in the school					
5	The extent to which Shortage of ICT center and plasma					
6	Poor collaboration among stake holders and the school to plan SIP practices					
7	Lack of understanding about school improvement program					
8	Lack of adequate budget to practices SIP planning					

9. List down any more factors the hinder the practices of school improvement program in the school

a----------

b----------

Appendix II

Addis Ababa University
College of Education and Behavioral studies
Department of Educational planning and Management

An interview Question for Zonal and Woreda Education Office Heads

Dear interviewee! The purpose of this interview is to gather data about the practices and problems of the School improvement program at secondary schools in your zone and Woreda secondary school. The type information you will provide determines the quality of the study. Therefore, you are kindly requested to give factual information for the interview.

1. Background In formation

1.1. Name of the zone_____

1.2. Name of the woreda_____

1.3. Age _____

1.4. Sex_____

1.5. Total service _____Years

1.6. Work experience as

Zone education office head____years

Woreda education Office heads _____Years,

1.7. Qualification a. Diploma ( ) b degree ( ) c. MA ( )

1.8. Area of specialization_____

2. Do you bring training in school improvement program?

3. Is the school leader has enough and competent to practice school improvement program?

4. How does your office is give mentoring and evaluation technique to support the practices and planning of school improvement program?

5. Did you arrange any training for school principals and SIP committee in the practices and planning of SIP?

6. Could you mention other factors that affect practices of school improvement in your woreda, cluster schools?

7. What kind of solution is suggested to solve such problem?

Appendix-III

Addis Ababa University

College of Education and Behavioral studies

Department of Educational planning and Management

Interview guide for school principals and cluster supervisors

First, I would like to thank you for consulting to spend your time to discuss with me. The purpose of the interview is to gather data about the practices and problems of SIP in your woeda/ cluster schools. 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. You are kindly requested to provide genuine information.

1. **Background In formation**
   - 1.1. Name of the woreda school_____
   - 1.2. Age _____
   - 1.3. Sex_____
   - 1.4. Total service _____Years
   - 1.5. Work experience as principals____ years and supervisor _____Years
   - 1.6. Qualification a. BA/BED/BSC ( ) b. MA /MED/ MSC ( )
   - 1.7. Area of specialization _____

2. Do you provide any workshop or training for teacher and SIP committee on the planning and practices of school improvement program?

3. How do you explain the competency of school leadership to practices school improvement program in the school?

4. How do you explain the method of monitoring and evaluating the activities of SIP in your cluster /school?

5. Explain your effort to make the school environment of the classroom is conducive for learning?

6. Explain the extent to which technical support is given to the secondary school to facilitate the practices of SIP?

7. What about the access of necessary material like student text book, computer and computer room plasma, laboratory and other SIP material school facilities?

8. Explain any effort to made increase the awareness of SIP committee stakeholders to practices SIP? What is the involvement in the present?

9. To what extent does the school principal provide supervision and support department heads and teachers to meet the purposes of the school improvement?

PartV. Document Review

1. 3 years strategic plan
2. SIP documents

Appendix-IV

Addis Ababa University

College of Education and Behavioral studies

Department of Educational Planning and Management

Observation Checklist for Majange zone Secondary Schools

Name of woreda ----------

Name of the school ----------

No.	Items	Measurement	Sampling schools			
			Jain	Tenshu metti	Kumi	Gelasha
1	Attractive school compound	v. good				
		Good	X	X		
		Poor			X	X
		v. poor				
2	Access of Water supply	v. good				
		Good	X			
		Poor		X	X	
		v. poor				X
3	Toilet for female and male students separately	v. good				
		Good	X	X		
		Poor			X	X
		v. poor				
4	Enough learning class room	v. good				
		Good			X	X
		Poor	X	X		
		v. poor				
5	Student text book with each subject	v. good				
		Good		X		
		Poor	X		X	X
		v. poor				
7	Library with sufficient books	v. good				
		Good				
		Poor	X	X	X	
		v. poor				X
8	Laboratory with enough equipment and chemical	v. good				
		Good				
		Poor				
		v. poor	X	X	X	X
9	Pedagogical center with available teaching aids	v. good				
		Good				
		Poor	X	X	X	X
		v. poor				
10	ICT room with functional computer	v. good				
		Good				
		Poor	X	X		
		v. poor			X	X

Appendix-IV

Addis Ababa University

Department of Educational Planning and Management

Focused Group Discussion Questions for vice principals schools SIP and PTA committee

Dear SIP Committees; The main objective of this discussion is to gather information for the study on the practices and problems of School Improvement program in majange zone secondary school. You are; a members of school improvement committee in the school. Therefore, kindly requested to provide necessary information on different issues related to the study. It is very important that you provide honest responses as freely as possible.

1. School improvement committee is functional in your school?
2. Do you participate in formulating school improvement strategic plan?
3. What are your roles to creating conducive environment and the community mobilize in the practices of school improvement program?
4. What is the method of teaching in the class room? Is student centered or teachers centered? identify and discuss it
5. How do you describe the relation of parents, student and teacher in your school to practices SIP?
6. Is there any factor that affect in the practices of school improvement program? Please explain?

Appendix-V

አዲስ አበባ ዩኒቨርስቲ
የድህረ ምረቃ ትምህርት ቤት
በሥነ ትምህርት ኮላጅ የሥነ ባህርይ ጥናት ክፍል
የትምህርት ማሻሻያ ማዕቀፍን የሚመለከት መረጃ ማሰባሰቢያ መጠይቅ
በወሊጆ መምህር ተማሪዎች ህብረት እና በት/ቤት ማሻሻያ ኮሚቴ የግሩፕ የመወያያ

መመሪያ

ውድ የወላጅ መምህር ተማሪዎች ህብረት እና የት/ቤት ማሻሻል ኮሚቴ አባላት፡

ይህ የመውያያ ርዕሰ በሁለተኛ ደረጃ ት/ቤቶች ያለውን የት/ቤት ማሻሻያ መረሀ ግብር አተገባበር በሚመለከት መረጃ ማሰባሰብ ነው፡፡ ሰለሆነም የውይይቱ ዋና አላማ ሰለ ት/ቤት ማሻሻል መረሀ ግብረ አተገባበር ላይ የሚደረሱ ና የደረሱ ተጸኖዎችን የምንወያይበት ሲሆን በወይይታችን ላይ ለአተገባበሩ የተደረጉ ጥረቶችንና ባጋጠሙ ችግሮች ላይ የተወሰዱ መፈትሄዎችን እያነሳን እንወያያለን፡፡ሰለሆነም ይህ መረጃ የተፈለገው ለሁለተኛ ዲግሪ የማሟያ ጹሁፍ ለሆነው ለዚህ ጥናት እጀግ ወሳይ ነው ፡፡ በመሆኑም ከዚህ በታች በተነሱት ጥያቄ መሰረት ያለትን የማሻሻያ አተገባበርና ችግሮቹን በጥልቀት አንሰተን እንወያይባቸዋለን፡፡ ሰለሆነም በግሩፕ እንቀመጥና በቀረበው ጥይቃ ላይ እየተነጋገረን ሀሳባችንን እናሸራሽር፡፡

1. የት/ቤት ማሻሻያ መረሀ ግብር በት/ቤት ትግባራዊ ሆኖል
2. የት/ት ቤት የ3 ዓመቱ የማሻሻያው የዕቅድ ዝግጅት ላይ ተሳትፋችኃል;
3. በመማሪያ ክፍል ወሰጥ የማሰተማሪያው ሰነ ዘዴ ተማሪን ያሳተፈ ነው ;
4. ተማሪዎች ከት/ቤት መልሰ እንዲያጠኑና የቤት ሰራዎችን እንዲሰሩ እንዲሁም የተማሩት በመከታተል የተሻለ ወጤት እንዲያሰመዘግቡ ያበረታቷቸዋል
5. የት/ቤት ማሻሻያ መረሀ ግብር ሰልጠና ወሰዳችኃል
6. የት/ቤቱ ቅጥር ግቢ ንጹህና ማራኪ እንዲሆን የእናተ ተግባራት እንዴት ይገለጻል ምንሰ አከናውናችኃል
7. ክትትልና ደጋፍ ታደረጋላችሁ; በምን አይነት ዘዴና ጊዜያት
8. ለችግሮች የምትወሰዷቸው መፈትሄዎች ምንምን ናቸው

Declaration

I declare that this thesis is my original work and has not been presented for a degree in any other university and that all sources of materials that I have used or quoted have been duly acknowledged and indicated by means of complete References.

Name _____

Signature_____ Date _____

Date of Submission _____

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

Name _____

Signature_____ Date of Submission_____