

**ADDIS ABABA UNIVERSITY SCHOOL
OR GRADUATE STUDIES**

**A Study on School Level Factors
Influencing Students' Achievement in
Selected Primary Schools in the
Amhara Region**

By

Erkyhun Desta

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**A STUDY ON SCHOOL LEVEL FACTORS
INFLUENCING STUDENTS' ACHIEVEMENT IN
SELECTED PRIMARY SCHOOLS IN THE
AMHARA REGION**

By

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TABLE OF CONTENTS

Acknowledgments.....	i
List of Tables	ii
List of Appendices	iv
Abstract	v
CHAPTER - I	1
1.1 Back Ground of the Study	1
1.2 Statement of the Problem	4
1.3 Research Questions	5
1.4 Significance of The Study	6
1.5 Delimitation and Limitation	6
1.6 Definition of Terms	7
CHAPTER - 2	9
Literature Review	9
Introduction	9
2.2 Development of Researches on Quality of Education	9
2.2.1 Studies Made on Quality of Education in some Developed Countries..	12
2.2.2 Studies Made on Quality of School in some Developing Countries.....	15
2.3 Major Factors that Influence Quality of Education	22
2.3.1 Specific Variables that Make Schools Effective	25
2.3.2 Specific School Variables that Influence Students Achievement	29
CHAPTER - 3	33
Methods of The Study	33
3.1 Research Variables	33
3.2 Source of Information	34
3.3 Instrument used for Data Collection	34
3.4 The Sampling Procedure	36
Data Collection Procedures	37
3.5.1 Tryout Instruments	37

3.5.2 Data Collection	38
3.4 Data Analysis Method	38
CHAPTER FOUR	39
Results	39
4.1 School Conditions	39
4.2 Characteristics of School Management	48
4.3 Characteristics of School Teachers	53
4.4 Conditions of The Classroom Teaching-Learning Process	67
4.5 Characteristics of Students in the Sample Schools	73
CHAPTER FIVE	84
Summary, Conclusions and Recommendations	84
5.1 Summary	85
5.1.1. General Conditions Of Schools	85
5.1.2. Efficiency Of The School Management	86
5.1.3. Characteristics Of Teachers In Sample Schools	87
5.1.4. The Characteristics of Classroom Teaching Learning Process	88
5.1.5. Major Characteristics of Students	89
5.2 Conclusion	92
5.3 Recommendations	94
5.3.1 Suggestion to Improve Schools	94
5.3.2 Implications for Future Studies	95
Bibliography	97

List of Tables

Table:3.1 Sample schools and the Number of Respondents.....	37
Table: 4.1.1 Physical Conditions of Sample Schools	40
Table: 4.1.2 The Rate of Promotion and Repetition Level of Students	41
Table: 4.1.3 Availability of School Facilities and Equipment.....	41
Table: 4.1.4 Availability of Functional Services	42
Table 4.1.5 Number of students provided Text Books (1:1 or 1:2 Ratio)	43
Table 4.1.6 Number of Students Without Textbooks	44
Table 4.1.7 Textbook Provision 1 for 3 or more Students.....	44
Table 4.1.8 Number of Curricular materials not Provided for Teachers.....	45
Table 4.1.9 Main Income Sources and Budget allocation Areas of the sample schools.....	46
Table 4.1.10 Participation of Various Groups at School Activities.....	47
Table 4.1.11 Major School Problems mentioned by Teachers	47
Table 4.2.1 Aspects that Affect the Directors' Motivation for their Profession.....	49
Table 4.2.2 Time Management by Directors for Different Activities.....	50
Table 4.2.3 Type of Meetings conducted by Directors	50
Table 4.2.4 The level of Collaboration of Various Groups in School Activities.....	51
Table 4.2.5 Level of Co curricular Activities Functioning in the Sample Schools ...	52
Table 4.2.6 Teachers Responses on Director's Assistance by percent	53
Table 4.3.1 Number of Teachers in the Sample Schools.....	54
Table 4.3.2 Main Characteristics of sample Teachers	55
Table: 4.3.3 Percentage of Teachers by Career Structure	56
Table: 4.3.4 Teachers' Responses on Conditions that affect their Motivation.....	56
Table 4.3.5 Teachers' Responses about their Interest on Teaching.....	57
Table 4.3.6 Groups that Make High Collaboration with Teachers	58
Table 4.3.7 Teachers' Problem on Lesson Planning.....	59
Table 4.3.8 Number of Teachers Involved in Co curricular Activities.....	60
Table 4.3.9 Number of Absent Teachers	61
Table 4.3.10 Causes for Teachers' Absenteeism	62
Table 4.3.11 Teachers' Positive Rating about their Mastery of the Profession.....	63

Table 4.3.12 Teachers Rated by Department Heads and Supervisor Teachers.....	63
Table 4.3.13 Teachers' Characteristics as Rated by students by Percent	65
Table 4.3.14 Number of Teachers by Number of Subjects they Teach	66
Table 4.4.1 Physical Conditions of the Observed Classrooms	67
Table 4.4.2 Responses of Teachers on using Variety of Teaching Methods	68
Table 4.4.3 Responses of Teachers on using Variety Assessment Techniques	69
Table 4.4.4 Number of Responses of Students on the Frequency of Assignments..	70
Table 4.4.5 Students' Response on Subjects Assignments was not provided	70
Table 4.4.6 Responses of Teachers on Using Variety of Teaching Aids.....	71
Table 4.4.7 Average Percentage of Teachers' Responses on Time Managing.....	72
Table 4.4.8 Average Responses of Time Utilization by Teachers for one Period (minutes)	72
Table 4.4.9. Major Characteristics of Teachers Observed in Classroom.....	73
Table 4.5.1 Number of Students by Distance from Home to School.....	74
Table 4.5.2 Parents Education Level by Percent (N=80 in each school)	75
Table 4.5.3 Number of Students by Occupation of their family	75
Table 4.5.4 Number of Students with the Necessary Facilities at Home ((N=80 each school).....	76
Table 4.5.5 Number of Students with had Pre school Experiences (N=80 in each school).....	77
Table 4.5.6 Number of Students by Study habits.....	77
Table 4.5.7 Percentage of Students Responses on Time utilization for Different Activities (N=80 each).....	78
Table 4.5.8 Number of Responses on Difficulty of Subjects.....	79
Table 4.5.9 Subjects Selected for Further Study by Students	80
Table 4.5.10 Characteristics of all Students as Responded by Teachers' (%).....	81
Table 4.5.11 Characteristics, of by Some Students as Responded by Teachers	82
Table 4.5.12 Major Characteristics of Students observed in Classroom Learning....	82

List of Appendices

Appendix 1	Check List About the School	100
Appendix 2	Document Inspection	103
Appendix 3	Questionnaire for Director	106
Appendix 4	Questionnaire for Teachers	110
Appendix 5	Classroom Observation	115
Appendix 6	Questionnaire for Department Heads and Supervisor Teachers.....	118
Appendix 7	Questionnaire for Students	119

Abstract

This study was conducted in order to describe school-based factors/ characteristics that have the most powerful effect in the determination of students' learning outcomes. Hence the main purpose of this paper was to examine, compare and identify the salient differences and similarities exhibited in the two groups of schools, selected as high and low achiever schools in the ' National Assessment Study' tests conducted by National Organizations for Examinations (NOE) in 1999/2000 with regard to students' learning achievements..

Accordingly, the general conditions of the directors, teachers, and students of the 6 sample schools and the classroom interactions were used as main data sources for this study. In collecting the required data, direct observations and questionnaires were applied. In line with this the required information was mainly collected from 6 school directors, 140 teachers, 480 students, and from 36 classroom observations.

The collected data was organized, analyzed and discussed based on the research questions. The result showed many inconsistent differences on distance of schools from zone towns, supports made by education officials, students teacher ratio, directors' instructional support, teachers' feeling on mastery the profession, absenteeism 5rate, students attitude towards instruction, teachers and subjects. On other areas similarities, were also observed on problems of facilities, instructional materials, qualification and experiences of teachers, classroom conditions, and the teaching styles.

As a whole, by answering the research questions, concluding the findings and by considering the experiences achieved necessary recommendations were given on two major areas what to be improved for schools and what to be stressed for conducting further studies. Attention should be given to the schools, in supporting them with facilities, equipments, instructional materials, and qualified manpower, and other measures have to be taken in solving their problems. The other suggestions indicate the need of emphasis on that school based study that should be, used as bases for all other further studies as regards to the improvement and effectiveness of schools in particular and to the education system in general and on policy concerned issues too. Thus, conducting similar studies require repetition not only in a one shot but also in a longitudinal dimension

CHAPTER ONE

1.1 Back ground of the Study

Education is an important means for economic and social development of a country. As a result of this, expanding schools, allocating adequate finance, training educational personnel, facilitating schools with the necessary equipment and instructional materials are highly required for enhancing the development of education if the aspired goal is to be achieved.

Although much have been done in the educational sector development, still the major problems are not yet solved; inaccessibility, inequality, inefficiency of school management, low school-community relationship and poor performances of pupils are some of the educational system drawbacks to be mentioned. These problems are the indication of poor quality of education. The deficiency of education or the problems mentioned above are obviously caused by different factors. The low economic and social development, lack of attention given by governments to education and others are the main causes for educational problems in a country.

Schools are main centres where the process of education is observed and where the level of quality of education is actually measured. The efficiency and effectively which has and implication on quality of a school is measured by the students' learning performances both in cognitive and non-cognitive areas. Although many factors outside the school, such as the family, peers, and the community could play certain roles, schools make the major influence on pupils learning achievement in developing countries as compared to the developed ones whereas non-school related factors (pupils 'background) are more dominant in developed countries than in developing countries. (Fuller, 1987)

More often lack of quality is one major problem in education. Effectiveness of schools in general and efficiency of teachers in particular are the main focus areas, on quality of education. Researchers have showed that much variation was observed on quality issues between the developing and developed countries. For instance, Fuller (1987) has mentioned the average time spent for a child in developed countries is about 900 hours, whereas in developing countries it is 500 hours per year. Moreover in 1985 the cost per primary school pupil in developing countries was about 50 times lesser than in the developed countries. This

indicates that for the betterment of education relevant input has a role to play in enhancing the quality of education.

It was also mentioned that, spending much money per pupil is not the only factor that influence pupils' effort on achievement but other factors also contribute directly or indirectly to school quality in general and to pupils achievement in particular, This include home background of pupils, pupils' character, empirical research practices on teaching and classroom organization, school and contextual factors, instruction and classroom management, school improvement policies and others.

Different factors make different impacts on pupils' achievement. Family background of students, for instance, has much effect on achievement especially in acquiring written literacy in indigenous language, whereas school level quality is very helpful for achievement in subjects that are foreign to the home (e.g. maths). Instructional materials and the process can also have greater effect than the quality of facilities, time spent in teacher training, the salary of teachers and class size (Fuler, 1987, in International Encyclopaedia of education 1995:4865). Furthermore Fuller has summarized the factors that influence the quality of schools into three major areas;

- Allocating school inputs, including higher quality teachers, and more and better instructional materials.
- Improving pedagogical practices and how teachers mobilize instructional materials
- Altering school management so as to empower local actors and boost teacher effectiveness.

These are basic areas to investigate any quality of education so as to understand the weakness and strength of schooling system of a country. As a whole, quality of education is determined in one-way or another by considering one or all of the factors indicated above.

Like in any developing countries, Ethiopia has a lot of educational problems, such as low level of enrolment ratio, inequality of educational provision with regard to gender and location, low level of quality of education, less expenditure to education and low literate rate which is below 50%.In this regard the decline of the quality of education in the past few decades, it was clearly stated in the Education and Training policy as follows; "it is known that our country's education is entangled with complex problems of relevance, quality, accessibility and equity inadequate facilities, insufficient training of teachers, over crowed

classes shortage of books and other teaching materials, all indicate the low quality of education provided” (MOE, 1994).

One of the major objectives of formulating the new policy was to expand quality and equity of primary education in the country. Based on the policy various changes have been made on the education sector. The decentralization system of management, expansion of schools and training institutions at all levels, the restructuring of the school system such as 8 years primary and 4 years secondary levels with two cycles at each level, utilization of ‘nationality languages’ as medium of instruction and the preparation of curricular materials at various levels are the major ones to be mentioned. Moreover, the Education Sector Development Programme (ESDP) has been applied in 1997/8 for further implementation of the policy in general and to enhance access, efficiency quality and equality in particular.

Nevertheless the problems are not yet solved. According to the Education Statistics Annual Abstracts(MOE, 1999/2000), the pupil teacher ratio shows 56:1 for primary and 44:1 for secondary schools while the average number of students per section is 66.4 for primary and 74.9 for secondary schools. Schools were also supplied poorly with facilities, for example those that have water supply are 45.3%, latrine 29.7%, clinic 2.2%, School Pedagogical Centers 7.1%, library 38.6% for primary and 94.9% for secondary schools

Wastage is another major problem observed in educational development of Ethiopia. The recent MOE statistics (1999/2000) indicated that the rate of dropout and repetition of students for grade one was 1/3 and 1/5 respectively. However the total average dropout and repetition rate in the same year was 18.9% and 8.2% respectively (but 28.2% for Somalia and 30.8% for Gambela regions). Other problems are also observed high wastage of education, inadequate facilities, shortage of books, insufficient training of teachers, long distance of schools from home to school and other.

Students’ Learning achievement is among the problems. In this regard, the National Organization for Examination (NOE) has conducted an assessment ‘National Baseline Assessment Survey on Grades 4 and 8 Students’ Achievement’ in 1999/2000. The study was applied in 272 sample primary schools, 10,600 and 4,748 students of grades 4 and 8 respectively. In addition, 1,227 teachers and 272 school directors were used as source of information.

Concerning instruments for data collection, achievement tests were developed on basic reading comprehension skills (on the instructional language), English, maths and Environmental sciences to grade 4 students and other tests on English, Maths, Biology and Chemistry for grade 8 pupils.

Sex, age, location, regions, instructional languages and other factors were used for comparing the findings. Finally, the result showed that the total average mean scores vary by subject areas, basic reading comprehension (64 %), English (40.5), maths (39%) and in environmental sciences (48.3%) for grade 4 pupils, whereas the variation for grade 8 students was in English (38.7%), Maths (47.2%), Biology (47.2) and in Chemistry (40.3%). Except in English the Amhara region stands high in all areas of grade 4 student results. Furthermore, among the 20-best achiever schools selected from the samples, 12 schools for environmental science, 11 schools for basic reading comprehension, and 8 schools for math achievement were from Amhara region

As a whole the findings of the study showed a significant difference on pupils' achievement among schools as well as among regions that require further investigation. Thus school related factors, perhaps, could be the major factors that affected the differences of achievements between the schools in order to answer some questions. Is it due to the differences on the quality of teaching force? Instructional materials? Educational resources? Management qualities? or other school factors? These all led the researcher to identify and analyse the prevailing school characteristics that influence the differences, particularly in the Amhara region.

1.2 Statement of the Problem

The level of school quality is usually depicted by the level of students achievement. The achievement of students, on the other hand, is determined by various internal and external school factors. Quality of the teaching force, quality of instructional materials, efficiency of school management and home factors or students home background are the influencing factors of students achievement. As a whole the school factors have the most power in the determination of students outcomes.

According to the findings of the “National Assessment' Baseline Study” the schools in the Amhara region were found to be better achievers relatively than other regions on some of the tests given in particularly at grade 4 levels. The investigation on the factors that made the difference in achievement is the focus of this study, such as the quality of school leadership, teaching force, instructional materials, the classroom teaching learning process and the students behaviours.

In line with this it drew out attention to investigate particularly school based factors that affected to the higher or lower achievements of students on the given 'National Assessment' tests in some selected primary schools in the Amhara region. The intentions of this study were;

1. To examine the possible school conditions or factors that influenced or hindered the achievement of students in the selected sample schools,
2. To compare the different school characteristics exhibited between the high and low achiever schools and
3. To provide factual information to the pertinent body for improving school conditions or for conducting further studies on school characteristics.

To attain these objectives the researcher has tried to compare between high and low achiever selected schools on some specific issues related to school management characteristics, instructional facilities, instructional process, teachers' and students' behaviours. In general the study was designed to answer the following research questions. .

1.3 Research Questions

This study was designed to investigate the characteristics of the selected sample schools by answers by the following questions.

1. Do sample schools have appropriate physical conditions, facilities, equipment, instructional materials, class size, income source for the betterment of the learning activities?

2. What is the potential level of school management to effectively run the teaching learning process?
3. To what extent schoolteachers are efficient in qualification, experiences, teaching performances and other behaviours?
4. To what level the classroom conditions are adequate and conducive for effective teaching learning process?
5. Do students show positive attitudes towards the subjects and teachers' behaviour and get the necessary supports at home and at school?

1.4 Significance of the Study

Various educational studies have been conducted mainly on three areas in education system input, process and outcomes. The studies made in these areas vary in character, purposes and methods or techniques of investigation. In particular the former two variables, input and process, are considered as major determining factors for the last one, outcomes. Nevertheless, the three areas of studies are interrelated or complimentary to each other to show the success or quality of educational activities.

Accordingly, this study was planned to find out the characteristics of schools that affect the differences of students' achievement. Thus, understanding the differences between the selected high and low achiever schools, which were identified by the result of 'National Assessment' Study, could give some hints to improve the weakness and enhance the strengths of the school characteristics and finally to suggest what interventions are required on the improvements of the input and process areas

1.5 Delimitation and Limitation

A study on the effectiveness of school needs adequate information and ample time for investigation of the changes undergoing in the school system considering the internal and external conditions. To understand the effectiveness of schools adequate information is required about students' home background, the economic, cultural, and social and environmental situations of the school. But this study, as a case study, was limited only to investigate some specific school related factors, such as, characteristics of teachers, pupils,

directors, classroom environments and instructional resources on limited number of schools only in Amhara Region.

Achievement tests have not been used as an instrument of the study due to the fact that the sample schools were already identified on the basis of the 'National Assessment' test results that identified schools as higher and lower achievers. In other words the particular purpose of this study is to identify the variations of the school characteristics or to answer the question 'Why did these schools achieve better result than the others in the given test?'

Much of the information in the literature are based on experiences of other countries due to the fact that there is lack of similar studies in our own country.

Because of the inaccessibility or lack of public transport some school with high and low achiever schools were not reached.

1.6 Definition of Terms

In this paper terms like 'National Assessment', students' achievement and others are repeatedly used. These and other terms should be understood as follows;

National Baseline Assessment: The study conducted by National Organization for Examination (NOE) to evaluate the minimum-learning competency of grade 4 and 8 pupils in 276 primary schools in 1999/2000 academic calendar.

Students Achievement: Pupils' test results on specific subjects in the given National Baseline Assessment. (Reading ability in Nationality Language, English, Maths and Environmental science for grade 4 and English, maths, Biology and chemistry for grade 8 pupils.)

Primary schools: Government schools having only 1-8 grade level.

High Achievers schools: Those sample schools selected for the study with above 50% average mean score in English and maths tests on the "National Assessment' Study."

Low Achiever school:- Those sample schools selected for the study with below 40% average mean score in English and math tests on the "National Assessment' Study."

SPC; School Pedagogical Centers organized in each school for producing instructional materials for teaching learning activities.

TTI; Teachers Training Institute for used for one year after completing grade 12

ESBU; Elementary Schools Building units which had been used functioning by 1950's and 1960's in Ministry of Education

12+2; a two year college training for diploma level

Two groups of schools it is used to substitute the idea 'the high and low achiever schools'

CHAPTER -2

LITERATURE REVIEW

2.1 Introduction

The main purpose of primary education is to enhance national development (economic and social), expand literacy and to give basis for further training and self-education. To attain such major aims various strategies were designed and implemented, in order to expand schools. But expansion of schools alone is not adequate for the development of quality unless various techniques are employed for school improvements..

The decrease of school expenditure on one hand and the rapid increase of enrolment rates on the other hand attributed to the poor quality of schools in general and low level of students' achievements in particular. Accordingly; the policy makers and stakeholders have become aware to turn their attention towards improving school effectiveness or quality of schools .In other words the demand of school quality has grown up and enhanced the movement of various researchers to identify factors of school effectiveness and school improvement at different level and places. The findings of various studies show that school quality researches capitalize on the need of conducting efficiency of schools.

The discussion of this literature deals with some theoretical basis and research findings of factors that affect school performances. School-based factors that influence better achievement of students are the focal areas of the discussion.

2.2 Development of Researches on Quality of Education

'Quality of school' is an aspect of educational process or change in the environment, in which students learn so that the change produces detectable gains in their learning. Different people define the concept of 'quality of school' differently. For instance, Chantavanich, (1990) defined quality as tantamount to more passed students, well equipped with facilities, low teacher student ratio and long service of school personnel. Fuller (1986) relates school quality with the level of (a) material inputs allocated to schools per pupil

(resource concentration) and(b) efficiency with which a fixed amount of material inputs are organized to raise the students achievements. Chinapah (1983) measures 'school quality' by the level of salaries of teachers, availability of school facilities and services as major issues that bring change.

A study on quality of schooling is usually associated with the concept of school improvement and school effectiveness researches. There is a great deal of complement and overlap between school improvement and school effectiveness perspectives. School effectiveness research refers mostly to quantitative input-output analysis of data from large scale surveys to identify the significant system of schools, whereas school improvement research relies on qualitative areas or process variables, including an understanding of which inputs are more significant (Craig 1995). Chantavanich (1990) associates school efficiency with students' achievements, school community relation, access, opportunity and wastage free education.

The International School Improvement Project (ISIP) defines the concept 'school improvement' as a systematic, sustained effort aimed at change in learning conditions and other related internal conditions in one or more schools with the ultimate aim of accomplishing educational goals more effectively (Marsh 1988 p. 4). Such definition further points out that changes are much more a matter of implication at school level, that requires carefully planning and managerial process and collaborations of teachers and school leaders .

Thus the concept of school improvement is more than just a classroom change, it also supposes attention to other related internal conditions such as the curriculum, the school organizational structure, local policy, school climate, relations with parents and so on. In short school improvement is related to the classroom and the school aspects; or it is content and process oriented (Hopkins, 1987: 5). Both school effectiveness research knowledge and school improvement practices help to look at the problems of how to make school effective, and as a result they complement each other (Craige, 1996).

Different people have different views on factors that influence the achievement of pupils. For instance Foshay (1995) suggests that changes can be initiated through one of the following five factors.

- School principal or the school administrations (directly/ indirectly)
- School community

- Materials of instruction including examination systems
- Teachers (by altering their belief about what should be taught to whom, and how?)
- Students (by altering their beliefs ,goals and purposes.)

Hopkins (1998) argues that similar structure and curriculum of schools do not produce similar outcomes, but what mostly accounts is the quality of interaction between resources, individuals, societal norms and the culture or climate of the school. In other words he emphasizes the process aspect of education. Many evaluative studies indicated that the important bodies for school improvement include; leadership of the principal commitment of teachers; comprehensive and continuous staff development and others (Marsh, 1988:5).

In particular the internal condition of the school was assumed as a prime factor for change, and the most crucial place that effect educational change is at the level of the teaching –learning process in classrooms. According to Hopkins (1992: 193) internal features refer to an emphasis on the teaching - learning process, agreement on goals, a supportive learning climate, high expectations and so on (p193). Quality schooling occurs when these and similar features are embedded within the fabric of the school as clearly emphasized by Craige (1995) as follows.

The central role the individual school plays in raising students achievements is often over looked. Providing inputs like textbooks and materials, teachers training, supervisory supports, and facilities are all important and often the focus of national policy initiatives. However, there are other school level factors many of which are process related, like effective leadership, school flexibility and autonomy, school climate, and the teaching –learning process which also have a significant influence on student learning (Craig, 1995).

From the above discussion one can conclude that school quality is measured not only by input factors, but also by school interaction in general and by the classroom teaching conditions in particular. Coleman’s (1966) conclusion stressed schools have little or no effect on students achievement after effects of family background variables have been considered, was the main cause of various studies to focus on school effectiveness and school improvement areas both in developed and developing countries. His study “Equality of Educational Opportunity “ was conducted in the United States, and designed in connection with the ‘Civil Rights Act’ of 1964 that concerned the public educational institution at all levels. It was the time when individuals were being denied equal educational opportunities for reasons of race, colour, religion, or national origin. Based on its large samples(650, 000

pupils, 60,000 teachers and 4,000 schools), the study investigated the five concepts of inequality of educational opportunity such as (1) inequality defined by degree of racial segregation; (2) inequality of resources inputs from the school system;(3) inequality of inputs as weighted according to their effectiveness for achievement;(4) inequality in intangible resources such as teachers' moral and;(5) inequality of out put of schools.

The study highly stimulated further researches on equality of educational opportunity issues in US, mainly because of its “unexpected” and “shocking” results showing the limited extent to which variation in achievement was accounted for by school environmental factors. Coleman et al. (1966:325) as cited by Chinapah (1983: 34) concluded that

Taking all these results together, one implication stands out above all; That schools bring little influence to bear on child's achievement that is independent of his background and general social context and that this very lack of independent effects means that the inequalities imposed on children by their home neighbourhood, and peer environment are carried along to become the inequalities with which they confront adult life at the end of school.

This shows that home/family background was assumed as consistently and significantly influential on scholastic performance of children than other school factors;

Other researchers like, Plowden (1967) and Keeves (1972) had also similar findings that stress the significance of home factors in influencing the children's scholastic performance. Thus findings of Coleman and others caused an extensive debate among researchers in the US.As a result, the Coleman's report was highly criticized mainly on the methodological shortcomings “inadequacy of the measurements utilized, imprecise manipulation of those measures, and inappropriate statistical analysis of these measures” (Chinapah,1983)

In confirming to the above arguments Fuller concluded that researchers have been preoccupied with discovering whether Coleman's conclusion was true or not. Later on, it was found out that material factors in schools especially; textbooks and writing materials could influence student's performances more in developing countries than in developed ones. Other researchers also proved that about 12 to 18% of variance in students outcomes could be attained by classroom and school factors (Reynolds,et al 1994 : 20)

2.2.1 Studies Made on Quality of Education in Some Developed Countries

As reviewed by as Reynolds et al. (1994) many school effectiveness researches have

been widely undertaken in many countries, for example, in USA, Britain, Canada, Hong Kong, Norway, Taiwan , and others. For example, in Canada, Studies on school effectiveness, examined three major areas; school climate, effective leadership and teacher effectiveness; whereas the research experience in Hong Kong focused on styles of principal leadership and organizational climate. In other words the findings in Hong Kong stressed the importance of organizational factors in determining school performance. In such a way the emphasis of studies in Hong Kong was directed from input intervention to the improvement of management process and to associated work on school effectiveness.

The Norwegian research experience on school effectiveness in 1960's and 1970's was another example that stressed not only the importance of individual school and its effects on student learning but also their relevance to school effective system of research. In particular the comprehensive schooling and the new grade nine year compulsory school system were basic references for running variety of school effectiveness researches, such as, on effects of streaming procedures, school size centralization of schools and content matter. For instance the study made by Tveiten (1975) on school culture and climate concluded that the climate variation between schools was quite large, despite a common curriculum and specific regulation of school and classroom sizes. One factor above all he mentioned is that the head teacher's support and relationship with the staff has strong effect on the climate. Such factor combined with a factor, entitled ' teacher involvement and cooperation' count for about 56% of the total variation in school climate (Reynolds, 1994: 3)

As regards classroom and the learner variables, Birkemo (1986,1988) as cited by Reynolds,(1994:28) argued that clear, understandable information given by the teacher and positive social interaction between students and between students and the teacher were of great significance in determining student achievement and development in math and Norwegian. Methodologically, the majority of Norwegian survey studies were based on questionnaire and interviews with teachers and students and, in other words emphasis was on case studies of school organization, school culture, classroom practices and attitude to school (Reynolds, 1994)

According to Reynolds' classification the development of school researches in USA had three distinct periods the 1966-1979, 1979-1985, and those after 1985 .The first period (1966-1979) was known by Coleman report which caused an argument period both to confirm and to disprove the findings and methodologies applied by Coleman.. Accordingly Klitgaard

and Hall (1974) argued convincingly that the previous studies of school effects relied on averages results of all schools rather than individual school, and its particular inputs as unit of analysis in a sample on out put data, typically achievement scores. However, the 1979-1985 period was known on conducting various studies particularly on school effectiveness. The period after 1985 was also understood for making further studies continued both on school effectiveness and school improvement movement. During this period various researches were conducted in several identified subtopics within school effects research that include; consistency and stability, theory development, the contexts multilevel nature and interaction of teacher and school effects as mentioned by Teddlie & Roberts ,(1993)

Studies in Taiwan emphasised on teacher effectiveness at first, and on school variables and societal factors next. Accordingly several researches were applied on school effectiveness at the level of measurement of teaching classroom and instructional factors.

The studies on school effectiveness and school improvement in UK, on the other hand, emerged lately as compared with other countries but has contributed a genuine intellectual progression in the body of knowledge and methodological sophistication and had strong base with size of school effects, differential school effectiveness and consistency of school effects over time at school level. Accordingly five key questions were the focus areas of investigation in the field of school effectiveness research.

- Do schools have effects up on pupils?
- Are schools equally effective upon different aspects of pupil development?
- Are schools consistently effective or ineffective over time?
- Do schools have the same effects up on all pupils?
- What are the characteristics of effective school organizations?

Various researchers have tried to respond to these basic questions. For instance Mortimore and his colleagues (1988) as cited by Reynolds (1994:37) proved that school effects could be attained not up on at a point of time but upon progress over time, that schools might be differentially effective in different areas between the academic and social outcomes, between subject departments and between particular subject and aggregate results, that the performance of schools also varies in the ways that they have impact upon boys and girls and in their effects up on pupils of different ethnic groups, with some schools narrowing the gaps between these different groups over time and some widening the gaps. (Reynolds et al, 1994: 39) This

shows the idea that schools as changing, dynamic and relatively unstable enterprises which are changed by children' as they change the children themselves. (Willms and Raudenbush, 1989)

Further more, Mortimore(1988) and his colleagues reported that substantial school effects could be observed on attainment at a point in time, in the case of mathematics, for example, the influence of the school was found 10 times more important than the influence of the home. Even in reading, which is likely to be more dependent upon the general cultural background of the child's home, can be influenced by schools. In another study it was found that even the achievement of pupils with above average ability can vary from one school to another (Smith and Tomilson. 1989)

By reviewing the above international surveys Reynolds (1994: 43) suggested the following points to where further research is needed on school improvements. These include

- The existence and magnitude of school effects and the extent to which classroom factors or school factors have the most power in the determination of student outcomes.
- The consistence of school effects over time across grades within schools at a point in time and within academic subunits of schools within individual schools at a point in time
- The different effects of school and classroom in terms of differences by student socio- economic backgrounds, ability, ethnicity, genders etc.
- The extent to which effectiveness, and the factors responsible for it, vary by the context of the school in terms of socio economic back ground of the catchments area, the age range served, the urban/ rural nature of the school, the phase of the school has reached, the culture of the country that the school is in and the like.
- The interaction of the school with outside school education at factors, and
- The multi level nature of school effects and in particular the nature of the interaction between the school level and classroom.

2.2.2. Studies Made on Quality of Schools in Some Developing Countries

An analysis made by Craig (1996) on selected of World Bank supported projects for sub-Saharan African countries showed a need of world wide research findings on school

effectiveness and school improvement. The analysis showed that most of the previous studies have been focused more on input related factors rather than the process areas. According to the studies investigated, supervision related projects were (25), teacher development (23), textbooks (20), community participation (19), facilities (17), school leadership (14), assessment and examination (12), in school training (8), school climate (3), whereas the teaching learning process in classroom was found nil or zero (Craig, 1996). This showed that World Bank projects were less successful at the school and classroom level, and as a result it recommended that World Bank and Donors need to focus on .

- What happens inside schools,
- What makes education successful at school level,
- Social policies that empower schools and communities to control better the education of their rule.

To achieve the expected outcome the study further suggested that; system for monitoring, flexibility on timetable, visit to the field, incentives for consulting, and staff knowledge in subject points are required constantly.

A study conducted in Mauritius by Chinapah (1983) on 'Participation and Performance in Primary Schooling' stressed on two major factors, school and home factors, that determine pupils scholastic achievement. The study on 54 sample schools and 1650 pupils used to describe and identify specific home and school environments, as important school factors in determining the variations, and to compared the interrelationship among the home and school factors. Accordingly "Do school inputs/factors (physical facility, services and teacher body etc.) differ within and between school factors?" was one of the basic research questions..

The findings of this study showed the significant differences of results between ages, sex, ethnics, socio economic, and regional and school sectors For instance it was identified that Urban aided Schools performed better than rural schools; well equipped schools than less equipped school; Young pupils than older ones; girls than boys; pupils from rich family than poor; government urban schools than rural government schools; the pupil teacher relationship /interaction as significant predictor for scholastic performance; home status and literacy or home process(private tuition parental assistance)

Finally, the study suggested how to solve problem about the institutional segregation, along ethnic and socio economic areas, regional inequalities or differences between locations, and the input variations (less and high provisions) .The general conclusion of the study describes, as “Equality of educational opportunity cannot be studied in detail at one point in time. However, it is possible to draw up on the conceptual and methodological approaches used in this study to develop longitudinal studies” (p: 169)

The Southern African Consortium for Monitoring Educational Quality (SACMED) is a group forming a network of Ministries of Education of member countries (Kenya, Malawi, Namibia, Tanzania (Zanzibar), Zambia, Mauritius and Zimbabwe. In 1998 a quality study was conducted in the respective countries on similar research framework and instruments under the assistance of International Institute for Education Planning (IIEP). The study was particularly applied on grade 6 students to answer 5 main objectives. Such as;

- determine the base line data for selected inputs to primary education
- examine the extent to which continuous in primary schools met the ministry’s bench mark standards
- determine the extent to which educational inputs to primary schools have been allocated equitably among regions and with regions
- assess the level of reading literacy at the upper primary school level(grade 6)and to
- identify the educational inputs to primary schools that have the most impact on pupil reading achievement at the grade 6 level.

In other words, the study was designed to answer the following research questions.

- What were the characteristics of grade 6 learners?
- What were the characteristics of grade 6 teachers and school principle?
- What were the approaches, goals and perception of teachers and principals?
- What were the teaching condition in primary school
- What aspects of the policies designed to improve teaching in place?
- What was the general condition of schools?

So to attain these objectives and answer the research questions, the study focused on some variables, such as; characteristics of grade 6 pupils, characteristics of grade 6 teachers and the school leader, the teaching conditions in the schools, aspects of policies deigned to improve teaching process, and general conditions of school building, and level of access pupils have to books. The study has also used some instruments for data collection such as; a pupil test of basic reading literacy, pupil questionnaire, teacher questionnaire, and school head questionnaire

The findings of the study showed that lack of equipment and facilities (Zambia, Zimbabwe), lack of text books (Zimbabwe), unqualified teachers (Zambia and Zanzibar), lack of books and writing materials (Zimbabwe), high repeaters un repaired buildings and high inequity (Zanzibar) high pupil-teacher ratio, lack of seating (Zimbabwe), less frequency of tests/home works (Zambia, Zimbabwe), district variation (Mauritius), and students absenteeism were the major problems for the performances of schools.

Based on the findings of the study five policy issues were suggested; consultation with the staff, communities and experts (inside and outside the education system); reviewing of existing planning and policy that require desk studies; undertaking educational policy research program; collecting data for educational policy research program; and to collect data for planning and investment in infrastructure that require the improvement of the inputs (teachers and materials). The recommendations suggest how to solve the problems like allocation of in equal experienced and qualified teachers and the allocation of school facilities; libraries, how to provide tuition and allow to borrow books for home, to review the allocation of teachers with excellent command of language, to reward female teachers, to issue policy on home works and testing system, to plan the important of utilization of basic teaching materials, books and facilities in classroom teaching.

A study on 'How school Improves' by Dalin et al (1990) found some factors that make effective schools such as; in service training of teachers, active adaptation of local teaching, supply of learning materials, motivated head teacher, team spirit in school regular supervision and community support of schools.

This qualitative study was conducted in 3 countries (Colombia, Ethiopia and Bangladesh), which had successful educational reforms by the time. The research questions were directed to identify key factors on successful implementation and institutionalisation of

educational changes. Accordingly four basic research questions were treated; what are the outcomes of successful strategies for the implementation of educational change?, What do successful strategies look like?, what determines successful strategies?, and how are successful strategies linked? at macro and micro levels (central and school level)

The study on 31 sample schools (12 schools in Colombia, 9 schools in Ethiopia, and 10 schools in Bangladesh) investigated the following main factors that made success at local or school level;

- Assistance (in service help for teachers and school head in The form of training supervision, support, advice, coaching etc.)
- Administrative role (Typical behaviour & head teacher, presence, facilitation supervision, support, monitoring and regulating)
- Commitment (Positive attitude to words the school)
- Received resources (Fund, equipment, materials and people)
- Received pressure (feelings, on part of head master and teachers that they are expected reward /incentives for Ed pedagogical requirements)
- Success experience (Changes seen in children school as whole)
- Improvement engagement (People's sense of actively involved autonomy of head and teachers)
- Local adaptation of the program (Revision or changes in the program that make easier, stronger and better)
- Community support (positive, encouraging attitude of parents community) and
- Others (like student characteristics, the environment, history of the school etc.)

Finally, the study identified some characteristics that the best school outcome look like in areas of programme implementation (change of teaching -learning process in Colombia), teachers and students impact, and institutionalisation in the respective countries. For instance in Ethiopia schools were found success in the three areas (implementation, impact, and institutionalisation). As regards the impact improvements the achievement in national examination results, the high promotion rate, attendance rate, positive attitude and knowledge of environments and the teachers' utilizing local made teaching aids, academic competition,

cooperation with colleagues and school head, planning the lesson and motivating students and interests towards the profession were indicated. Similarly the school impact was shown as strong organizational set up such as departments, library, and school community relations, active curricular activities and in school facilities. The institutionalisation improvement is also indicated in curriculum radio program, good support from head, departments, SPC (school pedagogical centre) and others,

A study on 'Classroom Interaction in Some Ethiopia Primary Schools' by Anbessu and others (1998) examined the level of students' active participation (thinking, writing and doing, the teacher talk, non verbal activity, questioning system and behaviour in classroom teaching.)

The study used 24 sample primary schools (1-8 level) and collected information from the respective school directors, teachers, students, classroom and the school climate with questionnaires, observation and documents. The findings indicated that most of the teachers (87%) were qualified with T.T.I certificate and 12+2 Diploma level , they did not use the class time appropriately, or 12-15% of class time was wasted, the teachers' talk in classroom was five times higher than students. It was also indicated that 81% of teachers used lecture method of teaching and little teaching aids.

Pupils were assessed by oral questions (76 %), home works (20%), and by class work (14%). About 86% of teachers did not have the necessary instructional materials Some teachers were found teaching only one subject (18%), whereas others used to teach four or more subjects at different grades (39%). Inadequate of school facilities and textbooks were major problems. For instance 80% of schools did not have laboratories, 66% tables and chairs for teachers in classroom, 41% desks for students and 71% of classrooms were poorly organized. Generally the study concluded on the problem of teaching force that "the expectation that the teacher should act as a profession and a condition setter for the students learning rather than the prime source and transmitter of knowledge appear to be practiced at very low level in most primary schools"(p. 69)

A study made on "Evaluating Primary Education" by Chantavanich, A. et al (1990) assessed the level of quality and efficiency of primary schooling as a major policy issues in Thailand. The office of the National Education Commission of Thailand, under the support of IDRC conducted two studies quantitatively and qualitatively related to the quality and efficiency of primary education in the country.

The first one was a quantitative study focused on four empirical indicators (access, educational wastage, school community relations and students Learning achievements) to reflect schools efficiency: using factor analysis method and a composite index of efficiency at a nation wide level. Accordingly the result showed that students achieved 71.2% on none cognitive, 50.1% cognitive and 57.2% on total average. Students from schools in major districts scored higher than located in minor district and students attending in Ministry schools than private schools.

As regards access the study showed that on the average, schools could take only 5% of school aged population. However schools at major districts reached up to 6%. The highest educational wastage was showed in private schools. As a whole school and community relation was found positive in minor districts and municipal schools, disparity was high among regions, schools located at major districts were more efficient than those located in minor districts.

The second part of the study used a qualitative approach in rural primary schools based on six major factors that effect on students' Learning achievement these include: -

- Educational administrative system (Supervision and monitoring of curriculum, budget allocation, instructional materials etc)
- School head masters (personal characteristics, administrative style, time management, administrative qualities, relationship or co-operation with teachers, students and community
- Teachers (personal characteristics qualification, teaching experiences, attitudes, motivation, teaching skills, time at school etc.)
- Teaching Learning Process (teachers' readiness, teaching methodology, assessment procedure, classroom management,work load, planning etc.)
- Parents and students (students academic back ground, readiness, attention, parents attitudes etc.)
- School community (location of schools, the role of community leaders to education, co-operation with schools etc.).

The findings of the qualitative study showed that young head teachers were active and alert with a greater sense of responsibility and greater enthusiasm for improving the quality of

the school, whereas the older ones were dictatorial and less conscientious (Chantavanich, 1990:122)

Efficient head teachers were not only degree holders but also others who have personal commitment and good administrative styles, experiences, and those who devote time to school activities. Unjust and subjective promotion system inevitably lowers morale among teachers and discouraged them

Teachers motivation, morale and attitude were highly found relevant As a whole except the educational administration system which showed little variation, the other five factors showed more significant difference between the schools.

Young teachers contributed to the quality of one school because they were better prepared to devote themselves

Thus by comparing between these factors (independent variables) and students' learning achievement (dependent variables), the findings showed many variations among schools. as describe below;

Each of these two studies differed in focus, the quantitative study focused on the efficiency of primary schooling, whereas the qualitative study's major concern was the quality of rural schooling. The later study was narrow in focus in considering only rural schooling, whereas the former study included all types of primary schools (ibid: 178).

As a whole it is concluded that the two studies or approaches (quantitative and qualitative) and their results complement and, in most cases reinforce each other. The opportunity to replicate such a useful combination of representative in educational research is necessary.

2.3 Major Factors that Influence Quality of Education

Various studies on school improvement emphasize different factors that seem to be important for the success of schools. For instance Marsh (1988: 12) emphasized on human aspects, in other words, 'People' factors such as commitment, credible, dynamic leaders and opportunities for teachers to try out new practices are important ingredients for most school improvement programmes.

Factors /variables that influence students learning outcome could be general or

specific, such as: state and district level variables, out of school contextual variables, school level variables, student variables, program design or implementation variables, classroom instruction/climate variables (Wang et al, Encyclopaedia :5748)

According to Purky (1983) factors that affect school outcomes include mainly, curriculum articulation and organization, school wide staff development, parental development and support, school wide recognition of academic success, maximizing learning time, district support, clear goals and high expectation orderly and disciplined school environment, principal leadership characterized by attention to quality of instruction.

Anderson (1989) in IEA study stated a hundred and more classroom variables under 15 categories/constructs (International encyclopaedia of education 1995:6152) that include; community characteristics, school characteristics, teacher characteristics, home characteristics, student characteristics, classroom context, teacher perception, quantity of instruction, orienting students, teacher student interaction, assessing and evaluating students, managing students student perceptions, student participation and student outcomes.

Furthermore, he formulated a model of classroom environment that contain five major factors, such as home, school and community characteristics as one group; teachers characteristics, teachers perception, student characteristics and classroom context, as the second group; quantity of instruction, orienting students and teaching students as third group; and assessing/evaluating students and managing students as fourth group.

All the above discussions indicate that the teachers' role is a major factor of all. Brown et al (1995) suggested 500 characteristics of teachers in question forms under 50 subtopics and in six major categories that include; techniques for effective teaching classroom management, planning and assessment, using teaching and learning resources, supporting pupils learning, providing personal and pastoral care, and being an effective colleagues.

Reynolds grouped Teachers' teaching tasks in six categories which are independent of one another; conceptualisation and study of teaching program, the rate at which teaching process occur in the typical classroom, the relationship between context and process in teaching, and relationship among process occurring in classroom.

It is not only the teacher, but also the school leader or the head teacher plays an important role in influencing students learning out comes. The concept 'school leader' includes various aspects as Hopkins (1987) described it "the role of school leader is not

necessary confined to the head but can also include heads of department or any individual who assumes a leadership role within a specific context internal change agent.” Based on this assumption Hopkins emphasized on the crucial importance of the role of the school leader on the movement of school improvements. In a similar context Stego (1987) stressed the importance of the personal qualities of the school leader, the qualitatively different nature of the role qua teaching, the need for long term planning in the development of school leaders.

An effective school leader can play a big role in improving school performances by applying different strategies .For instance a case study conducted in Italy by Ricatti (1986) as cited by Hopkins showed that an experienced head teacher of the Leonardo Da Vince Middle school attempted two kinds of improvements; the first is to broaden the teaching approach ; and the second is to achieve closer link between the school and the surrounding community. Her improvements strategy were; identifying needs; utilizing special resources and facilities available from external sources; harnessing the resources of the local community (including another local middle school); avoiding conflict or crisis management; identifying and working with 'key simulators' and providing visible models of the desired improvements. In other words applied five: initiative, mobilization, implementation, interest groups and continuation.

Another Case study conducted on two schools in England showed big differences between both school heads in applying strategies to bring significant changes in their respective schools. As a result, the head teacher of one school used a consultative, facultative, evolutionary and skilful use of external opportunities; whereas the second school head applied a much more directive strategy such as initiating all changes himself, overruling the recommendations of working parties but failed in taking an external initiatives. This shows that the first school head has shown effectiveness (Hopkins, 19987: 66.

Nevertheless the role of school principals depends on various external and internal conditions; the policy, environment, personal, administration and socio-economic level of a particular area, (Watson, International encyclopaedia of education: 1995:5163)

School effectiveness are determined by two major factors; the organizational and the process factors (Reynolds, 1994). The organizational factors include like, curriculum focused school leadership, supportive climate within the school, emphasis on curriculum and teaching (e.g. maximizing academic learning), clear goals and high expectations for students, a system for monitoring performance and achievement, ongoing staff development and in-service,

parental involvement and support of local education authority. Organizational factors do not bring the dynamics of schools by themselves unless interrelated with the process factors as mentioned by Fullan (1985) as cited by Hopkins (1987). The process factors include; a feel for the process of leadership, guiding value system or high expectation, goals, clear rules, a genuine caring about individuals, internal interaction and communication, and collaborative planning and implementation. As a whole the process factors provide the means of achieving the organizational factors. In other words the process factors lubricate the system and fuel the dynamics of instruction.

According to Craig (1995) factors that determine school effectiveness are grouped into four areas such as ; supporting inputs (parent, education officials, material support, and support of teachers);enabling conditions(effective leadership, capable teaching force, autonomy of school, etc.); school climate (high expectation of students, positive attitude of teachers, order and disciplined and organized curriculum, rewards etc.) ; and teaching learning process(high learning time, variety of time teaching strategies, frequency of home work and assessment)

Other researcher Ronald Edmond (1979) as cited by Craig (1996) stressed on some characteristics that make school effective such as; the strong leadership, emphasis on mastery of basic skills, a clean and orderly school environment, high teacher expectation of students performance, and frequent assessment of student progress.

In short an important subject in school effectiveness research is the impact of class and teacher characteristics on students achievement. (Reynolds, 1994:35).

2.3.1 Specific Variables that make Schools Effective

In various studies researchers identified different factors that enhance school performances. For instance, Ruttier (1980), characterized effective school by reflecting the following variables;

- balance of intellectually able and less able children in the school.
- system of rewards and punishments
- ample use of rewards and praises and appreciation's or antiauthority emphasis.

- school environment (good works condition responsiveness to pupil needs and good care.)
- ample opportunities for children to take responsibility.
- good use of homework.
- teachers good model of behaviour by means of good time keeping and willingness to deal with pupils.
- good management in the classroom (preparing lesson, keeping class order, attention to whole class)
- firm leadership together with a decision making process

Mortimores (1988) on the other hand described effective schools as possessing the following characteristics.

- purposeful leadership of the staff by the head.
- involvement of the deputy head. and involvement of teachers
- consistency among teachers
- a structured day
- intellectually challenging teaching
- a work cantered environment .
- a limited focus within session.
- maximum communication between teachers and pupils.
- record keeping.
- parental involvement. and
- a positive climate of school.

Harnishfeger and Wiley (1976) used a model that shows relationship among variables of school or classroom environments of learning. These variables include 3 major blocks

- Background (curriculum and instructional factors, teacher background, pupil background)
- Teaching Learning process (Teacher activities, pupil pursuits)

- Acquisition (Pupil achievement)

By combining home and school factors, Chinapah classified them into five sub-categories

- School characteristics (type, region, teacher quality, teacher salary, class size)
- School process (teaching learning process, teacher behaviour, pupils class room activities, pupil teacher interaction)
- Home characteristics (parental socio-economic status, home possessions, home literacy, ethnicity, personal characteristics)
- Home Process (Parental educational support Access and provision of private tuition, Economic support to school needs) and
- Pupils' scholastic performance (Aptitude and Achievement)

Fuller (1987) on defining quality of education in developing nations showed a model that indicates 5 major categories.

- Policy and Institution forces (government focus on school quality, national exams- Learning objectives, sector priorities, policy dialogue and adjustment, ministry's organizational capacities)
- Family influences (Commitment to schooling, economic and social opportunity costs, pre school of the child, nutritional status etc.)
- School-level management factors (instructional leadership, resource mobilization, head master control of incentives)
- Instruction and classroom management (instructional time, teaching practices, organization of classroom tasks, instructional tools, curricula, teacher assessment and responses to student characteristics, teacher background, socialization, and motivation)
- Child outcomes (basic literacy and numerate, higher order cognitive skills, socialization and values, and motivation to learn)

According to Chantavanich et al (1990, p.) Path model, factors that make effect on Learning performances include;

- Educational administrative system (supervisor and monitoring, budget for school administration, teaching materials, criteria used in teacher promotion)
- Community (school location, community leaders and educational council, donations to school)
- Parents and students (educational costs, pattern of recreational pastime, and absence from school)
- Teachers (experience and skills in teaching, attitudes towards profession, sense of responsibility)
- Head Teacher (administrative technical skills, time devoted to school, sense of responsibility, human relations, age, tenure)
- Teaching-Learning process and Learning assessment (teachers' readiness teaching goals, teaching techniques, time allocation, assessment techniques) and
- Students Learning achievement

In the earlier time Dankin (1974) grouped classroom teaching into four categories, which include;

- Presage variables (teacher formative experience, social class, age sex, teacher training experience, university attended, training program features, practical teaching experience, teacher properties, teaching students, intelligence, motivation, personality traits)
- Contextual Variables (pupil for motive experience, social class, age, sex, pupil properties, abilities knowledge attitudes, school community contexts, climate ethnic composites to community, busying of school, school size, classroom contexts, classroom size, textbooks, Educational T.V)
- Process Variables (teacher classroom behaviour, pupils classroom behaviour, observable change in pupils behaviour)
- Product variables (immediate pupil growth; subject mater learning, attitude towards subject growth of other skills, and long term-pupil effects; adult personality, professional or occupational skills)

- Educational administrative system (supervisor and monitoring, budget for school administration, teaching materials, criteria used in teacher promotion)
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A World Bank Policy paper (1990) on “Primary Education” shows a five variables relationship model on effective schooling; education system and management, curriculum materials, instructional time and teaching, health, nutrition and pre-school experience, family, promotion (not repetition) and completion (not dropout).

Scheeren and Creamers (1989) presented a framework for a causal model of school achievement that is called a contextual, multilevel, multifactor model of school effectiveness, these are; school level (inputs, structure, managerial process), back ground variables (SES, aptitude), classroom level (inputs, teaching strategies) and Individual student level (achievement)

2.3.2 Specific School Variables that Influence students Achievement

Material inputs and teacher's characteristics have great effect on student's achievement. Although not consistent study findings showed that the impact of teachers to the student's achievement was very significant as observed in the 12 studies out of the 26 applied ones. For instance a study in Chile showed the highest significant ($r=0.34$) after controlling students background and other school factors and low significance was also found in other countries ($r=0.11$) (Corannoy, 1971).

According to the IEA and others studies the impact of various characteristics of teachers' such as, the level of previous schooling, pre-service training, in-service training, experiences, social class and salary are major factors that affect students' achievements. Further more the reviews made by Fuller (1987) ‘On school effectiveness’ research stressed the impact of the five major school factors; overall school expenditures, specific material inputs, teacher quality, teaching practices and classroom organization, as well as school management. However these factors vary in the effects they make on students achievement.

The positive impact of instructional materials was found consistent across several studies such as in Germany and Hungary (Heynemann and Loxley, 1983). The availability and use of textbooks showed significant effect in student's achievement e.g. 16 of the 24 studies showed significant effect in Uganda and Malaysia. Textbook per pupils showed positive effect in Philippines Nicaragua, Uganda, Chile school Malaysia and Peru. Better school facilities provide better out comes (Hanushake, 1981) The availability of textbook has particularly strong effect in rural schools and for students with lower income families and

those with parents received less schooling. Nevertheless very little research has been conducted on how, and the conditions under which textbooks shape achievement.

Desks in classrooms can also influence the students' performances. A study on 324 six-grade students in Peru showed that the percent of children with desks at school was more strongly related to reading achievement than the social class background (Fuller, 1985: 45, Arriagada, 1983). However as with textbooks, the availability of desks is simple to measure, and observe the achievement effects appear to be significant. The main problem is how children's classroom time is structured, how textbooks are utilized and how desks fit into opportunities to write and read.

Radio is another instructional device that makes an impact on achievement. It was found more effective than textbooks in raising achievement. A first grade students learned by radio for 20-30 minutes scored 17% higher than those didn't learn by radio.

The early IEA surveys have also indicated that the use of libraries and laboratories can make significant influence on pupils' achievement in 15 of 18 studies. Their efficacy was confirmed by studies made in Thailand, Iran, Chile and India (Thorndike 1973). High level of expenditure or resource gave positive effects in some studies (Classman & Biniaming, 1981) and in Colombia, Philippines, Bolivia and Kenya (Fuller, 1985)

The impact of teacher quality on pupils' achievement is another most significant factor. Greater teacher experience and subject matter knowledge are associated with greater skills in classroom management and higher levels of student achievement. This refers to how material resources managed by the teacher in instructional activities. However most school research in the developing countries focuses on the qualification but remain low on the teacher's proficiency in organizing instruction and in motivating children to learn. More years of pre service training make positive effect in Hungary, Newzerland and England (Heynemann & Loxile, 1983) In a similar way longer teacher experience made positive effects in many USA studies (Bridge, Judd & Mock, 1979,(Classman & Bincaminov, 1981).Teachers with greater verbal ability showed positive student-teacher interaction in US studies (bridge Judd & Mock 1979) but the smaller school size has no effect whereas fewer students per teacher has positive impact.

Cooperative instructional tasks made an effect in 29 comparative studies in US (Slavin, 1983). Higher teacher expectations for students performance had positive effects

(Brophy 1979). Active teaching and Learning interaction in classroom and frequency of evaluating students too (Brook et al 1979). Clear explanation of the teacher on the materials and more time spent on concrete learning (Heynemann & Loxily, 1983). Assignment and class evaluation or homework boost student learning and greater involvement of teachers in school decision making showed positive effect in students performance in some studies made in British and US (Rutter, 1983)

The length of instructional time is an important indicator/school factor that boost achievement. Instructional time varies from number of school days in the school year to the hours the subject is studied during a week. It is bounded by the variable of material resources and by management practises; the latter is greater than the former one.

Classrooms vary enormously in the amount of time actually spent on instructional task rather than keeping order and by checking student's home works, and assigning lessons. As a whole, the length of school day or total hours spent in school, on instructional activities showed positive effect in four US studies (Bridge et al, 1979). The effect of instructional time was significantly observed mostly in industrialized countries and to some level in developing countries such as Brazil, Colombia, Peru, Tanzania and others (Psacharopoulos & Loxley 1986) (P28).

The frequency of assignments/ home works is another aspect of organisational classroom instruction. Its effect on student's achievement was found significant in some studies made by IEA in Chile, Tunisia.

School management and structure which has two main features; organizational structure for managing school inputs, and the role of school head in coordinating teachers (evaluating teacher's performance, in prescribing curriculum to teachers and in their competence in budgeting account for material inputs) is another important factor that influence students program. Accordingly the head teacher plays the great role in the management area to improve the schools instructional programme. Further more studies made in Indonesia secondary schools and Bolivia has proved that the salary and the experiences of head teacher can influence student's performance.

Various factors have been identified on school effectiveness researches, but the disappointing thing of such studies is that more research of this type has not yet much

developed in developing countries where the implementation of change is a major problem. This is clearly described by Craig (1995:11)

Results of many studies have showed that a marked difference between the developing and developed nations in the importance of school related to factors on student achievement. The quality of the schools (in school variables) seemed to influence student achievement more in developing countries than in industrialized nations where school quality was over shadowed by the child's family background (out of school variables)

All the above reviews show that school characteristics are the basic factors for efficiency of the schooling system. The major roles played at school and at classroom include teachers, school directors and student efforts. It shows that in-depth investigation is required at school level more than others

CHAPTER -THREE

METHODS OF THE STUDY

This chapter describes the way in which the study was designed and conducted or how it was planned and implemented in the selected sample schools.

3.1 Research Variables

The focus of this study was on selected school variables that are directly related to the research questions. The selected variables were grouped into five major areas with their respective specific elements as shown below.

1. School Condition variables
 - Physical conditions of schools
 - Facilities, equipments and services
 - Instructional materials provisions
 - Income resources and supports
 - Promotion and repetition rate of students
 - Major problems or constraints of schools
2. Effective School management variables
 - Qualification and Experience of directors
 - Performances of directors on various activities
 - Attitudes of directors towards professional motivation, teachers performances, collaboration and co curricular activates.
 - Absenteeism level of school directors
3. Characteristics of Teachers
 - Qualification, experiences and status of teachers
 - Performances of Teachers on teaching learning activities
 - Attitude of teachers towards school conditions, problems, collaborations with different groups, mastery of their profession, students and director's behaviour, and school problems.
 - work load of teachers
 - Absence of teachers from school.
4. Characteristics of classroom Teaching learning process

- Classroom conditions
 - Teachers' and Students characteristics /interactions
 - Type of teach methods , teaching aids, and assessment techniques
5. Some behaviour of students
- Walking time from home to school
 - Pre school experiences
 - Literacy and occupation level of parents
 - Facilities and study situations at home
 - Study habits and working on assignments.
 - Time utilization for different activities.
 - Attitude forwards their teachers assignments and their subjects applied.
 - Rate of absenteeism.

In summary the above five variables are interrelated to each other so as to bring success in students' learning performances.

3.2 Source of information

Information was collected from the six sample schools about the allocation of facilities, equipment and, instructional materials, about the school condition in general and the classroom teaching learning activities in particular, and about the characteristics of directors, teachers, and students of the respective schools. Further more, despite the sample schools were once identified by 'National Assessment' results of grade 4 students, a comparison was made between schools on the level of promotion of grade 8 students in the National Examination by 1992 Eth. calendar (1999/2000). In addition to this the rate of repetition level of students of the sample schools were taken as another measures of the schools performances.

3.3 Instrument used for Data Collection

In this study, five types of instruments were prepared that reflect the variables related to the school climate, classroom condition, the behaviour of head teachers, teachers and students. As much as possible the variables were selected in relation to the objective and research question of the study .or so as to address the data collection needs outlined in the blue print.

At first a matrix was prepared that contains the variables, sources of information and the type of instrument required to collect the specified information or variable. Based on the matrix, the five instruments were developed; questionnaires for teachers, head teachers and students; check list and document inspection form for the school condition and classroom observation. Each of the instruments was characterized as follows.

Checklist: This instrument was used for recording the characteristics of school location, size, number of classrooms, school facilities and equipment as well as services, The checklist was also used to record the number and characteristics of school community (students enrolment, dropouts and number of teachers) and different activities accomplished by various committees in the school. In general the instrument contains items that reflect different characteristics of the school.

Classroom observation: It was applied particularly for recording some behaviours of teachers' and students' interaction in classrooms, the appropriateness of classroom climate or facilities, equipment, the type of instructional materials used and the seating condition in classroom teaching.

Questionnaire for Teachers: This instrument has two major parts, one that focuses on the general background information of teachers (sex, qualification, experiences etc) and the second part regards the teachers' opinion about their profession, school administration, students' behaviour and their own competencies in teaching methodology, lesson planning time utilization and others

Questionnaire for Directors: It has similar characteristics to teachers' questionnaire that include two parts, one about the personal background information of the director and his attitude towards teachers performances, school management involvement of various groups in supporting the school and other issues were included. Secondly, the department heads and supervisor teachers of the respective school also responded the other part of this questionnaire, about teachers' performances.

Questionnaire for Students: were used particularly for grades 5 to 8 pupils. The instrument includes items regarding students background information, family status and education level, students interest towards the various subject areas of the school activities, their time utilization for studying the lesson and making homework, and towards their teachers behaviour.

3.4 The Sampling Procedure

As mentioned earlier the six primary schools were the target sources of information of this study; the school conditions, the directors teachers and students. They were selected from the 35-sample schools in the Amhara region used for the 'National Assessment' study in 1999/2000. The 35sample schools had been selected from 8 Zones of the region whereas. the six primary schools located in four zones.

The six schools were purposely selected based on the test results of the 'National Baseline Assessment', in which the Amhara Region was the highest achiever in the 4th grade results. In such a way the sample selection was based only on grade 4 findings, which had been completed earlier when the proposal of this study was being designed.

Thus in selecting the sample school, first the regions were identified, which achieved the highest, and the least results on the "National Assessment". Amhara and Gambela regions were found the highest and least achievers respectively. But due to time, money and financial constraints the researcher was unable to consider both Regions for the study. Thus only one region; 'Amhara National Regional State' was selected for conducting the study. Secondly to compare the variation of school characteristics, two groups of schools were selected from the same region relatively with highest and least achievements.

Since the purpose of the study was to investigate the general characteristics of the school rather than to the specific grade level, information was collected from all areas as much as possible. Teachers from all grades were used as respondents; classroom observations were conducted at different levels from upper (grade 7), middle (grade 5), and lower level (grade 3). Students from 5-8 grades were used for responding the questionnaire. But based on the experiences of the piloting grade 4 students were exempted from responding the questionnaire because they didn't respond the questionnaire properly. The school directors as well as subject department heads responded the questionnaires.

The number of 480 sample students from the six sample schools and specifically 20 students from grades 5-8 each was determined by the researcher before the data collection. The assumption was that a sample school could have a minimum number of sections (one section), with 50-60 numbers of students. In line with this equal sample student was taken from the respective sample schools rather than to be based on the population of students. Nevertheless the 20 students from each grade were selected in stratified method of sampling.

All together the required information was collected for the study from 6 directors, 140 teachers, 480 students, 24 department heads and 30 supervisor teachers and 36 classroom observations. Thus the location of sample schools and the respective respondents of the study are shown in the following table.

Table: 3.1 Numbers of Sample Schools and the Number of Respondents

Zones	Woredas	School	Level	Students	Teachers	Dept heads	Supervisor teachers
North	Dembia	Kossoye	High	80	14	3	4
"	Gonder Zuria	Maksegnit	High	80	31	5	6
Gondar							
South	Liey Gaint	Nefas ewucha	Low	80	27	3	5
Gondar							
East	Huletu Enesse	Mota	Low	80	30	3	5
"	Inarje En.awuga	Felege Birhan	Low	80	16	4	4
Gojjam							
West	Bahir Dar Zuria	Tiss Abay	High	80	22	6	6
Gojjam							

3.5 Data collection procedures

3.5.1 Tryout Instruments

The prepared instruments were piloted in two primary schools in North Show Zone. These were Chacha (a Woreda town) and Tebasie in Debre Birhan (Zone town). However these schools were not included in the 'National Assessment' Study but they were used only for the purpose of piloting the instruments because the schools were found the nearest school from the Amhara Region Addis Ababa.

The purpose of piloting was to examine the quality or appropriateness of the prepared instruments. The intention was to check out clarity of the items to the respondents, the adequacy of time to manage or to complete the instruments in the field, to assess the real

characteristics of schools where instruments will be applied and to consider other issues related to the data collection procedures.

After the try out, each instrument was carefully examined and improved. Based on some indications that hinted for further improvement, some instruments have been improved and made ready for final data collection. According to the findings of the piloting items properly responded were maintained whereas incorrectly responded or poor items were improved. For instance the majority of grade 4 students could not able to respond the questionnaire; it was decided by the researcher to give questionnaires only for grades 5-8.

3.5.2 Data collection

The data was collected from the six selected sample schools by the researcher. In each school 2 or 3 working days were used to collect the necessary information. The first day was used for introducing the purpose of the study to the director and teachers and for distributing the questionnaires to the respective respondents. The classroom observation was conducted on some academic subjects (English maths and sciences) in three grades 3, 5, and 7, which were selected as representative of lower, middle and upper levels respectively. In one classroom the observation was made twice on one or two subjects

Questionnaires were distributed for 20 students selected from each grades 5-8. Grade 4 students were not included in a sample because they were found unable to respond to the questionnaire during the try out. In the mean time the checklist, document inspection, interviewing the school directors and observing the situation were completed

3.6 Data Analysis Method

The collected data was tallied, organized described and summarized, along the research questions. All data analyses were made at within and the between the two groups of schools. That is all data collected from the schools were aggregated by school level. For comparison within schools and among groups of schools, the data was presented in average, percentage and in table forms. In the analysis of the findings a chi- square statistical procedure was also applied to determine the significances between the two groups of respondents.

CHAPTER FOUR

RESULTS

The school effectiveness in general and the students' learning achievement in particular is determined by various factors. Both material and human conditions, are the majors factor that affect the quality of pupils achievement such as the facilities school environment the potential management, effectiveness of teaching force, classroom teaching and the students behaviour.

The intention of this study was to describe the various possible factors or conditions that made differences between the schools, which had showed high and low performances of students learning. Accordingly the presentation of the findings focuses on four major areas school conditions; quality of the teaching force, the management, classroom teaching-learning situations and characteristics of students in some selected sample schools. The description of each area is presented emphasizing the mechanisms by which they interrelate rather than their measured values.

The presentation of findings is based on both individual and groups of schools, which are high and low achievers. The descriptions are intended to provide an understanding of the multi dimensional school phenomena in depth in the six selected sample schools of the Amhara region. In presenting the findings various tables are used in two forms either by indicating the individual sample school or by groups of schools.

4.1 School Conditions

The information presented in this section is related to the physical conditions of schools, availability of facilities and equipments, instructional materials, budget sources and allocation and some constraints of schools too. The assessment of the general condition of school was obtained by examining /observing the physical setting and examining the response to question asked of school directors and teachers concerning of the state of the school.

The following description focuses on the physical conditions of schools, year of establishment location, the type of buildings and the class size as shown in the following table

Table: 4.1 1 Physical Conditions of Sample Schools

Conditions	Low achiever schools*			High achiever schools*		
	Fel	Mot	Nef	Tis	Mak	Kos
Year of school established Eth. cal)	1941	1938	1949	1964	1960	1970
Distance of school from zone town (km)	170	200	75	30	45	28
Distance of school from Woreda town (km)	25	-	-	30	-	7
Number of buildings Locally constructed (wood and mud)	3	3	5	4	4	2
Number of buildings constructed from cement/concrete		2	1	3	2	2
Number of classrooms	12	24	24	21	18	16
Number of sections	18	34	32	24	30	11
Average number of students in a class	71	71	69	80	96	70
Average number of students by teacher	75	64	39	87	80	48

Low achiever schools are; Felegebirhan (Fel), Mota (Mot), and Nefas Mewucha (Nef)

High achiever schools are; Tisabay (Tis), Maksegnit (Mak), and Kossoye (Kos)

Some variations were observed among the sample schools by year of establishment, location, and type of building and size of classrooms. Some schools are similar in location, Woreda town level, but different as nearness to the Zone town. The high achiever schools are found nearer to Zone towns than the other schools.

By year of establishment differences were observed between the two groups of schools. The low achiever schools were established earlier in 1930's and 1940's whereas the high achiever schools which were opened in 1960's and 1970's. Further more, new buildings were observed in high achiever schools.

The class size in both groups of schools was highly crowded. However, the number in high achiever schools exceeds by 12 students per classroom and by teachers too. Nevertheless over crowded of classrooms was very high in both group of schools.

Further more the promotion rate of grade 8 students and the repetition rate of students for all grades have been observed as to compare the differences between the two groups of schools.

Table: 4.1.2 The Rate of Promotion and Repetition Level of Students

Characteristics of students	Sex	Low achiever schools				High achiever schools			
		Fel.	Mot	Nef	Total	Tis	Mak	Kos	Total
Total number of students	T	1363	2412	2198	5973	2092	2883	773	5579
Number of students sat for Grade 8 National examination	T	42	317	422	781	71	135	46	252
Number of students passed Grade 8 National examination	T	41	277	271	589	63	115	33	211
	%	98	87	64	75	89	85	72	83
Total Number of Repeaters for the year	T	102	576	374	1054	342	303	123	768
	%	7	24	17	18	16	11	16	14
Number Repeaters for the sample students	T	11	21	25	57	24	14	16	54

As the two groups of schools were compared by one-year result of grade 8 National examination result (1992 Eth.cal), the promotion rate was greater in high achiever schools than low achiever schools by 5%. Furthermore less repetition rate of students was observed for the whole students and for the sample students too.

School facilities and equipment are basic factors that enhance the effectiveness of the teaching learning process. In this regard the sample schools were compared to what level they are adequately facilitated and equipped and provided the required services. In the following two tables the result of the observation on these conditions are indicated by 'yes' for availability and 'no' for not availability.

Table: 4.1.3 Availability of School Facilities and Equipment

Facilities	Low achiever schools			High achiever schools		
	Fel.	Mot.	Nef.	Tis	Mak	Kos
School pedagogical centre	Yes	Yes	Yes	Yes	Yes	Yes
Laboratory	No	No	No	No	No	No
Library	No	Yes	Yes	Yes	No	No
Staff room	No	No	No	Yes	Yes	Yes
TV	No	No	No	Yes	Yes	No
Radio and Tape Recorder	Yes	Yes	Yes	Yes	Yes	Yes
Type writer	No	Yes	Yes	Yes	Yes	No
Duplicator	No	Yes	Yes	Yes	Yes	No

According to the observation made in the respective sample schools, the necessary facilities and equipment, like the school pedagogical sciences centres and radio and or tape recorders, are adequately available in both groups of schools. Despite this the three high achiever schools are relatively better equipped with having staff room, and TV sets. Lack of laboratory is a common problem, whereas items like typewriter and duplicator are not available only in two schools. Staff rooms were better observed in high achiever schools of each group.

In addition to the facilities and equipments other necessary services were also observed. Among the major services observed are electric and, water supplies; telephone and other services were included.

Table: 4.1.4 Availability of Functional Services

Services	Low achiever schools			High achiever schools		
	Fel.	Mot	Nef.	Tis	Mak	Kos
Water supply	No	No	No	No	No	No
Electricity	No	No	yes	Yes	Yes	No
Telephone	No	Yes	Yes	No	Yes	No
Transport (public)	Yes	Yes	Yes	Yes	Yes	Yes
First aids	No	No	No	No	No	No
Sport fields	No*	Yes	Yes	Yes	Yes	Yes
Toilet	Yes	Yes	Yes	Yes	Yes	Yes

*not cleared of grass

Some of the services, such as, water supply, public transport, sport fields and toilet are equally available in both groups of schools. However, the availability of electricity was better observed in higher achiever schools whereas telephone service is in low achiever school. Water supply and first aid service do not work at any group of schools.

The provision of instructional materials in the sample schools was investigated from two respondents, teachers and students. The responses of the users (teachers and students) are more reliable than collecting the data from the bookstores. The sample students from both groups of schools were requested to indicate to what extent they shared their textbooks with others level they were provided the textbooks for the various subjects. Their responses, were

grouped to three categories; those who were provided with one textbook each or for two, those provided one text book for three or more students and those who are not provided at all.

Table 4.1.5 Number of Students Provided Text Books (1:1 or 1:2 Ratio)

Subjects	respondents of each school	Low achiever schools				High achiever schools				X ²
		Fel	Mot	Nef.	Total	Tis	Mak	Kos	Total	
Amharic	80	41	43	31	115	44	29	22	95	3.38
English	80	47	39	33	119	52	51	38	141	4.66*
Maths	80	32	40	21	93	35	17	38	90	
Science	40	32	13	14	59	15	12	9	36	9.21*
S/studies	80	40	34	17	91	43	11	11	65	6.4*
Biology	40	18	21	5	44	30	17	8	55	
Physics	40	24	25	3	52	24	12	4	40	3.12
Chemistry	40	18	20	3	41	31	13	5	49	

* the value of chi square is greater at 0.05 value

According to the students responses as indicated in table 4.1.5 adequate textbooks were provided only for maths 119 (50%) in low achiever schools and 141 (58%) in high achiever schools. In particular Felegebirhan and Mota from low achiever schools and Tisabay from the high achiever schools had the better provision of textbooks than other schools. As a whole it was observed that there were many students without textbooks. Nevertheless the provision of textbooks for some subjects showed significant differences in the chi-square statistical analysis. For instance the calculated values in chi square values for English (4.66), science (9.2) and social studies (6.4) are greater than the tabled values at 0.05 level of significance and in one degree of freedom

Table 4.1.6 Number of Students Without Textbooks

Subjects	No. of Respondents by school	Low achiever schools					High achiever schools				
		Fel.	Mot	Nef.	Total	%	Tis	Mak	Kos	Total	%
Amharic	80	28	18	10	56	23	36	33	5	74	31
English	80	27	17	12	56	23	29	15	5	49	20
Maths	80	47	22	10	79	33	32	29	4	65	27
Science	40	6	8	8	22	9	19	11	-	30	13
S/studies	80	24	33	14	71	30	23	24	15	62	26
Biology	40	17	18	-	35	15	7	11	2	20	8
Physics	40	14	15	2	31	13	9	12	1	22	9
Chemistry	40	18	19	2	39	16	8	17	2	27	11

The above data shows that the textbook provision for students seems to bear a greater problem for some subjects in low achiever schools than in high achiever schools. Nevertheless the difference between the two groups is not high.

Some teachers also replied that in some subjects the shortage of textbooks is very serious for the teaching learning activities. For instance, the following table shows the degree of textbook shortages in certain subjects areas (as interviewed during the classroom observations).

Table 4.1.7 Textbook Provision 1 for 3 or more Students

School	Grade	Subject	ratio	Provision
Tis Abay	3	Maths	1:5	15 textbooks for 81 students
Mota	7	Physics	1:3	20 textbooks for 64 “
“	7	Maths	1:4	22 textbooks for 88 “
Felegebrhan	7	Maths	1:7	9 textbooks for 64 “
“	5	Science	1:8	8 textbooks for 58 “
Nefas Mewucha	7	Physics	1:9	8 textbooks for 71 “
“	3	Envir. cience	1:3	20 textbooks for 65 “
Maksegnit	7	Physics	1:5	17 textbooks for 87 “
“	5	Maths	1:4	22 textbooks for 88 “
“	3	Maths	1:4	23 textbooks for 91 “

The above example shows that the ratio of textbook distribution varies from 1:3 (in Mota for physics in grade 7) to 1:9 (in Nefas Mewucha for physics grade 7). In general the problem seems equal in both groups of schools.

The provision of curricular materials (textbooks, teacher's guide and syllabus) to teachers is another important issue for efficiency of teaching learning activities. In this regard teachers were asked whether or not they were provided with the necessary curricular materials for the subject they teach.

Table 4.1.8 Number of Curricular Materials not rovided for Teachers

Material	Low achiever schools				High achiever schools				X ²
	Fel.	Mot	Nef	Total	Tis.	Mak	Kos	Tota l	
Syllabus	8	11	1	20	17	2	4	23	0.71
Teachers Guide	8	10	10	28	29	10	13	52	21.92*
Text books	13	10	9	32	19	9	5	33	0.91

According to their responses, teachers have shortage of 20 syllabi, 28 teachers' guides and 32 textbooks in low achiever schools, and 23 syllabi, 52 teacher's guides and 33 textbooks in high achiever schools. The constraint is greater in high achiever schools for the provision of 'teacher's guide because the calculated value in chi square 29.92 showed greater than the tabled value(3.841) at 0.05 level of significance on one degree of freedom.

In each school level the shortage of syllabi was found high, for instance, in Mota (low achiever school) and in Tisabay (high achiever school) whereas the problem of teacher's guides was observed in two high achiever schools (Tis Abay and Kossoye). But the shortage of textbooks is equally a problem in Tis abay (19) and Felegeberhan (13) Furthermore shortage teacher's guides for Radio lessons was reported by teachers for 8 subjects in high achiever schools and 10 in low achiever schools.

Adequate income sources and budget allocations are important means to improve the school activities. Despite the fact that a certain budget was given from government (the region) other income resources have been also observed in all schools.

Income resource is a basic factor for running school activities. Schools require supports from various groups, such as government, bodies, the community, non-government organizations and others. In this regard directors responded the following sources of income and budget allocation areas of their schools.

Table 4.1.9 Main Income Sources and Budget allocation Areas of the sample schools

Income & Budget allocation	Low achiever schools			High achiever schools		
	Fel.	Mot	Nef	Tis.	Mak.	Kos
Areas of school resources						
• Selling grass	Yes	No	Yes	Yes	Yes	Yes
• Selling trees	No	Yes	No	No	No	No
• Selling crops	Yes	No	Yes	No	Yes	No
• Government-support (budget)	Yes	Yes	Yes	Yes	Yes	Yes
Major of budget allocation areas						
• for Stationeries	-	High	High	High	High	High
• for Instructional material	-	Low	High	High	High	High
• for Sport activities	-	Low	Low	High	High	High
• club activities	-	Aver.	Low	Low	Aver.	Aver.

According to school directors responses the sample schools have limited income sources of which were selling grasses, trees and crops. Information on school expenditures also revealed that a large amount of the schools' budget other than salary was spent on items like, stationery, instructional materials and sport activities. But the emphasis of allocation varies between the two groups of schools. High achiever schools showed variety on allocation of budgets than low achiever schools.

In addition to financial resources and budget allocation other supports are also required from different groups to enhance the school activities. Accordingly, school directors were again asked to what level the community, parents and educational officials supported the schools. The following table shows whether or not supports are given to the respective schools

Table 4.1.10 Participation of Various Groups at School Activities

Participants	Low achiever schools				High achiever schools			
	Fel.	Mot	Nef		Tis.	Mak.	Kos	
Participation of community	No	No	No		Yes	No	Yes	
Participation of Parents	No	No	Yes		Yes	Yes	Yes	
Participation of educational offices	No	Yes	Yes		Yes	Yes	Yes	

According to the given responses the parents, community and educational offices are more involved in improving the school activities particularly in high achiever school than low achiever ones.

Shortage of budget and other supports are main constraints for running school activities. In line with this teachers were asked about several problems they have observed in their schools. The numbers of responses for the constraints are indicated in the following table.

Table 4.1.11 Major School Problems mentioned by Teachers

Problem areas	Low achiever schools (N=73)				High achiever schools (N=67)				X ²
	Fel.	Mot	Nef.	Total	Tis	Mak	Kos	Total	
Lack of textbooks	10	4	12	26	12	9	7	28	
Lack of desk for students	11	2	5	18		14	6	20	
Crowded classroom	6	1	7	14	3	13	3	19	
Shortage of Teachers	6	3	7	16	4	12	-	16	
Lack of Library	4	1	4	9	-	3	3	6	
Lack instructional materials	2		11	13	3		8	11	
Problem of students discipline	4	2	1	7	5	5	6	16	4.8 *
Lack of laboratory	1		1	2	-	1	3	4	
Lack of stationery	1		1	8	8			8	

It seems that all schools have about similar problems but relatively most of the problems are clearly marked in high achiever schools than others, such as, lack of textbooks (42%), lack of desks (30%), crowded classrooms (28%), shortage of teachers (24%) has problem of students discipline 24%. Among the problems the differences on students'

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Lack instructional materials	2		11	13	3		8	11	
Problem of students discipline	4	2	1	7	5	5	6	16	4.8*
Lack of laboratory	1		1	2	-	1	3	4	
Lack of stationery	1		1	8	8			8	

It seems that all schools have about similar problems but relatively most of the problems are clearly marked in high achiever schools than others, such as, lack of textbooks (42%), lack of desks (30%), crowded classrooms (28%), shortage of teachers (24%) has problem of students discipline 24%. Among the problems the differences on students'

discipline is significant between the two groups of schools in such that the calculated value of χ^2 (4.8) showed greater than the tabled value (3.841) at 0.05 level of significance and on one degree of freedom.

4.2.Characteristics of School Management

The most important factor that influences the operation of school activities is the active role of school director, who is the most responsible figure in the school management. Different characteristics or qualities are required from an effective director of a school.

The major characteristics required from a school director include the qualification, experience in planning administration, supervision and a sense of human relationship with other. Among the six sample schools Kosoye (from high achievers) and Felegebirhan(from low achievers) had only one director each whereas two directors (main and deputy) were assigned for others.

As regards to the qualification, the director of Kosoye and the deputies of the other 5 schools are graduates of Teachers' Training Institutes (TTI), whereas the directors of other schools (except Kosoye) graduated from colleges with a diploma.

Qualification and experiences are not only required, but also the regular presence of directors in the schools has a big impact on the effectiveness of the instructional process. In this regard two directors from low achiever schools, (Nefas Mewcha and Felege Birhan) were absent from their schools for a long time by the time of data collection whereas the directors of the high achiever schools were on duty. Thus due to the absence of the director in Felege Birhan there was a big problem to collect the necessary information from him.

The directors of sample schools have adequate years of service. Such as the director of Mota primary school had atotal of 17 years of service, the director of Nefas Mewucha (20years), Tisabay (13 years), Maksegnit (7 years), and the director of Kosoye 17 years.

To be effective in school management the directors must have also positive attitude towards their profession. To understand this issue the directors were asked to indicate to what level could some conditions affect their interests on the profession as shown in the table below.

Table 4.2.1 Aspects that Affect the Directors' Motivation for their Profession

Problems	Low achiever schools			High achiever schools		
	Fel*	Mot.	Nef.	Tis.	Mak.	Kos.
Low payment		Low	High	High	Aver.	Low
Lack of shelter		Low	Aver.	High	High	Low
Lack of educational opportunity		High	Aver.	Aver.	High	Low
Lack of transfer		High	High	High	Aver.	High
Too much workload		High	High	High	Aver.	High
Lack of Teachers co-operation		Low	Aver.	High	Aver.	Aver.
Lack of co-operation from community		High	High	High	Aver	Aver
Disciplinary problems of student		High	Low	Aver	Aver	Low
Wastage of instructional time		Low	Low	Aver	Aver	Low

*Due to absence of the director, responses could not be indicated

According to the responses of school directors, the two major conditions or factors that highly affect their interest towards the profession include, lack of transfer, and too much work load, whereas low payment, lack of shelter and lack of educational opportunity were rated average and low. However, Lack of shelter was a very acute problem in two high achiever schools (Tis Abay and Maksegnit) whereas lack of community support was rated as a greater problem in low achiever schools

Managing the time properly for various activities is one quality for school directors. In this study it was found that the amount of time the directors devoted to other activities was higher than to instructional issues. The following table shows how the directors have rated their managing of time as high, average and low for various activities.

Table 4. 2.2 Time Management by Directors for Different Activities

Activity	Low achiever schools			High achiever schools		
	Fel.*	Mot	Nef.	Tis.	Mak	Kos
Planning		Aver.	Aver	High	Low	High
Administrative		High	Aver	High	High	High
Teaching-Learning		Aver.	Aver	Aver	Aver	High
Meeting with parent		Low	Low	Low	Aver	Aver
Meeting with teachers		High	High	Aver	Aver	Aver
Advising students		Low	Low	Low	Aver	Low
Participation in community activities		Aver.	High	Aver	High	High
Personal case		Low	Low	Low	Low	Low

* The Questionnaire was not filled for the director was absent then

The directors of both group of schools similarly spend much time for administrative issues, and participating in community activities. But directors of low achiever schools give much time for meeting with parents whereas high achiever schools do for planning purposes. School directors have also replied the type of meetings they have conducted with various groups since the first semester began.

Table 4.2.3 Type of Meetings Conducted by Directors

Groups called for meeting	Low achiever schools			High achiever schools		
	Fel.	Mot	Nef.	Tis.	Mak.	Kos
Teachers	Yes	Yes	Yes	Yes	Yes	Yes
SMC*	Yes	Yes	Yes	Yes	Yes	Yes
Parents	Yes	No	No	No	No	Yes
Cur. Committee	No	No	No	No	Yes	Yes

SMC- school management committee

The more that the directors and teachers had contact with parents the more the school was in promoting the learning achievements of students.

As the directors' responses show, meeting equally made mainly with teachers and school management committees in both groups of schools. The major purposes of such meetings according to their explanations were to introduce the school programme and to make division of work among teachers.

Furthermore, an observation was made with regard to the types of records used in the sample schools about the characteristics of teachers and students. Accordingly it was found out that similar records were used regarding teachers and students performances in all schools. Directors replied that they keep records for teachers' mainly on , attendance, performances and participation in co-curricular activities, school pedagogical and departmental responsibilities. Similar records were applied students attendance, achievements, disciplinary problems and other cases. In this regard both groups of schools were found to be not different in keeping the records for teachers and students

It is not only the director who makes the school management effective but also the involvement of others is an important factor in the school of life. Directors have been asked to rate (high, average and low) the level of collaboration of the school community in improving the school activities.

Table 4.2.4 The Level of Collaboration of Various Groups in School Activities

Collaborators	Low achiever schools				High achiever schools			
	Fel*	Mot	Nef.		Tis.	Mak.	Kos	
Teachers		High	High		High	High	High	
Students		Aver.	Aver.		High	Aver	High	
Parents and community		Low	Low		Low	Low	Low	
Educational officials		Aver	Low		Aver	Low	Aver	
Other government bodies		Low	Low		Low	Low	Low	
Non government school		Low	Low		Low	Low	Low	

*Due to the absence of the director

According to the directors' responses the collaboration of teachers and students was high in both groups of schools whereas students' involvement was better in high achiever schools. The collaboration of other groups; parents, community, educational officials, government and non-government bodies was not effective in both areas.

As regards the effective functions of co curricular activities organized in the respective schools, the directors replied by rating the level of the activities as, 'high effective', 'average' and 'low effective' as shown in the following table.

Table 4.2.5 Level of Co curricular Activities Functioning in the Sample Schools

Types of clubs	Low achiever schools			High achiever schools		
	Fel	Mot	Nef.	Tis.	Mak.	Kos
Environmental protection	High	Low	Low	Low	High	Low
Music and Drama	High	Aver	Low	Low	Aver	Low
Home economics	Low	Aver	NA	low	Low	NA
Health and Anti AIDS	High	Aver	Hig h	High	High	NA
Sport	Aver.	High	Hig h	High	Aver	High
Children convention	NA	Low	NA	High	High	Aver
Language and literature	High	Aver	Ave r	High	High	NA

*NA= Data Not Available

Despite many clubs were organized in each sample school only two co-curricular activities were responded as effective, sports, health & Anti Aids. The children convention as a co-curricular activity was responded only in high achiever schools.

As regards of the directors performance, the sample teachers were asked to rate the level of school directors' support the staff in solving various problems of instructional process. The rating was made on seven major areas of assistance of school directors. In line with this teachers rated the support level as 'high' (3points), 'medium' (2 points) and 'low'(1 point) level of assistance. The responses were summarized and transformed to the average percentage as shown in the following tables.

Table 4.2.6 Teachers Responses on Director's Assistance by percent

Areas of assistance	Low achiever schools (N=73)				High achiever schools (N=670)			
	Fel.	Mot	Nef.	Total average	Tis.	Mak.	Kos	Total average
Lesson planning	37.5	60	70	55.8	22	35	64.3	42.7
Solving discipline problems	40	70	63	57.7	27	35	71	44
Adjusting periods	50	40	66.7	52.2	86.4	67.7	86.7	80
Co-curricular activities	43.8	46.7	77.8	56.1	13.6	71	14.3	33
Providing textbooks /instructional materials	25	63.3	70.4	52.5	72.7	64.5	50	62.4
Solving personal prop.	33.3	36.7	74.1	48	45.5	35.5	50	43.7
Solving Instructional problems	56.3	60	14.8	43.7	68.2	74.2	64.3	68.9

The table shows that three major assistances were better provided by directors; adjusting for the periods, providing textbooks and solving instructional problems. Other assistances were responded on average level such as on lesson plan on students' disciplinary problems co-curricular activities textbook distribution and personal problem

Although the level of assistance of school directors is not high for most of the items, better assistance of directors is observed in high achiever schools than low achiever schools. For instance the total percentage in low achiever schools is 38.6% whereas the assistance in high achiever schools is 55.9%.

4.3 Characteristics of School Teachers

In collaboration with school management, the teaching force is another body that determine the effectiveness of school activities. In the teaching-learning process teachers are the major actors to bring about the required behavioural changes or the performances of the students. As a result of this one major source of information for this study was the teaching force from sample schools.

In this regard the investigation was made as to how schools vary in number of members, level of qualification, year of services and performances of teachers. Most of the information was collected by teachers' questionnaires and class observation techniques.

Table 4.3.1 Number of Teachers in the Sample Schools

Characteristics	Sex	Low achiever schools				High achiever schools			
		Fel	Mot	Nef.	Total	Tis.	Mak.	Kos	Total
Total number of teachers (at present)	Male	13	27	30	70	12	18	10	40
	Female	5	11	26	42	12	18	6	36
	Total	18	38	56	112	24	36	16	76
Number of transferred teachers (last year)	Total	4		6	10	10	3		8
Number of new teachers (this year)	Total	6		3	9	3	4	3	10
Number of absent teachers (by the time of data collection)	Total	2	6	9	17	2	3	2	7
sample teachers	Male	11	24	14	49	10	14	8	32
	Female	5	6	13	24	12	17	6	25
	Total	16	30	27	73	22	31	14	67
Student Teacher ratio		75	64	39	53	87	80	48.3	73

In all conditions such as, the total number of teachers, the rate of transfer of teachers, and their absenteeism, the low achiever schools are superior as compared to high achiever schools. As the student teacher ratio shows the shortage of teachers was observed in high achiever schools.

Among the common characteristics of teachers that influence the quality of students' learning achievement at school level include the level of qualification, experiences and their performances in school activities. Qualification and experiences are important factors for better performances of teaching. For instance, according to the Education and Training Policy' (MOE) teachers for the first cycle are expected to have TTI certificate and diploma for the second cycle.. However, the following table shows the teachers qualification and experiences observed in sample schools.

Table 4.3.2 Main Characteristics of sample Teachers

Characteristics	Levels	Low achiever schools				High achiever schools			
		Fel.	Mot	Nef	Total	Tis	Mak	Kos	Total
Qualification level	TTI	10	22	17	49	16	23	11	50
	Diploma	6	8	10	24	6	8	3	17
Total service in years	1-5	4		7	11	--	2	3	5
	6-10	3	1	2	6	--	3	1	4
	11-15	4	3	2	9	3	7	5	15
	16+	2	26	19	47	19	19	5	43
Service at present school	1-2	6	5	8	19	5	7	6	18
	3-4	3	5	1	9	7	7	6	20
	5-6	4	3	3	10	2	2	1	5
	7-8	2	3	3	8	7	4	1	12
	9+	1	14	12	27	1	11		12

The data in the table show the numbers of sample teachers are qualified in TTI and college Diploma level and varied in year of services. Despite all teachers are qualified, relatively the number of teachers at holding Diploma is not adequate in both group of schools. As regards of teachers' years of experiences the majority have 16 and above years of service (47% and 42%) in low and high achiever schools respectively. Most of the teachers of low achiever schools have worked the longer time (9 years and above) at the present school than teachers of high achiever schools.

Teachers' promotion level in the career structure varies from school to school depending on various merits. Differences in career structure in turn affects the performances of teachers. To see these differences it was tried to collect information about the issue. According to the teachers' responses and approvals of school directors the status of teachers in career structure corresponds with their years of services.

Table: 4.3.3 Percentage of Teachers by Career Structure

level of career structure	Low achievers schools (N=73)		High Achiever schools (N=67)	
	No.	%	No.	%
Beginner	5	6.8	4	6
Junior Teacher	5	6.8	1	1.5
Teacher	8	11	12	18
Higher Teacher	42	58	34	51
Associate Teacher	13	18	15	22

The data indicates that the majority of teachers in both groups of schools were at the level of 'higher' teachers and above 55(75%) in low achiever and 49(73%) in high achiever schools. At this level the difference between the two groups in teachers' career structure is not so great or significant. As a whole the status of teachers seems better in high achiever schools than others.

In addition to qualification, experiences and level of career structure the attitude of teachers towards the profession is another key element in affecting their professional efficiency and responsibility. To understand this issue, teachers were asked to rate whether or not some other conditions could affect their interest in teaching profession. The replies of teachers who rated the impact as high was summarized and shown by percent in the following table.

Table: 4.3.4 Teachers' Responses on Conditions that affect their Motivation

Conditions	Low achiever schools (N=730)		High Achiever schools (N=67)		X ²
	No.	%	No.	%	
Lack of educational opportunity	57	78	52	76	
Too much work load	48	66	54	81	3.89*
Lack of community support	46	63	44	66	
Low payment for profession	44	60	47	70	1.49
Lack of transfer	27	37	60	90	40.52*
Discipline problems of students	26	36	29	43	3.03
Lack of shelter/house	21	29	39	58	3.90*

According to the teachers' replies some differences were observed between both groups of schools. Lack of educational opportunity was the highest aspect that affected teachers' of both groups. Too much work, lack of shelter and transfer showed the significant differences between the low and high achiever schools. In such a way the calculated values of X^2 (3.89,40.52 and 3.90) are greater than the tabled values (3.841) at 0.05 level of significance and at one degree of freedom. A disciplinary problem of students was not rated as serious problem in both groups of schools. As a whole teachers in high achiever school were being disappointed with the conditions mentioned above as compared to the others.

Further more investigation was made on what level teachers have been enjoyed with the teaching activities. So they were asked to explain the aspects of the teaching profession that made them very interested while working as teachers. To this question about 52 (71%) teachers from low achiever and 55 (82%) teachers from high achiever schools replied positively. The following table shows the type of their interest areas.

Table 4.3.5 Teachers' Responses about their Interest on Teaching

Expression	Low achiever schools		High Achiever schools	
	No.	%	No.	%
I like teaching because it is a profession free from corruption	3	4	3	5
I am interested in teaching because it improves my knowledge	21	29	25	37
I feel satisfaction when I see the behavioural changes of my students	15	21	13	19
I enjoy working with children	6	8	1	1
I am satisfied in producing good citizen	7	10	3	13
I am not interested with the profession	21	29	12	18
Total	52	71	55	82

As it is observed from the table many of the teachers have described the positive responses or interest in both groups of schools. The fact that the number of teachers who responded negative is very low as compared with those responded positive. On the other hand the positive expression might not mean that teachers are really interested in the profession and effective in teaching too, due to the rating errors.

The performances of teachers are determined not only by their ability and interests on teaching but also by other factors and the nature of collaboration or relationship they make with other groups. To understand this teachers were asked to what level they collaborate with colleagues and other members of the school to promote the teaching learning activities. The responses are shown in the following table.

Table 4.3.6 Groups that Make High Collaboration with Teachers

Collaborators	How achiever school		High achiever schools		X ²
	No	%	No	%	
Director	30	41	43	64	7.65*
Unit leader	41	56	41	61	
Colleagues	38	52	45	67	3.31
Department head	40	55	43	64	1.27
Students	15	21	16	23	
Parents/community	2	3	2	3	
Educational officials	5	7	40	60	45.72*
Other government offices	2	3	2	3	

The table shows that the participation level of unit leaders, department heads and colleague teachers was very high in both groups of schools. In particular the support made by directors and educational official showed more significant in high achiever schools than others. As shown in the table the calculated of X² value s 7.65 and 45.72 are higher than the tabled value at one degree of freedom and at 0.05 level of significance.

Another responsibility of teachers is the making of relationship with students' parents so as to solve the various problems of learning and other characteristics of students. Teachers were asked whether they could make any relationship with parents of students. Accordingly to the responses 90% of the teachers in low and 78% in high achiever schools have made that the relationship at an average level. A special programme was working in all sample schools that each teacher is accountable to a certain number of students in the villages to follow up their absenteeism to the extent by going to home and consult the families of students.

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Teachers' performances in lesson planning were also observed in all sample schools; and as a result it was found that each teacher used to plan uniformly two types of lesson plans yearly and weekly lesson plans. The lesson plans are prepared according to the formats distributed from Zones Education offices. In particular the weekly lesson plan contains the classification of days of the week. As a result the prepared lesson plans lack specification in stating objectives, the lesson activities, and evaluation techniques of a specific period. This shows that school principals were incapable of checking the appropriate preparation of lesson plans in the respective schools. The preparation also varies by grade levels (lower primary and upper primary). At lower level self-contained teachers prepare their lesson in a uniform way for all grades and subjects. Whereas teachers in the upper grade level (5-8) prepare their lesson plans separately by subject area.

Teachers were asked to make self-evaluation regarding their ability in planning lessons and as a result they rated some specific activities regarding the lesson plans. So the number of teachers who responded the items positively for is shown in the table below.

Table 4.3.7 Teachers' Problem on Lesson Planning

Problem areas	Low achiever schools				High achiever schools				X ²
	Fel	Mot	Nef	total	Tis	Mak	Kos	total	
Stating aims and contents	1	5	4	10	4	7	2	13	15.43*
Stating the specific activities	5	12	7	24	-	2	3	5	
Specifying evaluating technique	-	6	1	7	5	5	2	12	
No problem at all	10	7	15	32	13	17	7	37	

According to the rated responses most of the teachers, 38 (52%) in low achiever and 37 (55%) in high achiever schools replied that they don't have any problem in planning the lesson. But the two groups of schools showed significant differences in areas of lesson planning. The calculated X² value 15.43 for all items is greater than the tabled value (7.815) for 3 degree of freedom at 0.05 level of significance.. However the prepared lesson plans have problems on stating objectives, contents and activities for some teachers in both groups of schools.

Participation in various school activities is another responsibility required from teachers. For instance working in school pedagogical centers and involving in co-curricular activities were the major tasks investigated about teachers' participation in school activities.

By inspecting the documents in pedagogical centers it was found that most of the teachers used to borrow teaching materials from the centers, 73% from low achiever schools and 60% from high achiever schools. Specifically in each school it was observed that 13 in Felegebirhan, 30 in Mota, 10 in Nefas Mewucha, 15 in Tisabay, 10 in Maksegnit and 15 in Kossoye were registered for regularly borrowing teaching aids in SPC. Further more in each sample school each teacher was obliged to work 1 or 2 hours in school pedagogical centres in a week. This was planned and accordingly followed by the subject departments

Participation in co-curricular activities is an important task of teachers. Accordingly teachers responded in the questionnaire about their participation as shown in the following table.

Table 4.3.8 Number of Teachers Involved in Co curricular Activities

Co. curricular Activities	Low achiever schools				High achiever schools			
	Fel	Mot	Nef	Total	Tis	Mak	Kos	Total
Environmental protection	3	5	4	12	1	1	2	4
Health and Anti AIDS	7	6	1	14	5	6	1	12
Home economic	5	3	-	8	-	-	1	1
Music and Drama	4	5	-	9	-	-	-	-
Sport	3	2	3	8	8	3	5	16
Social science	-	3	1	4	-	-	-	-
Natural science	-	5	1	6	1	-	-	1
Literature and language	-	5	3	8	2		2	4
Handicraft	-	-	2	2	-	3	-	3
Child Convention	-	-	1	11	4	8	3	15
				72				56

In responding the question 99% of teachers from low achiever schools and 84% from high achiever schools have replied that they were participating in the co-curricular activities. Among them the majority were involved in environmental protection, Health and anti AIDS,

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Home economic	5	3	-	8	-	-	1	1
Music and Drama	4	5	-	9	-	-	-	-
Sport	3	2	3	8	8	3	5	16
Social science	-	3	1	4	-	-	-	-
Natural science	-	5	1	6	1	-	-	1
Literature and language	-	5	3	8	2		2	4
Handicraft	-	-	2	2	-	3	-	3
Child Convention	-	-	1	11	4	8	3	15
				72				56

In responding the question 99% of teachers from low achiever schools and 84% from high achiever schools have replied that they were participating in the co-curricular activities. Among them the majority were involved in environmental protection, Health and anti AIDS,

sports, Literature and children convention clubs in their respective schools. As a whole the differences are not significant.

The directors were asked to rate the effective functioning of co curricular activities in the respective sample school. As a result their evaluations were found to be corresponding with the responses of teachers. The three co- curricular activities were highly rated as effectively functioning in all the sample schools; sports, health and anti aids, languages and literature. Relatively these activities were rated higher in high achiever schools than in low achievers.

Absenteeism is an aspect of educational wastage in general and a debilitating factor for performances of students learning in particular. Thus, the regular presence at school is an important duty of a teacher for an effective teaching learning activities. In this regard, it was tried to found out the frequency of teachers' absenteeism in a day as well as in week. This is taken as an indicator for the frequency of teachers absenteeism. Thus the number of teachers who were absent by the time of data collection and a week before was equal in both groups of schools, for instance, seven teachers were found absent in each group for one day at the time of data collection.

Table 4.3.9 Number of Absent Teachers

Time of absenteeism	Low achiever schools				High achiever schools			
	Fel	Mot	Nef	Total	Tis	Mak	Kos	Total
A one day absentees by the time of data collection	2	5	9	16	2	3	2	7
A one week absentees before data collection	1	4	2	7	3	3	1	7
Total	3	9	11	23	5	6	3	14

The data in the above table indicated that the high number of teachers' absenteeism in both groups of schools. The greater number of teachers were in Nefas Mewucha and this was due to special incidence. The unusual rainy weather time made many students absent as a result of which there was a tendency to close the school and leave students go home and harvest crops. Further more teachers were also asked in the questionnaire to indicate the number of periods they had missed from classroom teaching since the first semester began,

and they responded that 39 teachers from low achiever schools had missed a total of 369 periods and 42 teachers from high achiever schools missed 420 periods. This shows that each teacher in both groups of schools has missed an average of 10 periods.

The main causes for missing their classroom periods were personal problems, school programme problems and other commitments in social activities as shown in the table below.

Table 4.3.10 Causes for Teachers' Absenteeism

Reasons	Low achiever school		High achiever school	
	No.	%	No.	%
Personal problems and sickness	20	51	19	45
Problem of School programm	4	10	2	5
Participating in Social Activities/ meetings	15	38	21	50

The data in the table show that greater number of absenteeism was observed in high achiever schools. Personal problems are the major causes for the absenteeism.

Teachers' subject matter knowledge and professional skills are very important for students learning performances. In other words teachers mastery of the profession and for self-confidence help to enhances the efficiency of school activities. To understand their ability teachers were asked to make self-evaluation as regard of their own knowledge on some items of teaching qualities. The responses of three ratings high' (3 points), Average (2 points) and low' (1 point) (were summarized and by the average percentage as shown in the following table.

Table 4.3.11 Teachers' Positive Rating about their Mastery of the Profession

Qualities Teachers responded 'I have----'	low achiever schools		high achiever schools	
	Rating point(3)	%	Rating point(3)	%
Knowledge of subject matter	2.8	95	2.9	97
Skills of teaching	2.7	89	2.8	94
Lesson planning	2,7	89	2.9	96
Preparing of teaching aids	2.1	69	2.1	70
Applying of teaching aids	2.2	73	2.2	75
Using a variety of teaching methods	2.4	81	2.6	87
Understanding students behaviours	2.4	80	2.7	86
Using variety of assessment techniques	2.4	81	2.4	81

In general the responses of teachers show that they have confidence in the items mentioned in the table above. The least ability they responded is their ability on the preparation and utilization of teaching aids. According to their responses teachers of the high achiever schools are better in all areas than the low achiever schoolteachers.

The teachers' skill in teaching activities is an important indicator for quality of teaching force. Evaluation of teachers' performances at the sample schools is made not only by directors but also by other groups, such as; department heads, senior teachers or supervisors. A questionnaire was given to these groups to rate about the performances of schoolteachers they have supervised them in the semester. In line with this the information was collected from 24 department heads and 30 supervisor teachers. The respondents used to rate some items that reflect about teachers' various characteristics they have observed in the respective school for the semester. The rating of items was to indicate the number of teachers who reflect the given characteristics such as , 'all of them' , 'some of them' and 'few or none of them'. Finally the collected responses were summarized in two ways, those items rated highly and those at average level as shown in the following two tables.

Table 4.3.12 Teachers as Rated by Department Heads and Supervisor Teachers

Qualities	Low achiever schools (N=24)			High achiever schools(N=30)		
	Fel.	Mot	Nef.	Tis.	Mak.	Kos
Subject matter knowledge	92	71	96	78	91	86
Skills of lesson Planning	96	63	100	75	91	62
Using variety Methods of teaching	67	58	75	69	76	62
Cooperative with his students	71	58	83	78	88	81
Using variety of assessment techniques	88	46	88	61	76	67
Interested in the profession	88	63	92	69	85	48
Using Variety of teaching aids	71	58	67	58	67	43
Giving assignments regularly	88	63	71	78	70	71
Using periods properly	88	71	92	72	88	76
Participating in school activities	67	54	63	56	73	67
Using chalkboard	83	67	88	78	94	81

NB: The bold figures show the highest character

The given responses show that the high performance of teachers seems greater in two low achiever schools and one high achiever school. On the contrary the other three schools were rated relatively low; Mota in particular is the least rated one. In general high achiever schools are highly rated in subject matter knowledge, cooperation, giving assignments, and in using the chalk board. On the other hand low achiever schools are also better in some other areas, like in period, period utilization. In short both groups are rated 'average' with not much difference. The average performances of teachers show high percentage in schools like Nefas Mewucha and Felegebirhan, for using variety of teaching aids and methods of teaching, respectively. Furthermore the ratings in Nefas Mewucha are relatively higher than others. However in the actual classroom observation teachers were never observed using these characteristics.

The students' opinion about the characteristics of their teachers on 17 items was analysed as a performance of teachers. First, the students were asked to write the number of their teachers, assigned in their respective class to teach the different subjects for this year, and next the students were asked to indicate the number of the assigned teachers that reflected the stated characteristics. The responses were summarized and averaged by the number of students shown in the following table

Table 4.3.13 Teachers' Characteristics as Evaluated by Students by Percent

Qualities	Low achiever schools(N=240)			High achiever schools(N=240)		
	Fel.	Mot	Nef.	Tis.	Mak.	Kos
Advices students to study regularly	51	57	53	65	50	49
Understands and solves students problem	36	43	44	56	48	47
Doesn't ridicule students	51	40	36	38	47	48
Motivates students to ask quest.	54	64	56	62	62	69
Keeps classroom discipline	51	62	46	53	44	47
Gives class work regularly	37	36	33	53	38	45
Gives home works regularly	57	33	35	48	38	51
Asks students while teaching	41	42	41	48	39	49
Uses teaching aids when teaching	28	35	30	32	19	41
Doesn't waste the teaching	54	58	53	61	54	58
Corrects home works quickly	36	38	41	43	30	48
Has good subject knowledge	61	60	56	67	58	62
Keeps his neatness	60	64	59	62	58	63
Liked by students very much	50	57	48	63	54	62
Treats students equally	61	72	64	68	65	66
Has never been absent	51	50	52	53	35	52
Checks students to use text book	46	50	41	53	40	45

NB: Bold figures show below 50%

In general the attitude of students towards various characteristics of teachers seem average and low. Only few characteristics were rated above average (50%) such as, motivating, not wasting time, having knowledge of subject, keeping neatness and liking students whereas others characteristics of teachers are least responded (below 50%). For instance the use of teaching aids, asking of students while teaching, giving class work and assignments and solving the problems of students. In all responses (either above or below 50%) the difference is not that much high between the high and low achiever schools.

The working load of teachers is one major impact on their teaching performances. Variations were observed among teachers in the number of subjects, periods and number of sections they teach. Some teachers are assigned to teach many subjects in one grade/ section, whereas

others teach a single subject in many sections. As a whole the number of subjects a teacher teaches is determined by the number of sections to be covered.

The self-contained teachers in the sample schools were assigned to teach either 5 or 4 subjects in one grade. Accordingly differences have been observed among the six sample schools. For instance in Kossoye and Nefas Mewcha two teachers were assigned in each classroom where self contained is conducted, one teacher was teaching all academic subjects (Amharic, English, Math, and Environmental Science) while the other teacher was teaching Aesthetic subjects in two or more sections. But in other sample schools only one teacher was assigned to teach the five subjects in one section. Nevertheless in all sample schools each teacher was assigned to teach 30 periods in a week

Table 4.3.14 Number of Teachers by Number of Subjects They Teach

Number of subjects	Low achiever schools				High achiever schools				X ²
	Fel	Mot	Nef.	Total	Tis	Mak	Kos	Total	
Teaching one subject only	2	7	18	27	2	6	1	9	11.44 *
Teaching two subjects	2	9	2	13	2	8	4	14	
Teaching three subjects	2	3	-	5	3	-	3	6	
Teaching four subjects		-	7	7	-	-	6	6	
Teaching five subjects	10	11	-	21	15	17	-	32	

The majority of teachers were assigned to teach 5 subjects in a self-contained classroom. However the high number of teachers who taught only one subject was indicated in Nefas Mewucha due to that there were 12 sections for grade 7, as a result many teachers were assigned to teach one subject for many sections. The number of teachers in teaching one subject only and teaching 5 subjects was statistically different between the two groups of school, as the calculated chi square values 10.15 and 4.46 showed greater than the tabled value (3.841). on one degree of freedom and at 0.05 level of significance.

4.4 The Classroom Teaching-Learning Conditions

The efficiency of teaching learning process in classroom is determined by many factors, the time, classroom condition, facilities, conditions and the nature of classroom teaching learning interaction. In the sample schools a total of 36 classroom observations (six observations in each sample school) were conducted. The major areas considered in classroom teaching observation were regarding the chalkboard, seating conditions, instructional materials used, space and brightness of classroom and teaching-learning interactions. The following table shows percentage of appropriate classroom condition rated out of 18 classroom observations made in each group.

Table 4.4.1 Physical Conditions of the Observed Classrooms

Conditions	Low Achiever school (N=18)		High achiever school (N=18)	
	No	%	No	%
Adequate size of chalk board(2.20x1.25metr)	8	44	7	39
Polished chalk board	12	67	7	39
Clean floor	9	50	8	44
Bright classroom	11	61	12	67
Adequate space	7	39	9	50
Available of chair for teacher	-	-	13	72
Available of table for teacher	-	-	13	72
Adequate Desk/seat for student	7	39	7	39
Total	54	38	76	52

Out of the 8 items checked during classroom observation, the total average percent (38% and 52%) show inadequacy in low and high achiever schools respectively. In specific areas, the availability of chairs and tables for teachers was the better observed only in high achiever schools. The seating problem for students is similar in both groups of schools whereas the blackboard condition was found better in low achiever schools than others. Moreover many students were observed sitting on floor or without seats.

The major teaching method used by teachers in all observed classrooms was a question and answer or an explanation technique. But in the questionnaire teachers were asked to indicate what variety of teaching methods they applied regularly. For the question teachers replied that they had used various teaching methods as shown in table below.

Table 4.4.2 Responses of Teachers on using Variety of Teaching Methods

Type of method Regularly used	Low achiever schools (n=73)				High achiever schools (n=67)				X ²
	Fel	Mot	Nef.	total	Tis.	Mak	Kos	total	
Explanation	13	26	22	61	13	24	6	43	5.87 *
Discussion	11	19	18	48	9	23	5	37	1.62 *
Questions + Answers	2	13	13	28	8	8	7	23	0.24
Demonstration	-	4	1		1	-	-		
Group work	1	1	2	4	1	5	5	6	

Teachers' replies in the questionnaire showed that they could use various teaching methods, explanation, discussion, group work, question and answer techniques better in low achiever schools. But in classroom teaching the dominant techniques observed was the question and answer techniques. The responses of teachers on using an explanation (lecture) method have significant difference between the two groups schools. The calculated X² value (5.97) was higher than the tabled value (3.841) at 0.05 level significance and one degree of freedom.

In addition to teaching methods investigation was also made on the type of assessment techniques used regularly by teachers. Similarly teachers replied that they regularly applied variety of assessment techniques were regularly applied in both groups of schools as shown in the following table.

Table 4.4.3 Responses of Teachers on using Variety of Assessment Techniques

Type of Assessment	Low achiever schools (n=73)				High achiever schools (n=67)				X ²
	Fel.	Mot	Nef.	Tot al	Tis	Ma k.	Kos	To tal	
Test	5	8	14	27	11	9	2	41	8.21*
Exercise	12	17	11	40	15	13	9	37	1.53
Homework	3	21	15	39	8	6	5	19	12.68*
Group work	4	11	5	20	5	5	2	12	
Oral quest	7	19	14	40	11	13	5	29	

According to the responses in the table above teachers used to apply different assessment techniques; tests, exercises, homework, group work and oral questions. Most of the techniques were highly used in low achiever schools while the provision of test was better applied in high achieve schools. But in the observed classrooms teachers were not found using variety of assessments other than oral questions. Nevertheless responses of teachers on the using of tests and home work are statistically different between the two groups of schools, as the X² values 8.21 and 12.62 are greater than the tabled value(3.841) for one degree of freedom at 0.05level of significance

Students have been asked about the assignments given by their teachers for different subjects during the first semester. The question was to rate the frequency of assignments given for each subject as, regularly, some times and never. The number of their responses is shown in the table below.

Table 4.4.4 Number of Responses of Students on the Frequency of Assignments

Subjects	Number of respondents from each group	Low achiever schools		High achiever Schools	
		Regular or sometimes	%	Regular or sometimes	%
Amharic	240	65	27	111	46
English	240	102	43	107	45
Maths	240	200	83	214	89
Science	120	18	15	31	26
S/Studies	240	34	28	24	20
Biology	120	11	9	26	22
Physics	120	4	3	34	28
Chemistry	120	11	9	21	18

The students replied that assignments were given mostly for English (43% in low achiever and 45% in high achiever schools) and Maths (83% by 89%) respectively. But for other subjects like science, social studies, biology, physics and chemistry assignments were given only sometimes. However students have never replied that assignments were given for non-academic subjects (music, art and physical education). As a whole the provision of assignments is not satisfactory.

Table 4.4.5 Students' Response on Subjects Assignments was not provided

Subject	Low achiever schools				High achiever schools			
	Fel.	Mot	Nef.	Total	Tis.	Mak.	Kos	Total
Music	13	3	15	31	6	10	6	22
Art	8	1	5	14	7	-	16	23
Physical education	42	27	17	86	23	32	22	77

As regards the using of instructional materials in classroom teaching it was observed that teachers were using only textbook and chalkboard. Even they did not use their lesson

plans or other notes as reference while teaching. But for the questionnaire teachers have replied that they regularly use variety of teaching aids as shown below

Table 4.4.6 Responses of Teachers on Using Variety of Teaching Aids

type of Teaching aids	Low achiever schools				High achiever schools			
	Fel.	Mot	Nef	Total	Tis.	Mak.	Kos	Total
Charts	5	5	2	12	3	2	2	7
Pictures	6	3	3	12	7	9	2	18
Maps/globs	3	7	2	12	-	4	-	4
Flash cards	4	2	-	8	2	6	3	11
real objects	-	6	5	12	3	10	2	15
Models	5	-	3	8	1	-	-	1
Total				64				56

The number of teachers in the table shows that in both groups of schools teachers have been applying variety of teaching aids. On the contrary in all the 36 classroom observations teachers were not observed using teaching aids other than textbooks and the blackboard (94%). A chalkboard was one of the most widely used equipment as medium of instruction.

Another quality of a teachers' activity is the ability of managing the time for various activities. In teaching profession various activities require different amount of time, mainly the planning, presenting and evaluating activities. In this regard teachers were asked to indicate the amount of time required for different activities in three rating scales, 'high', 'medium', and 'low'. The summarized responses in percentage are shown in the table below.

Table 4.4.7 Average Percentage of Teachers' Responses on Time Management

Activities that take much time for teachers	Low achiever schools (N=73)		High achiever schools (N=67)	
	No	%	No	%
Planning lesson	52	71	40	60
Presenting lesson	62	85	47	70
Evaluating students	36	49	49	73
Checking home works	35	48	40	60
Preparing teaching aids	14	19	23	34

According to the given responses teachers in low achiever schools used time highly for lesson planning, and lesson presentation whereas in high achiever schools, lesson presentation and evaluation of students performances are given much time. The least time is given for preparing teaching aids.

Further more teachers have been asked to indicate the proportion of time they apply for a particular period (in one period) such as for introducing, presenting and evaluating the lesson. Each teacher was asked to rate the amount of time (in minutes) he/she usually uses in each period. Finally the total times was averaged by the number of respondents. Thus the averaged time used by teachers is shown in the following table.

Table: 4.4.8 Average Responses of Teachers' Time Utilization for one Period (minutes)

Major activities	Low achiever schools (N 73)				High achiever schools (N 67)			
	Fel.	Mot	Nef.	Average	Tis	Mak	Kos	Average
Lesson introduction	21	22	20	21	21	22	14	19
Lesson presentation	48	46	51	48	44	42	52	46
Summarizing and evaluating the lesson	31	32	29	31	35	36	44	35
Total	100	100	100	100	100	100	100	100

In all sample schools the average proportion of time used for introducing, presenting and summarizing a lesson in one period has similarity. Much time was given for presentation

and the least time was given for introducing the lesson. Thus much difference was not also observed between the low and higher achiever schools as regards time management by teachers.

In the 36 classroom observations some characteristics of both teachers and students were also observed. As a result each action was tallied for teacher's activities and for students reactions. Finally the points were summarized and the total percentage of ratings was made in the 18 classroom observations for each group is shown below.

Table: 4.4.9. Major Characteristics of Teachers Observed in Classroom

Characteristics	Low achiever schools N=18		High achiever schools N= 18	
	No	%	No	%
Present the lesson writing on blackboard	18	100	11	61
Ask individual student repeatedly	14	78	17	94
Ask the whole class repeatedly	18	100	14	78
Correct class works	8	44	10	56
Use textbook while teaching	18	100	18	100
Motivate students	10	56	10	56
Check and monitor students	14	78	15	83
Use teaching aids	1	6	0	
Use the chalkboard while teaching	18	100	18	100

The major characteristics of teachers observed highly in both groups of schools are using the blackboard, asking individual student and the whole class, using textbooks and checking students learning.

4.5 Characteristics of Students in the Sample Schools

The Characteristics of sample students (480) selected from the six schools were the main sources of information for this discussion Accordingly, the major characteristics to be raised in the discussion include the distance they walk from home to school, educational and occupational level of their parents, their study habits and time utilization, their attitudes

towards the subjects, teachers and their future aspiration in studying subjects, the pre-school experience and the frequency of their absenteeism.

Distance from home to school is one aspect that affects the learning achievement of students. The longer the distance students walk, the higher they waste their time for learning. Thus to understand this problem students' were asked to write the maximum time that takes them to walk from their home to the school. As a result their responses were summarized in 3 categories those who walk 30 minutes and below, between 30 minutes and an hour and thirdly that takes above an hour. The result is shown in the following table.

Table: 4.5.1 Number of Students by Distance from Home to School

walking time	Low achiever schools		High achiever schools		X ²
	No	%	No	%	
30 minutes and below	168	70	120	50	32.74*
30 minutes to an hour	13	5	53	22	
Above an hour	59	25	67	28	

Many students (70%) from low achiever schools and half of the students from high achiever schools live near their school because they replied that they used to walk 30 minutes and below. On the other hand students who walk the longer distances (30 minutes and above) are from high achiever schools (50%). In general the difference were significant by the calculated X² value (32.74) that was greater than tabled value (3.84) at 0.05 level of significance.

Students have been asked about the education level of their families, in particular the fathers and mothers. Home literacy appears to have a significant influence on both achievement of pupils. The provided responses were classified as never attended, completing 1-7 grades (including traditional education and literacy program), 8th grade, 9-11grades, 12th grade and above level.

Table: 4.5.2 Parents Education Level by Percent (N=80 in each school)

Grade completed	Fel		Mot		Nef		Total average		Tis		Mak		Kos		Total average	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Never attended	55	68	34	41	19	21	36	43.3	45	51	48	54	59	65	50.7	56.7
1-7grade	41	30	34	40	46	60	40.3	43.3	43	40	44	40	35	29	40.7	36.3
8 grade	3	3	4	1	9	5	5.3	3	5	3	3	1	3	3	3.7	2.3
9-11 grade	1		4	9	8	4	4.3	4.3	5	1	3	4	1	1	3	2
12 grade			25	9	15	8	13.3	5.7	1	5	1	1	3	1	1.6	2.3
12+ grade					4	3	1.3	1	1	1	4				1.7	0.3

NB. F=Father and M=Mother

As the responses showed in table above, the majority of parents did not have adequate level education (80-90% are below grade 7). In other words the education level for fathers in high achiever schools was 49.3% and for the mothers 42.3% whereas in low achiever schools it was 64% and 56.7% respectively. This indicates that the students' parents are better literate in low achiever schools than the higher achiever schools.

The other aspect students had been asked was about the type of occupation of their family. It is believed that the type of occupation parents possess has an influence in the performance of students learning achievement. As a result, students mentioned 4 types of occupations.

Table 4.5.3 Number of Students by Occupation of their family

Occupations	Low achiever schools		High achiever schools	
	Total	%	Total	%
Agriculture	107	55	173	72
Merchant	68	28	32	13
Government employee	40	17	16	7
Other private	25	10	19	8

The responses in the table showed that the majority of students were from farmer families who work in agricultural activities, in particular students from high achiever schools were from agricultural families. This is due to the reason that the selected sample schools were from rural areas.

The variety and quality of facilities as well as appropriate study conditions available at home is an important factor for students to be effective in learning achievement. In this regard the sample students were asked that whether or not radio, reading books, and study places are available at their homes. The table below shows their responses.

Table 4.5.4 Number of Students with the Necessary Facilities at Home ((N=80 each school)

Materials at home		Low achiever schools				High achiever schools			
		Fel.	Mot	Nef.	total	Tis.	Mak.	Kos	total
Radio	N	43	63	51	157	53	43	49	145
	%	54	79	64	65	66	54	61	60
Books	N	33	52	50	135	42	31	24	97
	%	41	65	63	56	53	39	30	40
Study place	N	36	61	37	134	56	31	39	126
	%	45	76	46	56	70	39	49	52

As to the students' responses their access to Radio (65% and 60%), and reading books at home (56% and 40%), and the appropriate study place(56% and 53%) at their home is not satisfactory in low and high achiever schools respectively. Although not much, students from low achiever schools have the better access to the facilities and the study places further more the students do not get appropriate study places. Nevertheless the students from low achiever schools seem better in all aspects.

A Pre school experience of students has also a big impact on learning achievement at school. Thus the students were asked whether they had or not such background experiences before joining their present school was investigated.

Table 4.5 5 Number of Students with Pre school Experiences (N=8 in each school)

Pre schools	Low achiever schools				High achiever schools			
	Fel.	Mot	Nef	Total & percent	Tis.	Mak	Kos	Total & percent
Church	11	18	13	42 (17.5%)	16	17	13	46(19.2%)
Kndergarten	9	25	30	64 26.67%)	27	15	22	64 6.67%)
Mosque school	9	13	9	31(12.9%)	6	8	10	24(10%)
Other primary school	9	2	7	18 (7.5%)	6	76	12	25(10.4%)
Not attended	42	22	21	85(35.4%)	15	33	33	81(33.8%)

The responses in table shows that most of the sample students had various experiences such as attending church school kindergarten, mosque school and attending in other schools. However the responses of students do not show much difference between high and low achiever schools.

The way students study their lesson; and do their assignments, have big contributions to students' achievement. Thus for the question asked concerning these issues students replied the characteristics shown in the table below.

Table 4.5.6 Number of Students by Study Habits

Student's habit for study	Low achiever schools				High achiever schools				X ²
	Fel.	Mot	Nef.	Total	Tis.	Mak.	Kos	Total	
Studying Individually	43	36	34	113	22	33	45	100	1.8
Studying in group or with friends	25	19	32	76	53	30	45	128	19.74*
Studying with brother or sister	5	25	10	45	6	14	-	20	11.1*
Working assignments at home	10	6	6	22	26	15	20	61	21.24*
Working assignments at school	5	76	73	224	66	67	50	183	15.74*

For the question asked as to how and with whom they study their lessons, students of low and high achiever responded three study techniques, studying alone (47% and 38%),

studying with friends (32% and 53%) and studying with brothers or sisters (19% and 8%) respectively. However differences were observed among students when working assignments. Students who worked assignments at home were from high achiever schools whereas those who used to work at schools were from low achiever schools. As a whole in chi square calculation the students' responses showed differences that the calculated X^2 values 19.74, 11.1, 21.24 and 15.74 are greater than the values indicated in the table (3.841 and 6.635) at 0.05 and 0.01 levels of significances respectively.

To be an effective learner, students have to manage their time properly for different activities. Accordingly student were asked a question to rate the time they used for different activities in three rating scales 'high', 'average' or 'low' which represent 3 points, 2 points and 1 point respectively.

Table 4.5.7 Percentage of Students' Responses on Time Utilization for Different Activities (N=80 each)

Type of activities	Low achiever schools				High achiever schools			
	Fel.	Mot	Nef.	Total aver.	Tis.	Mak.	Kos	Total aver.
Reading books other than texts	21	28	16	22	24	31	25	27
Study in school lessons	65	66	58	63	63	53	50	55
Working on assignments	54	40	50	48	74	43	45	54
Assisting parents at home	58	35	60	51	50	56	63	56
Walking from home to school	31	20	35	29	38	35	49	40
Play with friends	11	9	13	11	10	6	10	9
Listening to Radio	21	31	18	23	29	14	28	23
Total	44	38	41	41	48	40	45	44

The majority of the respondents in all schools replied that they used to spend much time on studying the school lessons, helping the family at home, and working on assignments

whereas the least time they spent was for playing, reading books other than textbooks, as well as walking from home to school.

Although the difference is not much students in low achiever schools give greater time for studying lesson whereas students of high achiever schools spend more time for helping parents, working assignments and walking from home to school.

Effective learning of students depends on the difficult level of the subject areas. In other words the simpler or easier the subject for students the better their learning performances would be. In this regard students were asked to indicate which subjects were very simple or difficult for understanding while learning. In other words this question was directed to identify which subjects are most liked and which ones are disliked.

Table:4 5.8 Number of Responses on Difficulty of Subjects.

subjects	Number of respondent	Low Achiever schools		High Achiever schools	
		Responded as easy	Responded as difficult	Responded as easy	Responded as difficult
Amharic	240	45	6	89	4
English	240	36	107	27	95
Maths	240	42	59	48	69
Science	120	17	11	21	13
Social studies	240	34	35	5	20
Biology	120	12	-	27	-
Physics	120	20	13	18	1
Chemistry	120	7	19	11	19

As regards to simplicity and difficulty level of subject areas the sample students responded that English, Maths, Social studies and Chemistry are difficult for them whereas Amharic, Biology and Physics are relatively easier in both group of schools.

In addition to the difficulty level of subjects the sample students have been asked to indicate their areas of interest for further study the subject areas. Indirectly their replies for this question indicate that the selected subjects could be easier for the students than others.

Table: 4.5.9 Subjects Selected for Further Study by Students

Subjects	Low achiever schools		High achiever schools	
	Number of responses	%	Number of responses	%
Amharic	8	3	9	4
English	77	32	89	37
Maths	53	22	70	29
Science	18	15	21	18
Social Studies	24	10	22	9
Biology	11	9	11	9
Physics	5	4	8	7
Chemistry	13	11	7	6

English and math were the major subjects that many students were interested to study them further in both groups of schools. On the contrary Amharic, biology, physics and chemistry are the least selected subjects to be studied further by students.

One area of educational wastage in general and for the teaching learning process at school in particular is the absenteeism of teachers, students, director and other groups. In this regard it was tried to observe the attendances of teachers and students for a specific time. Further more students were asked in the questionnaire about the number of days they have been absent since the first semester.

In one-week attendance it was found that 47 students from two low achiever schools and 128 students from two high achiever schools were absent from schools for different reasons. In the questionnaire the total of 148 students from low and 130 from high achiever schools responded that they were absent from the school for one to ten days. One can guess that more days of absence may have great effect on educational wastage.

The attitude of teachers towards their students is another important factor that affect effectiveness of teaching learning process in the school. As regards the attitudes of teachers towards the students was presented for teachers that included 21 items or characteristics about students. Teachers were asked simply to rate how many of the students reflect the given list of characteristics in three rating scales, all of them, some of them, and few of them or none.

The responses of teachers were summarized and described in percentages as shown in the following two tables, those characteristics reflected by all students and those by some students respectively

Table: 4.5.10 Characteristics of all Students as Responded by Teachers (%)

Characteristics	Low achiever schools				High achiever schools			
	Fel.	Mot	Nef.	average	Tis.	Mak	Kos	average
Ask questions	62.5	70	48.1	60.1	40.9	48.4	64.3	51.2
Are punctual	62.5	83.3	63	69.8	72	54.8	71.4	66.1
Describe their problems	62.5	70	71.8	68.1	59.1	48.4	92.9	66.8
Are careful for school property	62.5	83.3	63	69.6	72.7	54.8	71.4	66.43
They are capable	71.4	63.3	51.9	62.2	40.9	45.2	71.4	52.5
Solve any problems by themselves	87.5	80	88.9	85.47	63.6	90.3	92.9	82.27
Study their lesson hard	87.5	60.	59.3	68.67	50	64.5	64.3	59.67
Don't have shortage of writing materials	62.5	80	63	68.5	77.3	67.7	78.6	73.2

In the table above the percentage of teachers' responses shows the characteristics that reflected by all students in the school. However all characteristics were better reflected in low achiever schools than in high achiever schools.

Table 4.5 11 Characteristics of Some Students as Responded by Teachers (%)

Students' characteristics	Low achiever schools				High achiever schools			
	Fel.	Mot	Nef.	ave.	Tis.	Mak.	Kos	aver.
Understand their subject easily	50	50	51.9	50.6	77.3	67.7	28.6	57.9
Actively participate	31	46.7	70.4	49	63.6	71	57.1	63.5
answer any questions	75	63.3	44.4	60.9	63.6	67.7	42.9	57.73
Make their class work	33.3	53.3	55.6	47.4	63.6	54.8	64.3	60.9
Make their assignment	62.5	63.3	55.6	60.47	63.6	54.8	50	56.13
Keep class discipline	56.3	56.7	51.9	54.97	60	54.8	64.3	59.03
Interested on learning	50	46	55.6	50.53	63.6	61	50	57.87
Careful for textbook	62.5	73.3	77.8	67.87	68.2	71	57.1	65.43
Apply their knowledge to practice	43.8	16.7	44.4	35.1	81	74.2	42.9	66.03

The responses in the table above are major characteristics reflected only by some students in both groups of schools. In these characteristics, the students in high achiever schools were better than students in low achiever schools.

In a similar way observation was made on some basic characteristics of students, about their participation and sitting conditions. The major behaviours observed are shown in the following table

Table 4.5.12 Major Characteristics of Students observed in Classroom Learning

Characteristics	Low achiever schools		High achiever schools	
	N	%	N	%
Listen to the teacher's explanation attentively	11	61	13	72
Answer questions individually	18	100	18	100
Answer questions by group	18	100	18	100
Write notes on exercises book	8	44	7	39
Sit orderly/ properly	8	44	9	50
Ask the teacher questions	-		1	6

In general students were observed mainly in answering the questions. They fully participated and responded to the teachers' questions in individually and in-group as well. But, students have never been observed asking their teacher questions about their lesson. Due to shortage of desks/seats the sitting arrangement in most classrooms was found not appropriate. In addition to this it was observed that many students were without seat or desks in the various classrooms.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The main findings of this study have been discussed widely and illustrated with tables in chapter four. The purpose of the whole issue was to identify and describe the different characteristics of schools selected as high and low achievers in the 'National Assessment' study. As a result it was found that some variations were observed among schools that high achiever schools were found to be better in some findings and worse in others.

The comparison was made between the two groups of schools on five major areas; on appropriate conditions of schools, efficiency of school management, characteristics of teachers, the classroom teaching learning conditions, and the characteristics of students. In all these areas data were collected through direct observations and questionnaires presented for various respondents (directors, teachers, students and department heads). The characteristics of the collected data and the methods of analysis applied in this study followed a qualitative approach.

In conducting the study, a lot of problems have been encountered.. Some of these problems were the long distance of the sample schools from Addis Ababa, the limited number of classroom observations made in the respective schools, the limited time for data collection and the absence of school directors and teachers by the time of data collection, the time differences for data collection from one school to another. For instance directors of Nefas Mewucha and Felegebirhan were absent during the time of data collection. Furthermore, unusual rain was another problem faced when data collection was made in Nefas Mewucha whereas the mid semester testing was another problem in another school.

Despite all these constraints, the collected data revealed some differences between the high and low achiever schools. In some items or conditions high achiever schools were found better than low achiever schools and in another items it was found the reverse condition was true. Furthermore, in most areas similarities were observed between the two groups of schools.

5.1 Summary

5.1.1 General Conditions of Schools

The variation of school conditions was observed in location, age of school establishments, the support of school community, promotion level of grade 8 students in national examinations, the repetition level of students in particular and the school enrolments in general, the number of sections, the availability of the necessary facilities, equipment, services and other materials.

With regard to school age, high achiever schools were established 20 years later than the low achiever schools were opened. The three high achiever schools were also located very near to the Zone Towns (less than 40km) whereas the low achiever schools are very far from their respective Zone towns (75km and above).

The number of students (5973) and teachers (112) in low achiever schools was greater than high achiever schools (5579 and 776) respectively. But the student teacher ratio is greater in high achiever schools than others. In 1992 (Eth.Cal.) the promotion rate of grade 8 students was greater in high achiever schools (83%) as compared to low achiever schools (75%). The number of students' repetition for this year was also low in high achiever schools.

As rated by teachers, the support of educational officials was greater in high achiever schools than in low achiever schools, whereas the support by community was similar for both groups of schools. In summary some school conditions were found better in high achiever schools than in low achiever schools, the nearness to Zone towns, the high promotion rate for grade 8 students, the less repetition rate, the better support from education office and the provision of instructional materials.

However, similarities were also observed among the two groups of schools in some other conditions; that is availability of facilities, equipment and other services and the provision of textbook to students, the sources of income and allocation of budgets. Furthermore they shared similar problems as; lack of desks, textbooks, teachers and crowded classrooms, water supply, laboratory and 'First Aids'.

5.1.2 Efficiency of the school management

The other characteristic observed in the sample schools was regarding the efficiency school of management. In other words the qualification, experiences, motivation towards the profession and other performances of directors in the respective schools were investigated as main areas of school management. In these areas variations and similarities were also observed between both groups of schools.

Except in the two low achiever schools (Kossoye and Felegebirhan), two directors were assigned in other sample schools each (main director and a deputy). As regards of qualification, all deputies including the director of Kossoye were found holding TTI certificate whereas other main directors were college diploma holders.

In both groups of schools, directors have been observed performing similar activities; such as conducting meetings mainly with teachers and school management committees, keeping records for teachers and students, organizing and coordinating the co curricular activities and making of collaborations with teachers. Two, co curricular activities, health and anti AIDS, and sports were responded for better working in both groups of schools. According to teachers' responses directors of high achiever schools provided better assistance to teachers in solving instructional the problems.

The differences observed, between both groups of schools were with regarding the time management, and the regularly presence of directors at school. Directors of high achiever schools used the greater time for planning, social commitments, and/or administrative duties than the directors of low achiever schools. Furthermore by the time of data collection, all directors of high achiever schools were present at their schools while two directors were absent from low achiever schools (Nefasmewucha and in Felegebirhan) According to their responses the directors' motivation towards the profession is not high due to lack of shelter, lack of community cooperation and too much work.

In summary, the directors in high achiever schools were observed more effective than the others in two major conditions, in the regular presence at school, and the provision of assistance for teachers in the various activities.

5.1.3 Characteristics of teachers in sample schools

At the third level, observation was made as regards the quality of the teaching force or teachers' characteristics. By qualification, teachers of low and high achiever schools had the TTI certificate (67% and 75%) and college Diploma (33% and 25%) respectively. In both groups of schools most of the teachers had also longer years of service (16 years and above). The number of transferred teachers to other schools and the number of new staff members for the year were similar in both groups of schools. Furthermore, at present, teachers of both groups of schools were equal in position or career structure in which that most of them are at upper levels.(see table 4.5.3)

In high achiever schools teachers rated some items that affect their motivation for the profession stronger than other groups. Lack of educational opportunity, too much workload, lack of community support, low payment and lack of transfer were rated as major problems that affected their motivation on the profession.

Furthermore teachers indicated the aspects that made them much interested at working in teaching profession. They expressed positively both in low (71%) and in high achiever (82%) schools. In line with this, they replied that teaching helped them in further improving their ability or knowledge, preparing good citizens for the country and being satisfied with any behavioural changes of students.

Teachers' attitude towards the collaboration of different groups showed more positive for school directors, unit leaders, colleagues and department heads. The collaboration was greater in high achiever schools than the low achiever ones.

The involvement of teachers in curricular activities and preparation of teaching aids was rated better in low achiever schools (99%) than in high achiever schools (84%). Another big issue observed in both groups of schools was the rate of absence of teachers. In average 2-3 teachers were absent for one day in each school as it was observed by the time of data collection. (See table 4.5.9) According to teachers' replies for the questionnaire, 39(53%) teachers have missed a total of 369 periods in low achiever schools and 42(63%) teachers about 420 periods in high achiever schools during the first semester. This shows that much time has been wasted in both groups of schools but greater in high achiever schools. The major reasons for their absenteeism were personal problems and commitment in social activities.

Teachers' ability or mastery of their profession has a big impact on school performances. On self-reporting, teachers of high achiever schools have indicated the better confidence than the teachers did in low achiever schools. The evaluation of department heads, and supervisor teachers has also indicated similar responses on qualities for both groups of schools. But the students rated the least level on the characteristics of teachers. (See tables 4.5.12 & 4.5.13). The teachers' working load in all sample schools is similar either in number of periods (30 periods) or in number subject areas (1-5 subjects). However those teachers assigned for teaching one subject and five subjects indicated a significant differences between the low and high achiever schools.

As a whole the differences between teachers of high and low achiever schools were not much significant in many areas; qualification, experiences, career structure, motivation towards the profession, participation in co curricular activities and teaching load. However some differences were observed between the two groups. Teachers of high achiever school have better responded for having confidences in the mastery of the professional qualities and knowledge in lesson planning than the others. The involvement of teachers in co curricular activities was better in the low achiever schoolteachers than others Absenteeism was also found greater in low achiever schools than others.

5.1.4 The Characteristics of Classroom Teaching Learning Process

The observation on classroom teaching learning process focused on the characteristics of the teacher and student activities. These were the utilization variety of teaching methods, assessment techniques, and instructional materials in classrooms. and other conditions of classrooms.

Despite limited number (36) of classroom observations were conducted some differences were identified about the characteristics of classroom teaching learning process. Most of the conditions were found similar between the two groups of schools, but some conditions better in low achiever schools than in high achiever schools. As regards of physical condition of classrooms, quality of chalkboard, furniture for students and for teachers classroom space and its brightness were better observed in high achiever schools (52%) as compared to low achiever schools (38%) in general and 72% by none, on the availability of tables and chairs for teachers in particular (see table 4.6.1).

In classroom teaching, all teachers in both groups of schools were observed using the traditional approach or lecture method of teaching, oral question, and the textbook and chalkboard. But, in a questionnaire, students replied that assignments were given regularly for specific subjects like Maths, English, and Amharic and never for music, sports and art subjects. Relatively it was replied that teachers in high achiever schools were better in providing the assignments than teachers in low achiever schools.

On the other hand, the sample teachers responded for the questionnaire differently from that they were observed in classroom teaching. They replied that they regularly used variety of teaching method, assessment technique, and teaching aids. In all the three areas (variety of teaching method, assessment techniques and teaching aids) the responses of teachers were greater in low achiever schools than in the high achiever schools (see table 4.6.2 and 4.6.3).

In managing the time for different teaching activities, teachers responded differently. In five specific items to be rated, about teachers' time management more time was given for planning and presenting the lessons in low achiever schools, whereas teachers in high achiever schools give much time for evaluation and checking home works. But teachers of both groups of schools have given least time for preparing teaching aids.

As a whole similarities were observed in both groups of schools using the blackboard and textbooks while teaching, asking the students questions, using traditional teaching methods (lecture) assessment techniques (oral questions) students participation by answering question and other conditions of classrooms, shortage of seating and poor quality of chalkboard. But on the other hand the responses given by teachers and students indicated that high achiever schoolteachers could give assignment and test better than the others. Furthermore in classroom, chairs and tables for teachers were observed better in high achiever schools

5.1.5 Major Characteristics of Students

The sample schools were also compared by some characteristics of students, such as, the distance they walk from home to school, the education and occupation level of their parents, their study habits, their time utilization for various activities of learning, the rate of their absenteeism and their attitude towards different conditions.

As regards the distance of walking from home to school most of the students the students in low achiever schools replied that they walk 30 minutes or less whereas students of high achiever schools responded the longer distance.

For the questionnaire students replied about their parents' education and occupation levels. According to their responses most of the students in low achiever schools had literate parents than the students of high achiever schools. Nevertheless the major occupation of parents in both groups is agriculture (58%) whereas next in the line are merchants (21 %) and government employees(12 %)

In addition to, the parents' education and occupation level, students replied in the questionnaire about the availability of supportive materials as well as appropriate study places at their homes. In this area half of the students replied that the three conditions (radio, books, study places) were adequately available at their homes. These conditions, however, were better responded by students of low achiever schools than students of other schools (see table4.7.3)

As regards to preschool experiences most of the students in both groups of schools have responded similar answers that they had attended the church and mosque schools and kindergarten before admitted the present schools. Further more students responded that they used to study their lesson and work their assignments both at school and home. But their response on working the assignment showed differences between the two groups of schools. The majority of students of low achiever school responded that they used school for doing do their assignments while students in high achiever school reported that they do their assignment at home. In addition to this, students from low achiever schools replied that they would like study individually whereas students from high achiever schools used to study in groups or with their friends.

As to the question of how effectively they use their time for various activities students' responded similarity from both sides, that most of their time is devoted to studying the lessons and for working assignments. But students from high achiever schools spent much time on assisting the family at work and walking from home to school

Students' attitude towards the various subjects and their teachers was another area asked in the questionnaire. Amharic and physics were rated as the simplest subjects for students for both groups of schools whereas English and Maths were reported as most difficult

subjects in low and high achiever schools respectively. Furthermore students of high achiever schools responded that they would prefer to further study English and Maths..

In one-week attendance it was found that 128 students have been absent from high achiever schools and 47 from low achiever schools. But in the questionnaire students replied that 148 students (62%) from low achiever and 130(54%)from high achiever schools were absent from 1 to 10 days. In general absenteeism is a problem in many schools since the first semester began..

According to the opinion of teachers the characteristics of students were reported in two ways, those performed by all students, (asking questions, punctuality, expressing and solving their problems); and those characteristics only reflected by some students (understanding their lesson, actively participating or answering the questions, working assignments, doing assignments interested in learning and care for school properties). But all these characteristics were not much observed in the classroom.

5.2 Conclusion

The general intention of this study was to compare the characteristics of two groups of schools; those achieved high and low results on the 'National Assessment' tests. Accordingly the attempt made to answer the five research questions stated for the study indicated the inconsistent differences between the two groups of schools on the various school related variables. In answering each research question high achiever schools were found better in some variables and another time the result was the reverse.

The first research question that focused on investigating the school conditions showed that three better conditions were observed in the high achiever schools than the low achiever ones, such as, in having good experiences for promoting students in grade 8 National Examinations, in securing low repetition rate of students for the year at hand and in the proximity of these schools to zone towns. All these conditions might have contributions to the better performances of high achiever schools. On the contrary the large class size in the high achiever schools perhaps have made a negative impact on the achievement of students.

Two basic issues were identified that made high achiever schools different from the low achiever schools on the efficiency of the school management or in answering the second research question. These were the regular presence of directors at schools and their instructional assistance made for teachers. These qualities might be essential for promoting the effectiveness of the teaching learning process in the respective sample schools. But the less motivation of directors in the profession, too much work load, much time spent on administrative issues rather than on instructional aspects and high absenteeism of directors were the major constraints contributing to the poor performances of students.

With regard to the qualities of school teachers and the classroom teaching learning process, various similarities were observed between the two groups of schools. However, teachers in high achiever schools responded positively on the mastery of their profession. Such confidence on academic success perhaps helped teachers to make high impacts on the teaching learning process at schools. The availability of facilities for teachers (particularly chairs and tables) was also observed better in high achiever schools. The positive attitude of teachers towards the collaboration of directors and education offices could encourage them to be in the teaching learning process. But the big problem was the poor preparation of lesson

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plans, less motivation to the profession due to lack of shelter, transfer and too much work load could be hindrances to be effective in the teaching activities

Concerning the students' characteristics, two major differences were observed between the two groups of schools. Many students in low achiever schools replied that they used to walk shorter distances from home to school whereas students of high achiever schools used to walk relatively longer distances. Furthermore as regards the study habits the former students replied significant differences that they were interested to study individually while the later ones used to study in-group

As whole, the findings of this study showed inconsistency of differences between the high and low achiever schools. The reasons for this inconsistency could be various factors at various levels; at classroom, at school and outside the contexts. The organizational conditions of schools, the characteristics of respondents, the limitation of the methods applied for the investigation and the nature of administrating the 'National Assessment' studies might have contributed to the problem. The rules and directives used by all sample schools from the respective zones /region/, the nature of teachers' training or program and cultural backgrounds of teachers too have contribution to the inconsistent differences between the two groups of schools. The other impact for the inconsistency could be the rating errors in answering the questionnaire, i .e, by respondents such as over rating (leniency), under rating (severity) or by the central tendency error (attracted by the middle)

Another assumption to the problem could be the administration of the 'National Assessment' tests in the respective sample schools, the inappropriate selection of the sample students and the like. Furthermore, the various changes of conditions made in both groups of schools after the 'National Assessment' was conducted, might have impacts on the inconsistency of the findings. Moreover, the time pressure for data collection, the limited number of instruments and the less number of classroom observation conducted might affect the inadequacy of the findings.

In summary, this study explored the various school-based characteristics reflected in to two groups of schools. The conceptual framework of the study was built on the notion that high achiever schools in the 'National Assessment' study could exhibit better efficiency in all school characteristics than the low achiever schools. But the attempt made to identify and describe a static set of characteristics of schools on that point of time indicated inconsistent

differences between the two groups of schools and this needs an over time study applied repeatedly.

According to the various research findings, classroom behaviours make greater influences in students learning achievements than the school variables in general. Furthermore the teachers' and the students' behaviours were the predominant factors in the classroom variables. Thus to identify consistent differences between effective and ineffective schools, studies need to focus on, first at classroom conditions, on particular the teachers and students' behaviours and next on the schools and the outside of school contexts

5.3 Recommendations

Based on the experiences and the findings of this study, the following recommendations are suggested as regards improving schools for better performances and conducting further studies to identify factors of school effectiveness.

5.3.1 Suggestion to improve schools

The findings of this study have indicated many weaknesses in all sample schools as regards school conditions, management systems, characteristics of teachers and students. Accordingly it is important to improve the performances of schools by considering the following suggestions.

- In the respective schools, emphasis has to be given on the application of varieties of instructional materials in classroom teachings.
- In all schools the findings showed that there was a big problem on the provision of curricular materials to both the teachers and students. So, attention has to be given for the improvement of the textbook and students ratio in the respective schools.
- For the better performances of schools, emphasis has to be made organizing various co-curricular activities and creating collaborations with the community and parents, and on teachers' lesson preparations.

- Schools were found inadequate with appropriate facilities and equipment that require further improvements. In particular classroom furniture require major improvements at least the students' seats and the chalkboards.
- Measures or controlling mechanisms have to be applied to reduce absenteeism of teachers, directors and students.
- The high number of class size affects the teaching learning process. As it was observed the classrooms were occupied with more than 60 or 70 students. Thus a solution is required to minimize the number of students in a classroom.
- Well-organized activities and management of classroom teaching are very important to enhance the participation of students rather than to focus only the traditional method of teaching or explanations.
- School directors are expected to give attention or much time for the instructional issues than to administrative aspects
- School community relationships have to be strengthened for the better performances of the respective schools.
- Attention has to be given for solving the teachers' problems (like lack of shelter or housing problems] that affects their motivation towards the profession and their effectiveness in teaching activities.
- Schools are expected to organize appropriate and facilitated staff rooms for teaches so as to be efficient in the teaching activities.

5.3.2 Implications on further studies

- Studies on schools related characteristics have been done very little in our country to account various factors that have impact on the students' learning performances. Thus it is very important to conduct or give emphasis on school based factors at a wider scale. Further more, research on school effectiveness needs repetition and longer time to insure the necessary variations and the consistency of school efficiency. The consistency of school effects could be much observed only over time across different variables within and between schools despite it could be expensive and time consuming.

- Students' learning outcomes are more affected by classroom interactions than other school contexts. Thus classroom observation is the best method to collect the necessary variations of school characteristics. However, classroom observation requires to be done in-groups rather than by individuals, on time task and interactive teaching process rather than self reports about classroom conditions
- To make an in-depth investigation about school characteristics, it is very important to include interviews and group discussion with teachers, students and other concerned bodies rather than depending only on questionnaire and observation techniques
- A study about the characteristics of schools, teachers and students has to be accompanied with the achievement results of students .In other words both qualitative and quantitative data are very important for school based studies in order to identify the effective schools from the ineffective ones.

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Check List About the School

Region _____ Zone _____ Woreda _____ School _____

1 Distance of the school in km .from;

1 woreda education office _____

• zone education department _____

2. Year of establishment _____

3. School Size(in sq .km) _____

4. Type of school program _____

5. Number of classroom

• working _____

• not working _____

• size of classrooms

• 6 by8 sq. m and above-----

• below 6by8 sq. meters _____

6. Number of sections _____

1 Availability and conditions of the following school facilities and materials

Facility or material	Working condition		
	Available and functions	Available not functions	Not available
1 Pedagogical centre			
2 Laboratory			
3 Library/Reading centre			
4 Staff room			
5 Recreation room/cafeteria			
6 Director's office			
7 Water supply			
8 Electricity supply			
9 Telephone service			
10 T.V "			
11 Radio "			
12 Tape recorder			
13 Typewriter			
14 Duplicating machine			
15 School fence			
16 Gardening place			
17 Football field			
18 Volleyball field			
19 Basket ball			
20 First Aid kits			
21 Toilet for girls			
22 Toilet for boys			
23 Beatification of school			

DOCCUMENT INSPECTION

Region _____ Zone _____ Woreda _____ School _____

1. Number of Teachers

Teachers' characteristics	Sex	cycle		Total
		1-4	5-8	
Total number of teachers of the year	M			
	F			
Transferred to another school last year	M			
	F			
new assigned teachers this year	M			
	F			
Absentees last week	M			
	F			

2. Number of students

Students' characteristics	Sex	Cycle		Total
		1-4	5-8	
Registered	M	-		
	F			
Repeaters	M			
	F			
Absentees last week	M			
	F			

3. Number of students sat for grade 8 National examinations

M _____ F _____

1 Number of students passed the grade 8 National examination

M _____ F _____

5. Type of lessons plans prepared by teachers for different subjects?

types	1--4 grade subjects	5--8 grade subjects
Yearly		
weekly		
Daily		

6 Type of school records used about teachers' and student' performances/characterstics.

Records about teachers	Records about students

7 Type of meetings conducted in the school for the semester

the meeting conducted	frequency	purpose of the meeting

8. Type of co-curricular activities organized in the school

the type of club	level of involvement		
	high	average	low

9. What kind of supports are given to the school?

From parents	From community	From education office

10 What strategies are designed to promote teachers' performances?

11 How many teachers do use the SPC in

producing teaching aids _____

borrowing teaching _____

Questionnaire for Director

1. School _____
2. Sex M _____ F _____ Age _____ Married/Unmarried
3. Qualification _____
4. Total Years of service
 - As a teacher _____
 - As Director of school _____
 - In this school only _____
5. If you are involved in teaching this year which grades and subjects are you teaching?

Grades _____

Subjects _____

6. Which classroom did you visit this semester?

<u>Subject</u>	<u>Grade</u>	<u>frequency</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

7. How many your school teachers reflect the following behaviours or qualities? put a '✓' mark in the appropriate space

Character	Most of them	Some of them	Few
• Understand the subject they teach			
• Plan the lesson appropriately			
• Teach their students effectively			
• Co-operat with students			
• Use variety of assessment techniques			
• Interested in their profession			
• Use variety of teach aids			
• Give exercises and assignments frequently			
• Respect school time/property			
• Participate in various school activities			

8. What type of meetings/ did you make in your school this year?

Type of meeting	Frequency	Purpose

9. What type of curricular activities are functioning there in your school?

Type of club	Level of participation		
	High	Average	low

10. Rate the level of participation of the following groups in your school

Groups	High	Average	low
• Teachers			
• Students			
• Community			
• Educational officials			
• Other Government offices			
• Non government organisations			

11. Rate the level of the time you spend on the following activities?

	Very high	Average	less
• Planning school activities			
• Administrative work			
• Instructional activities			
• Meeting with parents			
• Meeting with staff			
• Involvement with community activities			
• Guidance and counselling for teachers & students			
• Working after school time			

12. What major problems does your school have to run the activities effectively?

13. What type of support does the school get from different groups?

From parents _____

From Community _____

From Education offices _____

Others (specify) _____

14. List down all sources of income for your school.

15. Which of the following aspects are the major school expenditures in your school?

Items	Very Much	Much	not much
Construction			
Maintenance			
Utilities/Facilities			
Salary for non-teaching staff			
Stationary			
Teaching materials			
Teacher bonuses/incentives			
Sport equipment/activities			
Club Activities			
Ceremonies			
For travel/Perdium			
Others			

16. Rate the degree of problem that impact on your profession

Problems	High	Medium	Low
Less pay/salary			
Housing problem			
Lack of Further training			
Lack of Opportunity of transfer			
Too much work			
Participation in Various committees			
Lack of Teachers co-operative			
Lack of supports from communities/parents			
Lack of support from education officials			
Others (specify)			

17. What commitment do you have outside the school?

18. What are the major issues of your profession that make you interested or disinterested on your profession? _____

15. Which type of techniques do you often apply to assess your students?

- Written tests
- Classroom exercises
- Homework & assignments
- Project work
- Oral questions
- Others

16. What type of teaching aids/materials do you use while teaching your subjects?

17. How do you rate your own mastery/professional success in the following areas ?

Abilities	High	Ave.	Low
Language proficiency			
Knowledge of subject matter			
Teaching/pedagogical skills			
Planning a lesson			
Using teaching material			
Presenting the lesson properly			
Techniques of assessment			
Curriculum knowledge			

18. How many periods did you miss for the subjects you teach this year? _____

19. How often do you discuss with the school head about the following issues?

Issues	Always	Some times	Never
Planning the lesson			
Students discipline /behaviour			
Time table/programme			
Extra-curricular activities			
Personal problems			
Others _____			

21 Rate the type of assistance provided for you by the school director

Assistance	High	Average	Low
About lesson planning			
Solving disciplinary problems of students			
Allocating the periods			
Co-ordinating co-curricular activities			
Providing instructional materials			
Solving personal problems			
Solving teaching-learning problems			

22. How do you rate the student's behaviour in learning your subjects?

Behaviours	All	Some	Few
• Ask questions understands the subject easily don't understand			
• Participate in classroom activities			
• Answer your questions			
• Complete class exercises on time			
• Complete home works on time			
• Follow the directions of teachers			
• Do not waste class time by being late			
• Attend classes regularly			
• Produce and create new ideas			
• Express their feeling confidently			
• Take care for school properties			
• Respect school teachers			
• Make good discipline in classroom			
• Correct their misbehaviour immediately			
• Are interested in the subject			
• Have good ability on the subject			
• Can solve the problems by themselves			
• Careful for their instructional materials			

18. Write the curricular materials you were not provided now.

Subject	Grade	Syllabus	Teacher's Guide	Textbook

20. What type of teaching methods do you often apply in teaching your subject(s)?

22. What major problems have you observed in the school in the last two years?

Class Room Observation Schedules

School _____ Grade _____ Subject _____

Topic _____ (page) _____

Number of students _____ period _____

I. Supporting Inputs in Classroom

1 Conditions of classroom

	Adequate	Not Adequate	not observed
Appropriate size of chalk board			
Quality of chalk board			
Cleanliness of classroom			
Brightness of classroom			
Adequate space in classroom			
Availability of chair for the teacher			
Availability of table for the teacher			
Adequacy of desks for students			
Adequacy of benches for students			
Notice/displaying board			
Conditions of doors			
Conditions of windows			

2 Type of teaching aids presented by the teacher

Utilization level	Good	Poor	Not observed
Appropriateness to the lesson			
Properly used by the teacher			
Properly seen by students			
Using textbook by pupils			
Using exercise books by pupils			
Using textbook by teacher			
Using the chalkboard by the teacher			

II. Classroom Interactions

1 Teacher Behavior:

What Behaviour does the teacher show classroom teaching?

Behaviours	Satisfactory	Not satisfactory	Not observed
Presents the lesson to the entire class without writing			
Presents the lesson while writing on the blackboard			
Asks pupils to rite on their exercise book			
Asks pupils to read their textbooks			
Reads the text to the class			
Asks an individual pupil a question			
Asks the group questions			
Asks pupils for class DISCIPLINE			
Corrects exercises, tests, or homework			
Assigns class work/homework			
Refers to the teacher's guide			
Refers to the textbook			
Directs pupils to work in groups			
Speaks clearly			
Praises the pupil's responses /accomplishments			
Provides each pupil an opportunity to participate			
Checks and monitors the pupil's understanding			
Uses appropriate teaching aids			
Manages/leads the classroom properly			
Motivates pupils for learning/participation			

2 Pupil's Behavior

What behaviour do pupils show in classroom learning?

Behaviours	Adequate	Not adequate	Not observed
Write on exercise book			
Read textbooks			
Reading another book			
Listen to the teacher explanation			
Discuss a material			
Work individually			
Ask the teacher questions			
Speak out in class/chatting			
Working on the blackboard			
Answer questions			
Answer the question in group			
Work on assignments / exercises			
Others _____ -			

III. Major/ Dominant Classroom Activities observed in Classroom

	Adequate	Not adequate	Not observed
Individual work			
Group discussion			
Question and answer			
Assignment work			
Reading			
Writing			
Other activity _____			

2 Pupil's Behavior

What behaviour do pupils show in classroom learning?

Behaviours	Adequate	Not adequate	Not observed
Write on exercise book			
Read textbooks			
Reading another book			
Listen to the teacher explanation			
Discuss a material			
Work individually			
Ask the teacher questions			
Speak out in class/chatting			
Working on the blackboard			
Answer questions			
Answer the question in group			
Work on assignments / exercises			
Others _____ -			

III. Major/ Dominant Classroom Activities observed in Classroom

	Adequate	Not adequate	Not observed
Individual work			
Group discussion			
Question and answer			
Assignment work			
Reading			
Writing			
Other activity _____			

Questionnaire for Department Head & Supervisor Teachers

1. School _____
2. Sex M _____ F _____ Age _____
3. Qualification _____
4. How many years did you serve?
 - As a teacher _____
 - As Department head/supervisor _____
 - In this school only _____
5. If you are involved in teaching this year which grades and subjects are you teaching?

Grades _____

Subjects _____
6. Which classroom did you visit this semester?

<u>Subject</u>	<u>Grade</u>	<u>frequency</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
7. How many of the teachers you visited have the following qualities? put a '✓' mark in the appropriate space

Character	Most of them	Some of them	Few
• Understand the subject they teach			
• Plan the lesson appropriately			
• Teach their students effectively			
• Co-operate with students			
• Use variety of assessment techniques			
• Interested in their profession			
• Use variety of teach aids			
• Give exercises and assignments frequently			
• Respect school time/property			
• Participate in various school activities			

የተማሪ መጠይቅ

1. የትም/ቤቱ ስም _____ ክፍል _____ ያታ _____ ዕድሜ _____
2. ቤት ውስጥ የምትናገረው ድንቁ ምንድን ነው? _____
3. የቤተሰብ/ሽ ዋና መተዳደሪያ ሥራ ምንድን ነው? _____
4. አባት/ሽ/ እስከሰንተኛ ክፍል ተምረዋል? _____
5. እናት/ሽ/ እስከሰንተኛ ክፍል ተምረዋል? _____
6. ከቤት እስከ ት/ቤት/ሽ/ ስንት ሰዓት/ደቂቃ ያስኬዳል? _____
7. በቤት/ሽ/ ውስጥ ከማከተሉት የትኛው ይገኛል? _____
 ራዲዮ ቴሌቪዥን የሚነበቡ መጻሕፍት
8. ቤት ውስጥ በትምህርት የሚረዳህ/ሽ ማንው? _____
9. በየቀኑ የቤት ሥራ የሚሰጣችሁ ለየትኛው የትምህርት ዓይነት ነው? _____
10. አልፎ አልፎ የቤት ሥራ የሚሰጣችሁ ለየትኛው የትምህርት ዓይነት ነው? _____
11. ምንም ዓይነት የቤት ሥራ የማይሰጣችሁ ለምን ትምህርት ነው? _____
12. የሚሰጠውን የቤት ሥራ ከማን ጋር ትሠራለህ/ሽ? _____
13. የሚሰጠውን የቤት ሥራ የምትሠራው/ሪው የት ነው?
 በት/ቤት በቤት ውስጥ ሌላ _____
14. በጣም የሚቀልህ/ሽ/ የት/ዓይነት ምንድን ነው? _____
15. በጣም የሚከብድህ/ሽ/ የት/ዓይነት ምንድን ነው? _____
16. ወደፊት በከፍተኛ ደረጃ ለማጥናት የምትፈልገው የት/ዓይነት ምንድን ነው? _____
17. ወደፊት እስከምን ደረጃ ለመማር ትፈልጋለህ/ሽ/ _____
18. ክፍል ደግመህ/ሽ/ ታውቃለህ/ቁለሽ? አዎ የለም
 ከደገምህ ስንተኛ ክፍል _____
19. እዚህ ት/ቤት ከመግባት/ሽ/ በፊት የተማርኸው/ሽው የት ነው?
 ቁስ ት/ቤት መዋለህ/ሽ ት/ቤት ቁራን ት/ቤት
 ምንም አልተከታተልሁም ሌላ ከሆነ ይገለጽ _____
20. ለብቻህ/ሽ የተሰጠህ/ሽ መጽሐፍ ለምን ለምን ትምህርት ነው? _____
21. ለሁለት የተሰጠህ/ሽ/ መጽሐፍ ለምን ለምን ትምህርት ነው? _____
22. ለሶስት የተሰጠህ/ሽ/ መጽሐፍ ለምን ለምን ትምህርት ነው? _____
23. ከሶስት በላይ ሆናችሁ የምትጋሩት መጽሐፍ ለየትኛው ትምህርት ነው? _____
24. ምንም ዓይነት መጽሐፍ ያልተረሰጠህ/ሽ/ ለምን ትምህርት ነው? _____

የተማሪ መጠይቅ

1. የትም/ቤቱ ስም _____ ክፍል _____ ያታ _____ ዕድሜ _____
2. ቤት ውስጥ የምትናገረው ድንቁ ምንድን ነው? _____
3. የቤተሰብህ/ሽ ዋና መተዳደሪያ ሥራ ምንድን ነው? _____
4. አባትህ/ሽ/ እስከስንተኛ ክፍል ተምረዋል? _____
5. እናትህ/ሽ/ እስከስንተኛ ክፍል ተምረዋል? _____
6. ከቤት እስከ ት/ቤትህ/ሽ/ ስንት ሰዓት/ደቂቃ ያስኬዳል? _____
7. በቤትህ/ሽ/ ውስጥ ከማከተሉት የትኛው ይገኛል? _____
 ራዲዮ ቴሌቪዥን የሚነበቡ መጻሕፍት
8. ቤት ውስጥ በትምህርት የሚረዳህ/ሽ ማነው? _____
9. በየቀኑ የቤት ሥራ የሚሰጣችሁ ለየትኛው የትምህርት ዓይነት ነው? _____
10. አልፎ አልፎ የቤት ሥራ የሚሰጣችሁ ለየትኛው የትምህርት ዓይነት ነው? _____
11. ምንም ዓይነት የቤት ሥራ የማይሰጣችሁ ለምን ትምህርት ነው? _____
12. የሚሰጠውን የቤት ሥራ ከማን ጋር ትሠራለህ/ሽ? _____
13. የሚሰጠውን የቤት ሥራ የምትሠራው/ሪው የት ነው?
 በት/ቤት በቤት ውስጥ ሌላ _____
14. በጣም የሚቀልህ/ሽ/ የት/ዓይነት ምንድን ነው? _____
15. በጣም የሚከብድህ/ሽ/ የት/ዓይነት ምንድን ነው? _____
16. ወደፊት በከፍተኛ ደረጃ ለማዋናት የምትፈልገው የት/ዓይነት ምንድን ነው? _____
17. ወደፊት እስከምን ደረጃ ለመማር ትፈልጋለህ/ሽ/ _____
18. ክፍል ደግመህ/ሽ/ ታውቃለህ/ቂያለሽ? አዎ የለም
 ከደገምህ ስንተኛ ክፍል _____
19. እዚህ ት/ቤት ከመግባትህ/ሽ/ በፊት የተማርኸው/ሽው የት ነው?
 ቁስ ት/ቤት መዋለህ/ሽ ት/ቤት ቁራን ት/ቤት
 ምንም አልተከታተልሁም ሌላ ከሆነ ይገለጽ _____
20. ለብቻህ/ሽ የተሰጠህ/ሽ መጽሐፍ ለምን ለምን ትምህርት ነው? _____
21. ለሁለት የተሰጠህ/ሽ/ መጽሐፍ ለምን ለምን ትምህርት ነው? _____
22. ለሶስት የተሰጠህ/ሽ/ መጽሐፍ ለምን ለምን ትምህርት ነው? _____
23. ከሶስት በላይ ሆናችሁ የምትጋሩት መጽሐፍ ለየትኛው ትምህርት ነው? _____
24. ምንም ዓይነት መጽሐፍ ያልተረሰጠህ/ሽ/ ለምን ትምህርት ነው? _____

25. ለሚከተሉት ሥራዎች የምትጠቀሙት/ሚው የጊዜ መጠን ምን ያህል ነው?

	ከፍተኛ	መጠኑ	ዝቅተኛ
ከትምህርት ውጪ ልዩ ልዩ መጽሐፍ ለማንበብ			
ትምህርት ለማጥናት			
የተሰጠውን የቤት ሥራ ለመሥራት			
በቤት ውስጥ ወላጅን ለመርዳት			
ከቤት ወደ ት/ቤት ለመጓዝ			
ለጫዋታ			
ቴሌቪዥን ለመመልከት			
ራዲዮ ለማዳመጥ			

26. በዚህ ስሜስተር ውስጥ ስንት ቀን ከት/ቤት ቀርተሃል/ሻል/ _____

27. ከሚከተሉት ውስጥ ያለተሟላልህ የትኛው ነው?

መማሪያ መጻሕፍት ደብተር እስክሪቢቶ እርሳስ ላፒስ ሌላ ካለ ይጠቀስ _____

28. በቤትህ/ሽ ውስጥ አመቺ የማጥኛ ቦታ አለህ/ሽ ወይ? አዎን አለኝ የለኝም

29. በዚህ ዓመት ውስጥ የተለያዩ ትምህርቶችን ለማስተማር በክፍልህ/ሽ/ ውስጥ የሚገቡ መምህራን ብዛት ስንት ናቸው? _____

ከሚያስተምሩህ /ሽ/ መምህራን መካከል የሚከተሉት ባህሪያት ያላቸው ስንት ናቸው

(ቁጥራቸውን ብቻ በሳጥኑ ውስጥ ጻፍ/ፊ)

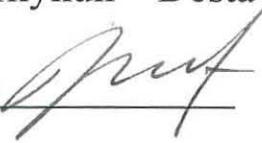
- 29.1. ተማሪዎችን ሁልጊዜ እንዲያጠኑ የሚመክሩ
- 29.2. የተማሪዎችን ችግር የሚረዱ
- 29.3. ተማሪ ቢሳሳት ወይም ቢያጠፋ የማይቆጡ
- 29.4. ተማሪዎች ጥያቄ እንዲጠይቁ የሚያበረታቱ
- 29.5. የክፍል ሥነ ሥርዓት እንዲጠበቅ የሚረጉ
- 29.6. ሁልጊዜ የክፍል መልመጃን የሚሠጡ
- 29.7. ሁልጊዜ የቤት ሥራን ለተማሪዎች የሚሰጡ
- 29.8. በክፍል ውስጥ ሲያስተምሩ ብዙ ጥያቄ የሚጠይቁ
- 29.9. ልዩ ልዩ ሥዕሎችና መማሪያዎችን በመጠቀም የሚያስተምሩ
- 29.10. ክፍል ጊዜ እንዲይባክንባቸው ጥንቃቄ የሚያደርጉ
- 29.11. የክፍል ሥራንና የቤት ሥራን ቶሎ አርመው የሚመልሱ
- 29.12. ለሚያስተምሩት ትምህርት ከፍተኛ ዕውቀት ያላቸው
- 29.13. ስለአለባቸው ሁልጊዜ ጥንቃቄ የሚያደርጉ
- 29.14. ሲያስተምሩ በተማሪዎቻቸው ዘንድ በጣም የሚወደዱ
- 29.15. ሲያስተምሩ ሁሉን በእኩልነት የሚመለከቱ
- 29.16. በክፍል ጊዜአቸው ቀርተው የማያውቁ
- 29.17. ተማሪዎች ሁልጊዜ መጽሐፍ እንዲያመጡ የሚያዝዙ

Declaration

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

Name: Erkyhun Desta

Signature



Date: June 2001

Approved by:

Name Desebessa Dnyera

Signature [Handwritten Signature]

Date _____