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**SCHOOL OF GRADUATE STUDIES COLLEGE OF EDUCATION
DEPARTMENT OF SCHOOL LEADERSHIP**

**THE IMPLEMENTATION OF SCHOOL IMPROVEMENT
PROGRAMES THE CASE OF YEKA SUB-CITY GOVERNMENT
SECONDARY SCHOOLS**

MA Thesis

By

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THE IMPLEMENTATION OF SCHOOL IMPROVEMENT
PROGRAMES
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SCHOOLS

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Abbreviations and Acronyms

ESDP: Education Sector Development Program

ETP: Education and Training Policy

GEQIP: General Education Quality Improvement Package

MOE: Ministry of Education

NOE: National Organization for Examinations

PTSA: Parent, Teachers and Student Association

SIC: School Improvement Committee

SIP: School Improvement Program

WEO: Woreda Education Office

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Abstract

The purpose of this study was to assess the implementation of School Improvement Program (SIP) and its contribution for quality education in Yeka Sub City Government Secondary Schools.

Mixed research methodology was used to carry out this study. Simple random sampling stratified random sampling and purposive sampling techniques were used to select sample secondary schools and respondents. Accordingly, the subjects of the study were four Woreda education office heads, eight Principals, eighty Teachers, twenty four Parents, eight Parent teacher students association, four School improvement committees and eighty Student of four sample schools. The data gathering tools were questionnaire, interview and observation of school environment. The collected data were analyzed by using frequency distribution and percentage.

The findings of the study revealed that SIP was not properly implemented in all the sample schools due to various factors. The major factors were: lack of awareness about the program, lack of commitment among stakeholders, lack of collaboration among stakeholders to implement the program.

CHAPTER ONE

1.1 Background of the study

The students of today and tomorrow are stepping into an unbelievably exciting and new kind of world. Their world will demand a new kind of person; a person with genuine flexibility and freedom, a person who thrives on sensing and solving different and complex problems (Morphet, Jesser and Ludka, 1972:18). If education is to generate such a citizen it must be of high quality. Thus, to prepare students adequately for today and future competent and complex world providing a good quality of education at all level is indisputable.

The concept of quality education is multifaceted, and is articulated differently by different scholars. It is also difficult to define and even more difficult to measure it (Leu, 2005:9). There are perhaps as many definitions of quality education as there are scholars who care to define it. Chang and Tam (1997:23) suggested that quality education is rather vague, controversial and a notoriously ambiguous concept. At the broadest level, Chang and Tam (1997:23) comprehended quality of education as a set of elements that constitute the inputs, processes and outputs of educational system, and provide services that completely satisfy both internal and external strategic constituencies by meeting their explicit and implicit expectations.

Although the above conceptions are highly correlated, it seems that there is no consensus in reaching a single definition of education quality.

Moreover most people view quality of education as the learning outcomes of students which are the primary concern of all stakeholders. But to achieve the desired quality, the antecedents that are the input and process should also have quality in terms of efficiency, effectiveness, excellence, and social justice. The quality education output can be achieved only if quality is ensured at each level of the educational process (Mirza, 2003). This concept focuses on inputs,

processes and outputs as the major educational elements to address quality issues. The relationship between inputs and outputs is influenced by various factors and processes.

Nowadays quality education has become more critical issue in many countries especially in developing world. This is because education in general and quality education in particular is a means for overall developments of individuals and societies. The provision of quality education in developing countries like Ethiopia is a serious challenge where these nations strive to expand access of education together with maintaining quality. Leu (2005), states that education quality in developing countries has become a topic of intense interest, primarily because of countries efforts to maintain quality (or reserve the decline) in the context of quantitative expansion of educational provision.

The education that people has access must be of good quality in order to provide skills needed to operate successfully in complex, democratic societies with changing labour market (World Bank,1999). If people are not gaining knowledge, skills and values they need, resources invested in teaching and learning are wasted. Much concern about the quality of education derives from the belief that poor quality will frustrate efforts to use education as an effective lever of economic growth and development in this age of accelerating globalization (Pigozzi, 2008).

Modern education was introduced to Ethiopia nearly a century ago. However, the education and training offered during these long years had limited positive impact on the lives of the people and national development. The education offered has not enabled to solve the problems of farmers, pastoralist, and change the lives of the over whelming majority of the people (MOE, 2002).

The present Ethiopian Government recognized the inadequacy of the education system and thus introduced Education and Training Policy (ETP) in 1994 to rectify the complex problems of relevance, equity, accessibility and quality of education (MOE, 2005). The policy envisages the cultivation of educated and trained manpower capable of actively participating in the multifaceted socioeconomic and political activities of the country.

Since the formulation of the Education and Training Policy (ETP) of 1994, the Ethiopian Government has taken different measures to improve the access, equity and quality of education. One of the measures was within the framework of the 1994 Education and Training Policy (ETP) the Government of Ethiopia launched the first five year Education Sector Development Program (ESDP I) in 1997. Since the inception of ESDP I there has been a dramatic increase in primary school enrollment. The target set for ESDP I of raising primary enrolment from 3.7 million to 7 million was surpassed with enrolment reaching 8.1 million in 2000/01. This trend continued throughout the duration of ESDP II and the start of ESDP III (launched in 2005) with primary school enrolment reaching around 13.5 million in 2005/06 (MOE, 2007).

Although, successes have been achieved in access of Ethiopian education it is not accompanied by sufficient improvements in quality - in fact quality has deteriorated. In this regard, the three learning assessments made at national level indicated that there has been a decline of students achievement from 42.6% in 2000 to 39.8% in 2007 (GEQAEA, 2007).

In response to these concerns, ESDP III gives high priority to quality improvement at all levels of the education system. The MOE has developed a General Education Quality Improvement Package (GEQAP) in 2006 and has been implemented since 2007 to improve the quality of education and enhance students' achievement. The package comprises six major pillars or components called programs. The program components are: School Improvement program (SIP), Information Communication Technology (ICT) expansion program, Teacher Development program (TDP), General Educational Management and

Leadership program, Curriculum Improvement, and Civics & Ethical Education (MOE, 2007).

School Improvement Program (SIP), one of the major components of the GEQIP was introduced in some parts of Ethiopia in 2006 as a pilot program. Then by incorporating the lesson which was obtained from pilot program, and giving thorough awareness raising programs and dissemination of invaluable documents about the program, SIP has been implemented throughout the schools in Ethiopia since 2007 (MOE, 2007).

As mentioned in the school improvement documents (MOE, 2012), the SIP is aimed at maximizing students' achievement and learning outcomes through improving the teaching learning process by focusing on the four major school improvement domains; learning and teaching, students environment, leadership and management, community involvement.

In the implementation of School Improvement Program (SIP), all stakeholders including teachers, principals, students, parents, Education Office Heads, supervisors and other concerned bodies are expected to be involved. As emphasized by the MOE (2012), collaboration and partnership between the school staff and other stakeholders are essential to improve schools and enhance learning for increasing students' achievement. Thus, the study is designed to assess the principals awareness attitudes and practices on the implementation of SIP in Government secondary schools in Yeka subcity.

1.2. Statement of the problem

School Improvement Program (SIP) as one of the major component of the GEQIP is geared towards the improvement of schools. SIP was developed on the assumption that improving the overall practices and functions of schools should be the first to achieve educational goals. In this regard, it is believed that schools are the formal agencies for education where the future citizens are shaped and developed through the process of teaching and learning. They are agencies that help all the students develop their potentials to the fullest possible level (Aggrawal, 1985). Therefore, schools must improve their teaching learning process by empowering all stakeholders along with their active participation in creating conducive learning conditions to raise learners' achievement through School Improvement Program.

According to Hopkins, (2001:12), School Improvement Program focuses on enhancing students' achievement by improving classroom practices and adapting the management arrangements within the school to support teaching and learning. It implies that, the change that can be focused through School Improvement Program needs different stage activities to make schools better places for students' learning. In addition to this, the program addresses schools' use of self assessment before planning for improvement to offer quality education to students. Moreover, according to Gallagher (2004), systems that embrace changes through data generation, and self-assessment are more likely to give quality education to students, and continuous assessment and improvement can focus on any or all dimensions of system of quality:

Besides ensuring access and equity, there are efforts made by government to ensure and maintain conducive teaching and learning environment to accommodate a growing number of school children. Large investments have been made in physical infrastructure-new buildings, additional classrooms,

students' text books, etc. However; there is an apparent lack of maintenance for school infrastructure. Cases of broken windows, doors, tables and old classrooms are still common in some schools of Addis Ababa. One can easily recognize that compelling demand resources and maintenance for school infrastructures are needed for continued improvement of the education system in the city. The commitment of government to increase access has not been matched with the requisite resources in terms of both the inputs and process to deliver the target outputs and outcomes.

The provision of relevant quality education remains the greatest challenge for the city administration in its drive to attain quality education for all. It is due to this fact that the Ethiopian Government embarked on a huge program on quality education. School Improvement Program as one of the educational initiatives can play substantial role to realize provision of quality education. It is clear that the overall objective of the SIP is to bring about change in the students' achievement.

One of the issues stressed in SIP document is the fact that SIP must be continuous and cyclical process that permits evaluation (both internal and external) to identify strengths and weakness as well as implying directions. Therefore, external evaluation on the implementation of SIP is timely necessary to forward valuable suggestions accordingly. Moreover, the researcher has served as a teacher and has witnessed from experience that there are problems in implementing SIP in secondary schools of the study area. It is based on these reasons that the researcher intended to conduct an assessment on the current SIP implementation in secondary school of in Yeka sub city.

Therefore, the researcher is interested to assess implementation of School Improvement Program in government secondary schools in Yeka sub city. Hence, the following are basic questions, which are found to be relevant to guide the study.

1. Do stake holders have the necessary awareness on SIP?
2. To what extent do stake holders participate in planning and implementing SIP in the secondary schools in Yeka sub city?
3. What are the major challenges that hindered implementation of SIP in the secondary schools of in Yeka sub city?
4. To what extent SIP contribute to promote quality of education in the secondary schools of in Yeka sub city?

1.3. General Objective

The general objective of the study is to assess the implementation of SIP in government secondary schools in Yeka sub city.

1.3.1. Specific Objectives

- To identify the level of awareness of stakeholders have about SIP.
- To assess the involvement of stakeholders in planning and implementation of SIP.
- To identify the major factors those hinders the implementation of SIP.
- To examine the contribution of SIP to promote quality and enhance efficiency in secondary schools.

1.4. Significance of the Study

The research study will provide a better understanding to evaluate the extent to which SIP was implemented in the selected area under investigation, and finally to suggest possible solutions for improving the implementation of the program. Hence, the findings identified at the end of the study are expected to have importance to improve the implementation of the program in the country in general and in secondary schools of Yeka sub city in particular.

1.5. Delimitation of the Study

This study will focus on assessing the implementation of SIP in secondary schools of Yeka sub city. Though, there are eight Government secondary schools in Yeka sub city the study will be delimited to eight Government secondary schools selected from Yeka sub city due to time and financial constraints. Hence, to have more information, it would be preferable if the study to include all secondary schools in Addis Ababa. However, to make the research manageable, it will be delimited to eight Government secondary schools; Two schools are preparatory and 6 schools are high schools.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

Overview

This part of the study discusses the anchoring topics to develop the theoretical framework for the study. An attempt was made to review the related literature on the basis of objectives and research questions. The main points raised are: The concepts of school improvement, SIP in Ethiopia, objectives of SIP, domains of school improvement, planning and implementation of SIP, challenges during implementation of SIP, and School Improvement Program experiences of other countries.

2.1. The Concept of School Improvement

School improvement is a nebulous term, and one that requires clarification (Hopkins, 1996). In relation to this Zepeda (2004:16) describes that there are a number of ways in which the phrase “School Improvement” is used. Unfortunately, there is no a neat and all-encompassing definition of school improvement. Lousis et al. (1999 in Zepeda, 2004) also assert that the term “School Improvement” is an ambiguous and problematic to define. The ambiguity in defining school improvement is related to the uniqueness of the school setting and the students served within each building.

School improvement can be an overall approach or the result of an innovation. It is aimed at changing in order to achieve educational goals more effectively Anderson, K. (2000:71). Similarly, Reynolds (2010:146) describes school improvement as;

“a set of processes, managed from within the school, targeted both at pupil achievement and the school’s ability to manage change.”

In relation to this, (Hopkins, 2002:55) stated that school improvement is more recognized as an important process and becomes the dominant approach to educational change which helps to enhance quality of students' learning and strengthen school's capacity for change.

For Stoll and Fink (1996) school improvement refers to raising all students' outcomes and focusing on teaching and learning. School improvement also puts emphasis on improving the capacity of school improvement to guide and handle school change process properly.

According to Miles et al. (1987:3) in Harris (2002:10), school improvement is 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. In line with this, the SIP document stated school improvement as a concept that focuses on increasing the academic performance of students by conducting self evaluation on various school domains regarding the current situation of schools and by improving inputs and teaching process (MOE, 2012).

In general, all the above discussions confirm that school improvement is an approach to educational change that targets school as a center of change. This planned change focuses on teaching and learning as well as empowering school capacity for managing change.

2.2. Historical Background of School Improvement

The school improvement requirements must be recognized as an evolutionary process. A review of the last two and a half decades of school improvement suggests that the field has evolved in a number of distinctive phases as practitioners and researchers gained experiences in implementing and studying school change (Harris, A :2002).

Reynolds (1998) identifies four phases, of school improvement since the 1960's. The first phase from the 1960's to 1970's is dominated by a concentration on curriculum adoption and dissemination. In the second phase, the early 1980's, there was a concern with implementation and institutionalization as a result of failures from the first phase. The third phase saw major efforts to understand the process of school improvement, and the fourth phase encompassed an emphasis on the change process and its relation to school improvement processes.

School improvement approaches in the past thirty years have been characterized by two different sets of assumptions (Townsend, 1997:16-17). In the 1960s and 1970s school improvement internationally displayed a technological view of change in which curriculum innovations were mainly introduced 'to down' to schools from outside. The focus was on the schools formal organization and curriculum, outside were taken as given, and the innovation was targeted at the school rather than individual teacher. In the third assumptions and approach of school improvement paradigm of the early 1980s school improvement was characterized by a 'bottom-up' approach to school improvement in which improvement attempts were 'owned' by those within schools, although outside consultants or experts could offer knowledge for possible use. By the late 1980s the journey was also undertaken to enable schools to evaluate their processes and outcomes. The fourth phase was lasted by the year 1995 (Townsend, 1997). The school improvement in this phase is characterized by systematic school reform. However, this doesn't mean that this phase is the end era of the school improvement; it was pioneer for the current approach of school improvement.

2.3 The two School Improvement Paradigms

Since the mid-1980s there has been increasing interest in the twin fields of school effectiveness and school improvement by policy makers, academics and practitioners alike.

According to Sammons (1999) school effectiveness is a relative term which is dependent upon time, outcome and student group. The School effectiveness field has assisted in demonstrating that schools do make a difference and has helped destroy the belief that schools can do little to change the society around them (Hopkins,1994: Mortimore, 1995; Sammons, 1999).In addition to these for Harris, A. (2002) school effectiveness focuses specifically upon the outcomes of schooling and the characteristics of schools those are ‘effective’.

In contrast to the school effectiveness field, school improvement researches have concentrated their efforts upon the cultural dimensions of schooling (Hopkins et al., 1996). They have focused attention upon the process of school level change and the improvement strategies necessary to achieve such change (Fullan, 1992).Similarly Harris, A. (2002) asserts that school improvement is concerned mainly with the process of schooling and ways in which the quality of schooling can be enhanced.

Today there exist tenuous links between the school effectiveness and school improvement research fields.

2.4. General Education Quality Improvement package (GEQIP)

In order to improve the shortcomings related to quality of education, Ethiopian MOE launched the General Education Quality Improvement package in 2006 and has been implemented since 2007 to improve the quality of education and enhance students’ achievement. The package consists of six major programs: Teacher Development Program; Curriculum Improvement Program; Education Leadership and organization Improvement program; and School Improvement Program, and two complementary packages; Civics and Ethical Education, and Information Communications Technology(MOE, 2007).

2.5. School Improvement program in Ethiopia

School Improvement program is one of the major components of the GEQIP designed to improve quality of education in the country. SIP consists of four domains and twelve elements. The program was introduced in some parts of Ethiopia in 2006 as a pilot program. Then by incorporating the lessons which were obtained from pilot program, and giving thorough awareness raising programs and dissemination of invaluable documents about the program, SIP has been implemented throughout the schools in Ethiopia since 2007 (MOE, 2007).

2.6. Objectives of School Improvement program

As clearly indicated in (MOE, 2007), the objectives of SIP are:

The document suggested SIP intend to improve the teaching process by systematically increasing the competency, efficiency and motivation of teachers and the management through various techniques to increases students' interest for education and improving their understanding by creating suitable condition and environment for learning, to increases the participation of parents and the community and to increases the quality of education by providing necessary resources through the coordination of the community, and nongovernmental organizations.

Moreover, the objectives of the school improvement program are to: improve the capacity of schools to prioritize needs and develop a school improvement plan, enhance school and community participation in resource utilization decisions and resource generation, improve government's capacity to delivery specified amounts of school grants at woreda level and improve the learning environment by providing basic operational resources to school (World Bank, 2008). The only way that school can survive and enhance quality in an era of change is through the school improvement (Hopkins et al., 1994).

In general, we can observe that the overall aim of SIP is to enhance the student achievement by improving the student learning and other conditions associated with it. The SIP also focuses to make schools accountable for parents, community and government to develop the responsibility and accountability of educational personnel's, working at different level of the education system

2.7. Principles of School Improvement

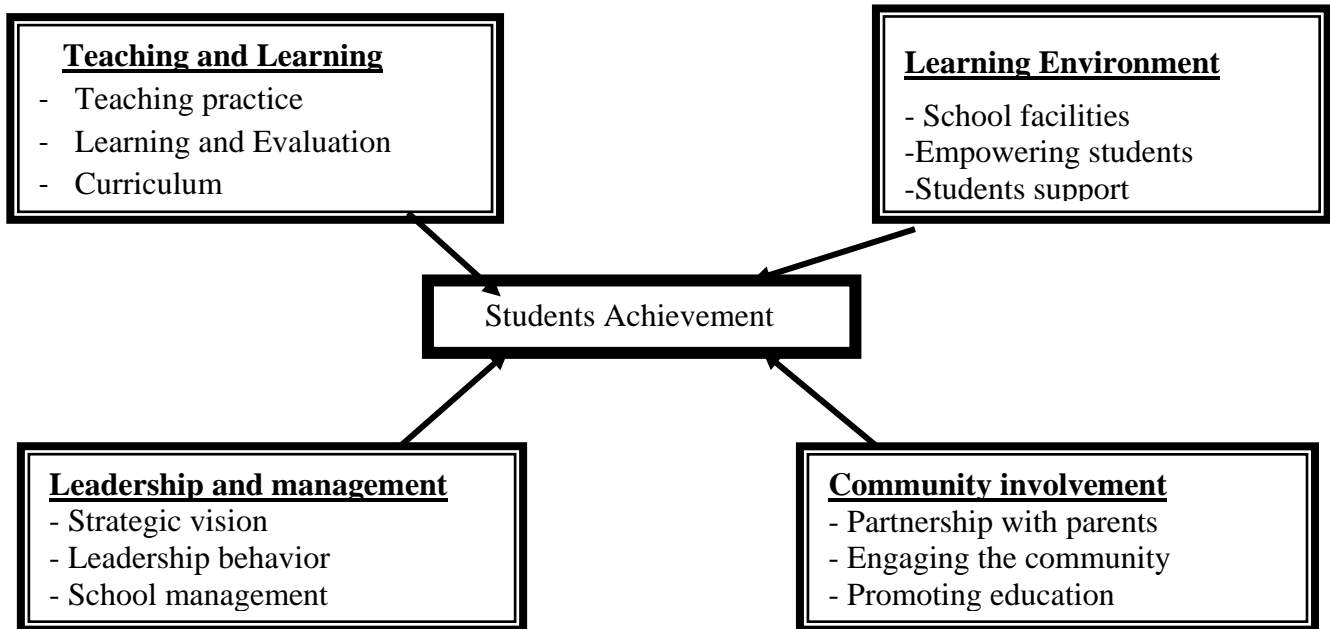
It is necessary to recognize and use the guiding principles that help schools in planning for school improvements and implementing the plan. MacBeath (2006:121) indicated that the guiding principles of the SIP work are focus on pupils' achievement. Hopkins (2001:16) has also suggested some basic principles that serve as base for the development of the current comprehensive approach to school improvement process. This involve achievement focused, empowering in aspiration, research based and theory rich, context specific, capacity building in nature, enquiry driven, implementation focused, strategic, and systematic.

On the other hand, MOE (2007) discussed guiding principles for planning and implementation of SIP separately. Accordingly, the guiding principles in planning for school improvement are: the main target for school improvement is to achieve high student outcome; school principal is the leader of school improvement team; students and parents have adequate knowledge about school improvement; school improvement plan target/goals are set based on reliable data sources; school improvement planning is a continuous process that requires follow up to take immediate corrective measures; and the equality of school improvement plan document is determined by the quality and efficiency of those professionals involved in the development of the process. The implementation guidelines include: conducting evaluation, documentation and reporting activities that are connected with national curriculum evaluation and learning capacity; supervising improvement in students' result and providing assistance as needed; making sure the teachers and other staff members have developed sufficient skills in evaluation, information analysis and setting

target; supervising the progress of students; and identifying low academic performance in individual student level, class and subject matter.

2.8. Domains of School Improvement

As indicated in SIP guidelines, MOE set four school improvement domains with twelve elements as shown in the figure below.



Source: MOE (2012:3) School Improvement Guidelines

Figure 1: Domains and Elements in SIP

2.8.1 Teaching and Learning Domain

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

Classroom conditions are the decisive factors in teaching and learning process. Student and teacher related factors are among the major classroom conditions that influences teaching and learning (Hopkins, 2002:89). Furthermore, Hopkins (2002:48) pointed out that authentic relationship, rules and boundaries, planning, resource and preparation, pedagogical partnership and reflection on teaching as the major teacher related factors.

Teaching method is among the influential factors to enhance students' achievement. Methods in teaching concern the way the teacher organize and use teaching techniques, teaching tool, and teaching materials to reach teaching objectives. The teaching method may incorporate formulating objective for the teaching, selecting teaching procedure and evaluating the success of the learning activities. Students must know how they are doing, to be effective teacher you must be informed on what the student knows, feels and can do so that you can build on student skills, knowledge, and attitudes Callahan and Clark, (1988:388). This highlights that instructional methods should be student-centered, and assessing students' achievement help teachers to improve their teaching methods. Teaching methods that facilitate active student learning rather than promote passivity and store memorization represent a new and difficult paradigm for many teachers, but one that needs to be understood and put into practice if learner outcomes are to improve (UNICEF, 2000:15).

Making classroom conditions better area of learning needs modification of classroom practices such as teaching, assessment and curriculum. Ornstein and Hunkins (2004) assume teachers as the primary group in curriculum development and students should also assume some responsibilities for assessing the curriculum. This ensures that teachers and students have to participate in curriculum development and evaluation to improve teaching learning processes and learning outcomes.

Assessment is part of the process of learning by which pupils recognize a gap between the state of their knowledge and the expected learning outcomes to be achieved during instruction. It also helps teachers to understand the level of pupil's achievement, improve teaching techniques, and give constructive feedback to them. Thus, assessment should be seen by teachers and students as an enabling process that creates a learning environment in which teachers and students take action to close that gap, helping learner to learn how to learn and judge effectiveness.

2.8.2. Learning Environment Domain

Learning can occur anywhere, but the positive learning outcomes generally sought by educational systems happen in quality learning environments (Reynolds, et al., 1996:11). Therefore, the school has to create the climate and culture in which effective teaching-learning process will succeed. When school environment is suitable for learning and teaching process, it contributes greatly for the quality of education (MOE, 2007:7). So, the environment should stimulate purposeful students' activity, and they should allow for a depth and ranges of activities that facilitate learning.

Students and teachers comfort is indicated as the most important aspect of any school environment. If students are comfortable, then learning becomes much easier. Being comfortable is a combination of several different factors;

adequate usable space, noise control, lighting temperature and climate control, and sanitation. To Phelan and Davison (1997) cited in McNergney and

McNergney (2004:194), the features of a positive school environment are: level of visibility and accessibility of the principal; students' perceived degree of personal safety; types of interaction between student groups; amount of support students received from teachers and staff members; students behavior in general; and physical conditions of the school.

The classroom is the most important area of a school because it is where students and teachers spend most of their time and where the learning process takes place. The conditions that make the classroom a better place in which to learn are: lighting in classrooms must focus on the front of the classroom and over; classes should be designed to accommodate students so that the number of students is as standardized; classrooms must be designed with effective communication and interaction in mind; temperature and indoor climate is also important; and the cleanliness of schools is also an important aspect of school classrooms

2.8.3.School Leadership and Management Domain

Leadership can be defined as providing vision, direction and support towards a different and preferred state-suggesting change (Harris and Muijis, 2005:4).The quality of administrative support and leadership is another critical element in the school improvement processes. The basic functions of management are planning, organization, staffing, evaluating and developing (Adesina, 1990:8). Leadership is about having vision and articulating, ordering priorities, getting others to go with you, constantly reviewing what you are doing and holding on to things you value. Harris (2002: 12) claimed that the school improvement strategies can result in changing school culture and that leadership has an important part to play in defining and shaping schools culture.Effective leaders in a school are those who are able to build collaborative cultures.

Effective instructional leadership should consider the community's expectations and institutional context, and the internal structure of the school including instructional practices, school climate and school culture.

2.8.4. Community Participation Domain

Community participation can be explained in various ways based on the context of an organization, but overall it can be a means or an end, but in reality it is usually both (Shaeffer, 1994:15). The writer also discussed that, in schools, community participation can be described as: involvement through the more use of service; parent meeting at school; involvement through construction on a particular issue; participation in delivery of service; and participation in real discussion making at every stage such as identification of problem, planning, implementation and evaluation.

Schools are more effective and caring places when they are an integral part of the community. If schools want to be a good and safe place, it must enhance family and community involvement with the school. This contributes to enhanced academic performance; reduce disciplines problems, higher staff morale, and improved use of resources (Adelman and Taylor, 2007:1).

In schools it is necessary to identify the activities that need parents' involvement and the level of their involvements in SIP. Similarly, MOE (1998:43) listed the following basic principles of community involvement strategies in schools: several village meetings must be held in order to discuss with the villagers what their interest and problems are with the schooling of their children; a leader for any school based on community should be necessarily identified; and normally it is necessary to give a real role to the parents in the day to day management of a school.

Hopkins (1994:13) argued that some schools are successful in creating a strong sense of partnership with parents, while others find this almost impossible. However, mutual support and high levels of trust are important norms for a school community to ensure school's improvement. Community

Involvement in schools increases students' achievement, improve their behavior and motivation, reduces absenteeism and dropout, and fosters a positive attitude towards their education (UNESCO, 200:11).

2.9. School improvement Planning

As to Ann Vanstone, et al., (2000:6), school improvement planning is a process through which schools set goals for improvement, and make decisions about how and when these goals will be achieved. School improvement plan is a road map that sets out the changes a school needs to make to improve the level of student achievement, and shows how and when these changes will be made. They also pointed out that school improvement plans should be selective, and help principals, teachers, and school councils answer the questions “What will we focus on now?” and “What will we leave until later?”

Planning for improvement demands collaborative, strategic problem solving, establishing vision & mission, goal setting; identifying objectives, and identifying implementation strategies (Burkett, 2006:18). This implies that developing an effective improvement plan needs involvement of teachers, parents, and other community members and working together to gather and analyze information about the school and its students so that they can determine what needs to be improved in their school.

Before beginning the school improvement plan, it is essential to build awareness of its importance among the various stakeholders (Ann Vanstone, et al., 2000). Once sufficient awareness has been generated within the community, it is time to conduct a self-assessment. In planning for school improvement, self evaluation takes a vital role in determining the improvement to be intended. According to Holly and Southworth (1989:88), School's self evolution is the life blood of school development, the linkage within the developing school; the essence of collaborative enquiry, a trigger mechanism for mobilizing and energizing the development work, and the activities that provide fusion for the integrity required by the development culture. School can plan

and implement their SIP when they are aware of their current status in respect to the four domains based on reliable information (MOE, 2007).

To effect real change, the process needs to focus on specific priorities. All needed area can be addressed in school improvement plan if only planners considered basic strategies to identify the priorities. In this regard, Davis and Ellison (1992: 6) suggested the following points that effective planners for school improvement should include: the necessary information is available; clear, precise channel of communication exist in all directions; staff at all levels are committed to the program and its goals; the level of planning activity is clear to those who organize it; the various sections of the school function as effective teams with clear objectives so that they know what is required of them; and the evaluation process is built in during the planning stage, rather than 'bolted on' afterwards.

School improvement is the process whereby schools undertaken a continuous cycle of self assessment (Gallagher, 2004:15). School improvement plan of one cycle should be designed for three years. In each of these years, schools have to establish a goal statement, performance targets, areas of focus, implementation strategies, indicators of success, time lines, responsibility for implementing strategies, checkpoints for status updates, and opportunities for revisions(Ann Vanstone, et al., 2007:7).

2.10. Implementing School Improvement Program

According to Ornstein and Hunkins (2004), in implementing an educational innovation, there are three inseparable factors, namely: people (change forces), program, and organization in which people are central to the implementation of a program. Quality improvement in school, focus on students by looking to their needs in determining the direction and development of the school. In order to bring the desired change, the program requires active participation of all stakeholders.

With this regard, Passow (1998:6) consider students, staff and parents as the prime residents of schools; and it might be assumed that these would be the major targets for school improvement (in Marsh, 1988:8). Passow

also stated that the determination of the improvement direction and purpose of schools is derived from effective leadership with other stakeholders, and focused on involvement and ownership of the school's improvement program by its stakeholder groups. Therefore, the active involvement of individuals or groups such as principals, teachers, students, parents, PTA, and School Improvement Committee is central to the effective implementation of the school improvement process.

The SIP implementation cycle prepared by MOE is as indicated in the figure below. The figure shows, once the plan has been developed, implemented, monitored, and evaluated, the phases are repeated, becoming a continuous improvement cycle in which the school regularly monitors and reviews the school improvement plan as needed.

2.10.1. Stakeholders in SIP Implementation

School improvement as a process should involve the interaction of many stakeholders and changing school culture by involving teachers, school leaders, students and parents, as a central part of a change and demands improving and changing different situations in schools.

I) School principals

Leadership can be defined as providing vision, direction and support towards a different and preferred state-suggesting change (Harris and Muijis, 2005:4). The effectiveness of SIP is depending on the competency of school principals to communicate, guide and manage human and material resources. Successful school administrator must be an educational leader. Educational leader provide direction for their school, set goals and hold people accountable for reaching them, have high expectations for both personal and students, and

they care about pupil and their results (Reynolds, et al., 1996:75). Moreover, Edwards (2002) in (Botha, 2004:241) has identified the following four qualities of principal leadership: good principals' values empowerment and the best use of power; good principals' value reflection.

A professional school principal is the educational leader and manager of a school, and is therefore responsible for the work performance of all the people in the school (i.e. both staff and learners). People are the human resources of schools, and they use material resources (such as finances, information equipment, and facilities) to produce a "product", namely, the educated learner (Botha, 2004:1). Moreover, establishing a school improvement committee and school targets; supervising the development and annual review of the school plan; and reporting regularly to, and consult with, the school board on progress of the school plan and levels of student performance are among the major responsibilities of school principals Botha recommended in implementation of SIP.

II) Teachers

Gallagher (2004:2) described school excellence as a concept that emphasizes on teacher's role to determine students' learning and the outcomes. Assuring high student outcome, as the basis for its existence, schools should target school improvement strategies toward the classroom instruction where teachers take the unique and key responsibility. In educational system, there are different variables that have their own contribution for its development. Of all, the one which is the main input and important is the teacher who needs effective instructional support. It is meaningless to build schools and distributed educational materials without effective and efficient human power that can transmit the educational content to learners.

The schools can provide quality education for the learners by engaging a well trained and professionally developed teachers at all levels of education.

This can be done by: discussing with each other on the nature of the teaching strategies; establishing specification or guidelines for the chosen teaching

strategies; agreeing on standards used to assess students' progress as result; and mutual observation and partnership teaching in the classroom. Teachers are the major client group in any school improvement activities by implementing the curricula. Teddlie and Reynolds (2000) in Zijian and Williams (2006:46) disclosed that effective contribution of the classroom conditions needs to connect learning organization through reflection both at school and classroom levels. Thus, classroom management practice, instructional strategies and capacities of the teacher are the major teachers' related factors that affect success of SIP implementation, because overall aims for the need of the classroom condition are to assist teachers in facilitating conditions for students learning.

III) Students

Meaningful student involvement evolves from creating awareness among students and others, and they can play a crucial role in the success of school improvement. According to Fletcher (2005:4), a school is where democracy is more than a buzzword, and involvement is more than attendance. It is a place where all adults and students interact as co-learners and leaders, and where students are encouraged to speak out about their schools. Hence, there are student related factors that can contribute to the implementation of SIP. To Hopkins (2002:89), the student level conditions include: student's orientation, self directing, innovating and exploiting all available opportunities of the change in context. Meaningful student involvement is the process of engaging students as partners in every part of school change for the purpose of strengthening their commitment to education. .

IV) Parents

Townsend (1994:156) stated that, the greater the community involvement in the process, the greater the input of different groups within the community, then the more likely that what is generated will be an accurate reflection of that community. Schools are more effective and caring places when they are an

integral and positive part of the community. This plays out as enhanced academic performance, fewer discipline problems, higher staff morale, and improved use of resources (Adelman and Taylor, 2007:7). Therefore, teachers and principals have to know parents' involvement in their child's learning in order to have a profound effect on a child's success in school. When parents and community members are engaged in schools, students can perform better, attendance increases and dropout rates are lower.

There must be people within the community and the schools that perceive the implementation meeting local needs (Pratt, 1994: 328). Parent involvement in teaching and learning includes a wide range of in school and home-based activities. It extends from supporting the school ethos to supervising student's homework. Parents' involvement is valuable in improving student achievement, reducing student's behavioral problem in cooperating with the school and create parent teacher positive relationship and support. If the intention is to develop in children their full potential, academically, socially and emotionally. Parents are expected to protect their children from neglect, cruelty and exploitation as well as to love and understood them (Marsh, 1988:82). This can be possible, if parents' participation in schools reflect a much stronger role by sharing and control of important school-level decisions.

V) Parent-Teachers' Students Association (PTSA)

PTSA association is usually consists of community representatives such as teachers, students, parents and principals as member. PTSA is expected to play a vital role in designing strategies for improving the school and implementing their school improvement plan.

PTSA holds a central management in making the school a better place for students and students' learning. However, schools were not considered PTSA as can play a significant role in SIP. Even, members of the committee don't consider that they have potential to make substantial contribution to school. In consequence, building up of positive attitudes about school participation and

development their capacity is a time consuming process; it requires the concentrate efforts and assistance of teachers, principals and offices from education (Marsh, 1998:86). This implies that providing appropriate assistance for PTSA is very crucial to ensure their involvement of SIP.

VI) School Improvement Committee (SIC)

MOE (2007) declared that the school Improvement Committee (SIC) should be organized in the school and should comprise of teachers, management personal, students, parents and the community, and principal of each work as a committee chairman. The SIC has a fundamental role in the implementation of SIP, because the team comprise of effort of all stakeholders those could involve in planning, implementation and evaluation processes. Hoffman (2000:84) in Zijian and Williams (2006:53) described that the team in school improvement indicates the participation of stakeholders to engage schools in an active process of knowledge creation and improvement practice and the community of learners working together within a school to determine common vision, set goals and objectives, provide support, monitor progress, and adjust practices based on student and school needs. The writer also suggested that the team has to have common sense of direction, sufficiently mature to base leadership, pride in team membership, learn and develop by a process of continuous feedback, and make things happen.

According to MOE (2007), some of the responsibilities of school improvement team are: preparing school improvement plan; outline strategies through which the school community participate in the school improvement; organizing self evaluation, implementation and evaluation if SIP; and reporting the improvement activities carried out in the school.

2.10.2. Responsibilities of Federal, Regional, Zonal and Woreda

Administrative levels in the implementation of SIP

The SIP guidelines prepared by the MOE lists the following responsibilities of federal, regional, Zonal and Woreda levels (MOE, 2010).

1) Federal-level Responsibilities

The MOE will be responsible for the national coordination of the SIP.

2) Regional-level Responsibilities

The REBs will be responsible for the success of the SIP in each Region.

This includes the following tasks:

Task 1: Translate, Print, and Distribute the SIP Guidelines

Task 2: Organize Zonal and Woreda Training Workshop on the SIP Guidelines

Task 3: Monitor the SIPs Program

3) Zonal-level Responsibilities

Where Zones are an important structure, the Zonal Education Office (ZEO) staff will be responsible for providing supervision and advisory support to Woredas. The ZEO will be responsible for the following tasks:

Task 1: Supervise the Woreda SIPs Training Workshops

Task 2: Monitor the SIPs Program

4) Woreda-level Responsibilities

The Woreda Education Office (WEO) will be responsible for the success of the School Improvement Program in each Woreda. The WEO will be responsible for the following tasks:

Task 1: Select three representatives from each School to attend the Woreda School Improvement Program Training Workshop

Task 2: Organize Woreda School Improvement Program Training Workshop

Task 3: Provide Support to Schools

Task 4: Monitor the School Grants Program

2.11. Challenges in Implementing the School Improvement Program

Factors hindering the implementation of school improvement program might be different at different areas. According to MOE (2007:2), the obstacles of SIP implementation include: school's lacks of commitment to depart from traditional practice, absence of responsible organized effort at all levels which could direct and monitor the program implementation, shortage of training, lack of initiatives and good look on the part of some teachers and school leaders, absence of awareness creation among stakeholders, and absence of clearly stated role abbot participation level of each stakeholders. Ensuring success in school improvement needs creating awareness through workshop and training to concerned stakeholders, and facilitating internal and external conditions for implementation so as to enhance commitment and readiness for change and improving the school. However, Anderson (1991:84) argued that the reluctant to change can happens due to lack of awareness on the purpose of the intended change, lack of knowledge and skills needed to make the change, and the belief that thechanges will not make any different to them or their students. For Hopkins (2002:57) lack of adequate preparation such as vision building, organizational capacity, and consensus on purpose and low allocation of resources were the major challenges to school improvement. Thus, success in the implementation of a program needs to forecast or considering challenging factors prior to the implementation of the program, and creating preconditions and capacity building practice should at the core of improvement.

Collaboration is one of the essential concepts needed in improving school. However, barriers to collaboration arise from a variety of institutional and personal factors (Adelman and Taylor, 2007:34).

2.12. School Improvement Experiences of Other Countries

School improvement has become a dominant feature of educational reform and has gained prominence and recognition on the international stage. As a result of which many countries both developed and developing have been found implementing the program. Below is, therefore, a brief discussion of school improvement experience of the USA, United Kingdom, China and Australia.

2.12.1. School Improvement in the United State of America

The term ‘school improvement’ first came into prominence in United State of America in the 1960’s with reference to Federal and state programs for school improvement in specific areas such as bilingual education and science education (Marsh, 1988:5). The introduction of school improvement in the USA is connected to different issues related to curriculum issues and community movements. Lieberman (2005:3) state curriculum reform efforts, civil right movement pressures, commitment toward “war on poverty”, and money provided for a wide variety of educational programs to support equity and the improvement of school eventually cause evaluation of how schools used money and how the programs for change actually made their way in to school practice that lead to give ground for the beginning of school improvement.

2.12.2. School Improvement in the United Kingdom

In United Kingdom school improvement has become a dominant theme in contemporary educational reform and development. Harris (2005:6) pointed out that “the growing concern among politicians and the wider public educational standards has resulted in a wide variety of school improvement interventions and initiatives.” Harris also indicated that in UK the question of how to improve student achievement has resulted in the adoption of an ambitious reform program carried at raising standardinschools to realize education reform. In

England, school development planning followed by school self evaluation has been championed by external agents for the good of schools.

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

2.12.3. School Improvement in Australia

School Improvement Program in Australia has a large extent been due to state education system initiatives. The emergence of vary different decentralized system in Victoria in the 1980s warrants special mention (Marsh, 1988:13). The authority also indicated that, though school improvement has a long history in Australia, the recent initiatives is the school excellence initiative which is being on implementation since 2004.

The primary outcome of striving for school excellence in Australia is to create quality in the four domains of schooling. The domains of schooling are: learning and teaching' leadership and management, community involvement, and student environment. As it is stated in chapter one, the SIP of Ethiopia is similar to that of Australia because the Ethiopian SIP was adopted from that of Australia (MOE, 2007).

2.12.4. School Improvement in China

Available evidences indicate that school improvement effort has begun to be one of the priority issues for Chinese education since 1949. In China government by the vision 'no school is left behind', the school improvement

program is aimed at improving the disadvantaged schools (Townsent 2007). To this effect, it has been suggested that government took initiatives of introducing changes in funding, governance, enrollment policy and teacher Development at schools left behind because of poor facility and equipments as well as headmasters and teachers loss of leadership and confidence. Consequently, driven by current local and global pressures on one hand and active involvement of principals, teachers, parents, professionals and university academics on the other, schools have been under progressive improvement and Chinese students achieve better than before (Lee and Williams, 2006).

CHAPTER THREE

THE RESEARCH DESIGN AND METHODOLOGY

This chapter presents the research method, sources of data, sample population and sampling techniques, instruments for data collection, and method of data analysis.

3.1. The Research Method

The study focuses on assessing the implementation of school improvement program in Government secondary schools in Yeka sub city .To carry out any type of research, a research method that has strong ties with the purpose, structure, problem and other similar factors of the case under study is required.

The researcher decided to employ mixed research methodology (both quantitative and qualitative methods) for the study.Supporting this method Creswell (2003) states that mixed research method has importance to come up with well validated and substantiated findings as the matter of fact that the weakness of one approach is recovered by strength of other approach. Supporting the scholastic views, the researcher was sought to use both explanatory (quantitative) and descriptive (qualitative) types of research methods.

The descriptive survey method was employed in the study as it was efficient to evaluate and determine the adequacy of a program under existing condition against the established standards. As explained by Best and Kahn (1999:114) a descriptive survey method is concerned with conditions that exist, opinions that are held, process that are going on and effects that are evident or trends that are developing. Further, this method helps to gather data from a relatively large area of cases within a limited period of time.

The method is also important to obtain reliable and relevant data as it involves various subjects. In general, the method is found to generate adequate and relevant data in breadth pertaining to the issue under investigation.

3.2. Sources of data

Data for the study were collected from both primary and secondary sources.

Primary data were collected from several groups, including Woreda Education Office Heads (WEOHs), Principals, Teachers, Parents, Students, Parent Teacher and Students Associations (PTSAs), and School Improvement Committees (SICs). In addition School Improvement Program (SIP) related documents such as SIP guidelines, SIP frameworks and manuals were also used as primary sources.

Secondary data were also gathered from Government policy and reports related to the study under consideration. In addition School Improvement Program plans and different records of SIC were used as a secondary data sources.

3.3. Sample and Sampling Techniques

The researcher decided to employ simple random, purposive and stratified sampling techniques. By using these sampling methods the researcher was able to determine the number of participants for this study.

The target populations of the study were Woreda Education Office Heads (WEOHs), principals, teachers, students, PTSA, SIC and parents in Government secondary schools in Yeka sub city. Currently, there are eight Government secondary schools in Yeka sub city. Since it is difficult and unmanageable to conduct a study in all secondary schools it is important to determine and identify number of sample schools and number of respondents for the study to generalize the findings to the population. As a result, out of total Secondary 4 schools (50%) namely Higher 12 secondary school from wereda 2 BirhanGuzo from wereda 6 Millenium sec school from wereda 10 and

Wendirad secondary from Wereda 11. The schools were selected by simple random sampling techniques from each Wereda so as to give equal chance of being included in the study for all secondary schools in the area under investigation.

Currently, there are about 568 secondary school teachers in Yeka sub city. Out of these, teachers 120 are staff members in the sample schools. Since secondary schools are classified of two cycles, general secondary (9-10) and preparatory (11-12), stratified sampling technique was employed to select teachers from both cycles to maintain proportionality. Hence, 60 (50%) representative teachers were selected from both cycles in the study. Similarly, a total of 80 students were selected from sample schools for the same purpose. Moreover, principals were selected by availability sampling method. Four WEOHs, eight PTSAs and four SICs were selected by purposive sampling technique.

Purposive sampling method helps researchers to intentionally select samples that have experience with the central phenomenon or the key concepts being studied/ In general, 16 principals, 120 teachers, 160 students, 48 parents, 8 WEOHs, 16 PTSAs and 8 SICs, a total of 376 subjects were selected to participate in the study. It is summarized in the following Table.

Table 1: Distribution of samples

NO	Name of subcity	Woreda	Name of the school	Principals	Teachers	Students	PTA	SIC	Parents	WEO	Total
1	Yeka	1	-								
2		2	Higher 12	2	15	20	2	1	6	1	47
3		3	-								
4		4	-								
5		5	Kokebetsiba	2	15	20	2	1	6	1	47
6		6	Birhan Guzo	2	15	20	2	1	6	1	47
7		7	-								
8		8	Tesfa Birhan	2	15	20	2	1	6	1	47
9		9	-								
10		10	Millenilem	2	15	20	2	1	6	1	47
11		11	Wendiyrad	2	15	20	2	1	6	1	47
12		12	Karalo	2	15	20	2	1	6	1	47
13		13	Edget Chora	2	15	20	2	1	6	1	47
Total				16	120	160	16	8	48	8	376

3.4. Instruments of Data Gathering

Quantitative and qualitative data were gathered by using appropriate tools to obtain the information from respondents and the school environment. The instruments that the researcher used were questionnaires, interviews and observation of school environment.

a) Questionnaires

Questionnaire is a data collection tool, which enables the researcher to get wider information from widely dispersed sample population and make possible an economy of time and expense and provides a high proportion of usable responses (Best and Kahn, 2003). A questionnaire is a convenient and efficient way to collect data where personal communication is not the most expedient approach or a viable option. The items on a good questionnaire are characterized by clarity in language usage, absence of ambiguity, and well defined terminology; and are formed to elicit responses that will provide specific information and, when analyzed, provide specific insights for addressing specific challenges or issues. Hence, the researcher used this instrument of data gathering to elicit beliefs, opinions, past experiences and expectations for the future from stakeholders.

The questionnaires were developed based on the basic research questions and review of related literature. This tool included issues which enable the researcher to assess the implementation of SIP in the study area since the questionnaires were also related with the instruments of the MOE prepared for the purpose of School Improvement Program (SIP) Self-Assessment (MOE,2010).

First the questionnaires mainly with close-ended types and few open-ended were prepared in English. However, in order to make the questionnaires more clearly and easily understandable by the respondents it was translated in to Amharic. The questionnaires were divided into six parts. Part one, begins with the background information (sex, age, qualification, experience, grade level) of the respondents.

Part two, of the questionnaire includes items related to awareness on the school improvement program. In the Part three, of the questionnaire, respondents were asked open ended items about their involvement in planning for school improvement. Part four and five of the questionnaire comprises of items related to implementation of school improvement program domains and challenges in the implementation of the program respectively. Part six, of the questionnaire possesses items related to contribution of the SIP to promote quality education (see Appendix A₁-A₆). Before the final questionnaires were ready and delivered to the respondents tryout or pre-testing of the questionnaire was carried out. In order to establish validity, the questionnaires were given to 15 teachers, 2 principals and 20 students selected randomly in Higher 12 secondary school. The purpose of the pilot testing was to check clarity of language, the format of the questionnaire, to verify understanding of the intent of each statement in the questionnaire and to make necessary corrections based on the constructive comments obtained from respondents. a result, the entire items were found to be useful for the purpose intended, except some word meaning difficulties. Hence, minor modifications on words were made.

b) Interviews

In order to strengthen the data gained through questionnaires, structured interviews were also used for this study. Interview is the major tool in which a qualitative evaluator seeks to understand the perceptions, feeling and knowledge of people in programs through in-depth, intensive interviewing (Leedy and Ormrod, 2005). The reason for using interviews was, it involves direct contact with participants that allow the interviewer to clarify questions and probe responses.

Interview questions which have 9 items for Woreda Education Office Heads, and 7 for Principals were prepared in English (see Appendix B₁, and B₂). However, to get relevant information the interviews were conducted in Amharic for all participants of the study

Before the interview session, the researcher informed the subjects about the purpose of the interview and arranged appropriate times. The issues discussed in the interview were similar with items on the questionnaire. The interview session with WEOs, and Principals took about 10-15 minutes for each interviewee. During the interview, the responses were noted down by the researcher.

c) Observation

Observation was also used as data gathering tool in the study to check the availability of different in-school facilities in the sample secondary schools. As to Best and Kahn (2003:141), the information obtained through observation is more accurate, more valid, and more reliable than any information gathered through other means. In this regard, using this data gathering instrument enables the researcher to obtain information about the implementation of SIP with respect to students learning environments. The observation was carried out by using observation checklist as to see the availability of essential materials and facilities in the sample schools and to check the extent to which the school environment is the appropriate places for students and students learning.

The observation checklist was prepared with a two point scales (yes, no) to verify availability of SIP related documents and some school facilities (see Appendix-C).

3.5. Method of Data Analysis

The data obtained from different sources through questionnaire, interview and observation were analyzed based on the nature of the data. Therefore, the responses for the questionnaires, which were tallied and frequency counted, were converted in to the percentage to analyze and interpret the obtained data.

The responses associated with each item have been grouped to facilitate discussion. Data collected from respondents were organized in tabular forms in terms of frequency and percentage. In order to make the analysis simple for presentation, the 5-point attitude scales (Strongly Disagree, Disagree, Undecided, Agree and Strongly Agree) were condensed into three i.e. Strongly Agree and Agree were organized together as one item Agree. Similarly Disagree and Strongly Disagree summarized together as Disagree whereas undecided is put as it is. Supporting this Best and Kahn (2005) explained that if a Likert-type scale is used, it may be possible to report percentage responses by combining the two outside categories: “strongly agree” and “agree”; “disagree” and “strongly disagree” as follows.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

On the other hand, the data obtained through open-ended question and interviews were organized according to individual respondents by grouping answers together across respondents.

Overview

This chapter deals with presentation, analysis and interpretation of data obtained from seven sample groups (Weo, Principals, Teachers, Students, Parents, Parent-teachers' students association and School improvement committee) of four sample secondary schools' by using questionnaires, interviews and observation. The data was organized in tabular form and analyzed in line with the basic research questions. The data analyzed in this chapter are intended to address the following basic research questions:

1. Do stake holders have the necessary awareness on SIP?
2. To what extent do stake holders participate in planning SIP in Yeka sub-city Government Secondary schools?
3. What are the major challenges encountered during the implementation of SIP in the Government secondary schools of Yeka sub city?
4. To what extent SIP contribute to promote quality of education in the Government secondary schools of Yeka sub city.

Accordingly, analysis and interpretation of the data were made based on the responses obtained from respondents. Presentation and analysis of results were presented as follows.

4.1.1 Awareness of stakeholders about SIP

In this part of the analysis stakeholders' (Principals, Teachers, Parents, Students, SIC and PTSA) awareness about school improvement program(SIP)have been presented and analyzed. To assess how far stakeholders are aware of SIP, some items were identified and respondents were requested to rate their opinions. Hence, Table 3 illustrates responses regarding the extent to which stakeholders are aware of SIP.

Table 2: Respondents' opinions regards to awareness on SIP

No	Items	Respondents	Responses									
			Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
			F	%	F	%	F	%	F	%	F	%
1	Adequate training about school improvement program(SIP) was given	Principal	2	25	3	37.5	1	12.5	2	25	-	-
		Teacher	10	16.6%	20	33.3	10	16.6	18	30	2	3.3
		SIC	-	-	1	25	2	50	1	25	-	-
		Total	12	16.6	24	33.3	13	18	21	29.1	2	2.7
2	Stakeholders have adequate awareness on the objectives of the SIP, program planning and implementation of the SIP	Principal	2	25	3	37.5	-	-	3	37.5	-	-
		Teacher	23	38.3	20	33.3	2	3.3	5	8.3	10	16.6
		Student	10	12.5	-	-	23	28.75	30	37.5	17	21.25
		Parent	3	12.5	8	33.3	-	-	4	16.6	9	37.5
		PTSA	-	-	2	25	-	-	4	50	2	25
		SIC	1	25	-	-	-	-	2	50	1	25
		Total	39	21.1	33	17.9	25	13.5	48	26	39	21
3	Stakeholders have adequate understanding of their responsibilities in the implementation of school improvement program(SIP)	Principal	2	25	4	50	-	-	2	25	-	-
		Teacher	2	3.3	20	33.3	10	16.6	12	20	16	26.6
		Student	1	13.75	-	-	26	32.5	13	16.2	30	37.5
		Parent	3	12.5	8	33.3	-	-	8	33.3	5	20.8
		PTSA	1	12.5	-	-	-	-	2	25	5	62.5
		SIC	-	-	-	-	1	25	2	50	1	25
		Total	9	4.78	32	17.02	37	19.6	39	20.7	57	30.3

Key; PTSA-Parent Teachers Association
SIC-School improvement committee

The awareness stakeholders have about SIP, its planning and implementation process is very important to implement the program effectively. Stakeholders can effectively involve in the program planning, implementation and evaluation if only they are aware of the purpose, objectives and implementation processes of the program. If there is lack of awareness it is difficult to implement the program effectively. Supporting this, it is described in the SIP document that, awareness creation is the precondition for effective implementation of SIP (MOE, 2007:5). Similarly, Day (2004:1) explained that awareness helps stakeholders to know the objectives, program planning and to implement the program effectively.

4.1.2. Involvement of stakeholders in planning for school Improvement Program

This section presents the findings from respondents about involvement of stakeholders in planning for school Improvement Program. Responses are summarized below.

Table 3: Responses regarding toinvolvement in planning for SIP

No	Items	Respondents	Responses									
			Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
			F	%	F	%	F	%	F	%	F	%
1	Principals are actively engaged in coordinating stakeholders for the preparation of school improvement plan	Principal	2	25	1	12.5	-	-	4	50	1	12.5
		Teacher	9	15	9	15	-	-	32	53	10	16%
		SIC	-	-	1	25	-	-	2	50	1	25
		Total	11	16.1	11	16.1	-	-	38	55.8	12	17.6
2	Stakeholders are actively involved in preparation of school improvement plan	Principal	2	25	4	50	-	-	2	25	-	-
		Teacher	6	10	8	30	-	-	28	46.6	12	20
		SIC	-	-	1	25	-	13.2	1	25	1	25
		Total	8	11.7	13	19.1	-	-	31	45.5	13	19.1
3	The school improvement committee has contributed a lot in preparing SIP plan	Principal	-	-	2	25	2	25	4	50	-	-
		Teacher	-	-	25	41.6	1	1.6	19	31.6	15	22.0
		SIC	1	25	-	-	1	25	1	25	1	25
		Total	1	1.4	27	39.7	4	5.8	24	33.3	16	23.3
4	The school improvement plan was well communicated to the school community	Principal	3	25	1	12.5	1	25	1	27	2	25
		Teacher	5	35	5	8.3	10	16.6	21	8.3	18	30
		Student	10	21.25	6	7.5	20	25	17	12.5	27	33.75
		Parent	7	28.8	6	25	2	8.3	5	29.1	4	16.6
		PTSA	2	-	2	25	2	25	-	25	2	25
		SIC	1	-	1	25	1	25	-	25	1	25
		Total	28	18.3	21	13.7	36	23.5	44	28.7	54	35.94

Key; PTSA-Parent Teachers Association
SIC-School improvement committee

4.1.3 Implementation of the School Improvement Program (SIP)

There are four domains that the School Improvement Program (SIP) focuses to be improved. Effective implementation of school improvement program requires active participation of all stakeholders (Staff, Students and Parents).

Under this section the extent to which the four domains were implemented will be presented and analyzed.

1. Teaching and learning domain

The data gathered regarding the teaching and learning domain in school improvement attempt is presented under this subsection.

Table 4: Opinions on teaching and learning domain

No	Items	Respondents	Responses									
			Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
			F	%	F	%	F	%	F	%	F	%
1	Actively engaged in coordinating and monitoring teaching learning process	Principal	4	50	2	25	2	25	-	-	-	-
		SIC	-	-	1	25	-	-	2	50	1	25
		Total	4	33.3	3	25	2	16.6	2	16.6	1	8.3
2	Discussion between stakeholders to improve students' learning	Principal	-	-	4	50	-	-	2	25	2	25
		Teacher	16	26.6	6	10	5	8.3	28	46.6	4	6
		Student	19	23.75	8	10	2	2.5	39	48.75	12	15
		Parent	-	-	1	12.5	1	12.5	4	50	2	25
		PTSA	1	25	2	50	-	-	1	25	-	-
		SIC	1	25	-	-	-	-	2	50	1	25
		Total	37	22.6	21	12.8	8	4.9	76	46.6	21	12.8
3	The school improvement committee have contributed a lot in coordinating, monitoring and evaluation of the teaching learning process	Principal	1	12.5	1	12.5	-	-	4	50	2	25
		SIC	1	25	-	-	-	-	2	50	1	25
		Total	2	16.6	1	8.3	-	-	6	50	3	25
4	Stakeholders are effectively involved to implement SIP and to improve students' learning	Principal	-	-	1	12.5	2	25	4	50	-	-
		Teacher	6	10	12	20	5	8.3	22	36.6	15	25
		Student	-	-	21	26.25	17	21.25	31	38.75	11	13.75
		Parent	2	8.3	7	29.1	11	45.8	2	8.3	2	8.3
		PTSA	-	-	2	25	-	-	6	75	-	-
		SIC	-	-	1	25	-	-	1	25	2	50
		Total	8	4.34	44	23.9	35	19.02	67	36.41	30	16.30
5	Teachers are actively engaged in teaching and learning process in light of the objective of school improvement program	Principal	2	25	3	37.5	-	-	2	25	1	12.5
		Teacher	12	20	22	36.6	10	16.6	8	13.3	8	13.3
		Student	14	17.5	44	55	5	6.25	7	8.75	10	12.5
		Parent	4	16.6	6	25	8	33.3	3	12.5	3	12.5
		PTSA	-	-	6	75	-	-	-	-	-	-
		SIC	1	25	2	50	-	-	1	25	-	-
		Total	33	17.9	83	45.1	23	12.5	21	11.44	21	11.44
6	Taking collective responsibility for students learning	Teacher	18	30	24	40	8	13.3	6	10	4	6.6
		Student	26	32.5	19	23.75	18	22.5	10	12.5	5	6.25
		Parent	7	29.1	7	29.1	4	16.6	4	16.6	2	8.3
		Total	51	31.09	50	30.4	30	18.29	20	12.19	11	6.70
7	Teachers identified students' achievement and give tutorial for slow learners	Teacher	24	40	14	23.3	10	16.6	6	10	4	6.6
		Student	12	15	14	17.5	6	7.5	32	40	16	20
		Total	36	25.7	28	20	16	11.4	38	27.1	20	14.2

1. Learning Environment Domain

This section deals with the *learning environment domain* activities that are supposed to be carried out by the stakeholders in order to create and maintain conducive or suitable learning environment.

Table 5: Opinions on Learning Environment Domain

No	Items	Respondents	Responses									
			Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
			F	%	F	%	F	%	F	%	F	%
1	Principals are actively engaged in improving learning conditions	Principal	1	12.5%	3	37.5%	2	25%	1	12.5%	-	-
		Teacher	20	33.3%	16	26.6%	12	20%	8	13.3%	4	6.6%
		PTSA	-	-	3	75%	1	25%				
		SIC	1	25%	1	25%	1	25%	1	25%		
		Total	22	29.3%	2.3	30.6%	16	21.3%	10	13.3%	4	5.3%
2	There is positive relation among stakeholders in your school	Principal	2	25%	4	50%	1	12.5%	-	-	-	-
		Teacher	23	38%	17	28.3%	8	13.3%	6	10%	2	3.3%
		Student	24	30%	29	36.25	13	16.25%	8	10%	6	7.5%
		Total	49	34.26	50	34.9%	22	15.30%	14	9.7%	8	5.5%
3	The school compound is attractive and welcoming to the school community	Principal	1	12.5%	2	25%	1	12.5%	2	25%	2	25%
		Teacher	14	23.3%	10	16.6%	4	6.6%	19	31.6%	13	21.6%
		Student	18	22.5%	12	15%	12	15%	22	27.5%	16	20%
		Parent	4	16.6%	5	20.8%	4	16.6%	5	20.8%	6	25%
		PTSA	-	-	2	33.3%	4	66.6%	-	-	-	-
		SIC	-	-	1	25%	2	50%	1	25%		
		Total	37	20.3%	32	17.5%	27	14.8%	49	26.9%	37	20.32
4	Necessary facilities like water supply, latrine, cafeteria and teaching aids are adequately available in the school	Principal	1	12.5%	1	12.54	2	25%	2	25%	2	25%
		Teacher	14	23.3	11	18.3	5	8.3%	16	26.6%	14	23.3%
		Student	16	20%	12	15%	14	17.5%	22	27.5%	16	20%
		Parent	2	8.3%	4	16.6%	4	16.6%	6	25%	8	33.3
		PTSA	-	-	3	37.5%	-	-	5	62.5	-	-
		SIC	-	-	1	25%	-	-	3	75%	-	-
		Total	33	17.93	32	17.39	25	13.58	54	29.3%	40	21.73%
5	Parents, PTSA and SIC are actively involved in creating conducive school environment	Parent	8	33.3%	6	25%	3	12.5%	4	16.6%	3	12.5%
		PTSA	3	37.5%	3	37.5%	2	25	-	-	-	-
		SIC	1	25%	-	-	-		2	50%	1	25%
		Total	12	33.3%	9	25%	5	13.8%	6	16.6%	4	11.1%

2. Leadership and Management Domain

The data gathered regarding the *leadership and management domain* is presented under this subsection.

Table 6: Opinions on Leadership and management Domain

No	Items	Respondents	Responses									
			Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
			F	%	F	%	F	%	F	%	F	%
1	The school principals played effective leadership role in school improvement program implementation	Principal	1	12.5%	2	25%	1	12.5%	2	25	2	25
		Teacher	10	16.6%	11	18.3%	8	13.3%	14	23.3	17	28.3
		Student	10	12.5%	7	8.75	6	7.5%	26	32.5%	31	38.75
		Parent	5	20.8	4	16.6	-	-	9	37.5	6	25
		PTSA	-	-	-	-	2	25%	6	75	-	-
		SIC	-	-	1	25%	1	25%	2	50	-	-
		Total	26	14.1	25	13.5	18	9.71%	59	32	56	30
2	Stakeholders have participated in decision making	Principal	-	-	3	37.5%	-	-	3	37.5	2	25
		Teacher	18	30%	28	46.6%	2	3.3%	6	10	6	10
		Parent	10	12.5%	8	10%	8	10%	23	28	31	38.75
		Student	8	33.3%	5	20.8%	1	4.1%	6	25	4	16.6
		PTSA	-	-	4	50%	3	37.5%	1	12.5	-	-
		SIC	-	-	1	25%	1	25%	1	25	1	25
		Total	36	19.5%	49	26.6%	15	8.1%	40	21.7	44	23.9
3	The school principals have demonstrated a commitment to accountability for students' results	Principal	2	25%	3	37.5%	1	12.5%	-	-	2	25
		Teacher	23	38%	19	31.6%	3	5%	7	11.6	8	13.3
		Student	26	32.5%	28	35%	6	7.5%	8	10	12	15
		Parent	5	20.8	3	12.5	2	8.3%	10	41	4	16.6
		PTSA	-	-	6	75%	-	-	2	25	-	-
		SIC	-	-	2	50%	-	-	1	25	1	25
		Total	56	30.4	61	33%	12	6.52	28	15.2	27	14.67
4	Resources of the school are used in manner that assist students to achieve higher result	Principal	15	25%	14	24.4%	24	40%	3	5	3	5
		Teacher	10	12.5%	12	15%	10	12.5%	24	30	24	30
		Student	5	20.8	3	12.5%	2	8.3%	10	41.6	4	16.6
		Parent	3	37.5%	1	12.5	1	12.5	2	25	1	12.5
		PTSA	-	-	4	50%	1	12.5	3	37.5	-	-
		SIC	-	-	1	25%	2	50%	1	25.1	-	-
		Total	33	18%	35	19.1%	40	21.8	43	23.4	32	17.4
5	The school supervisor contributes a lot in facilitating the implementation of the school improvement program	Principal	3	5%	3	5%	17	28.3	18	30	19	31
		Teacher	-	-	2	25%	2	25%	4	50	-	-
		Total	3	4.4	5	7.3	19	27	22	32.3	19	27.9

4. Community Involvement Domain

In this part, the data obtained on the implementation of Community involvement domain will be presented and discussed.

Table 7: Opinions on Community involvement domain

No	Items	Respondents	Responses									
			Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
			F	%	F	%	F	%	F	%	F	%
1	Parents and other community members are actively involved in the implementation of SIP	Principal	-	-	2	25%	2	25%	4	50%	-	-
		Teacher	9	15%	7	11.6%	10	16.6%	20	33.3	14	23.3%
		Parent	3	12.5%	3	12.5%	4	16.6	8	33.3	6	25%
		PTSA	-	-	2	25%	1	12.5%	5	62.5%	-	-
		SIC	-	-	1	25%	1	25%	2	50%	-	-
		Total	12	11.53%	15	14.4%	18	17.3%	39	37.5	20	19.2%
2	The school initiate PTSA and SIC members to mobilize parents to involve in school activities	Principal	1	12.5%	2	25%	1	12.5%	2	25%	2	25%
		PTSA		-	2	25%	-	-	6	75%	-	-
		SIC	1	25%	-		1	25%	2	50%	-	-
		Total	2	12.5%	4	25%	2	12.5%	8	50%	-	-
3	Parents follow up their children and involved in their learning to improve their achievement	Principal	-	-	1		2		5			
		Teacher	6	10%	5	8.3%	12	20%	18	30%	19	31.6%
		Student	14	17.5%	12	15%	5	6.25%	24	30%	25	31.25%
		Parent	2	8.3%	2	8.3%	6	25%	8	33.3	6	25%
		PTSA	-	-	-	-	-	-	5	62.5	3	37.5%
		SIC	-	-	1	25%			2	50%	1	25%
Total	22	11.91	21	11.4%	25	13.5%	62	33.6	54	29.3%		
4	Parents discussed regularly with the school leaders and teachers on teaching and learning	Principal	2	25%	3	37.5	1	12.5%	2	25%	-	-
		Teacher	4	6.6%	6	10%	6	10%	27	45%	17	28.3%
		Student	6	7.5	10	12.5%	9	12.5%	24	30%	31	38.75%
		Parent	3	12.5%	4	16.6%	2	8.3	9	37.5%	6	25%
		PTSA	-	-	3	37.5	-	-	5	62.5%	-	-
		SIC	1	25%	-	-	1	25%	2	50%	-	-
		Total	16	8.6%	26	14.1%	19	10.3%	69	37.5	54	29.3%
5	Parents provided financial or materials support	Principal	2	25%	3	37.5	1	12.5%	2	25%	-	-
		Student	10	12.5	23	28.75	12	15%	13	16.2	22	27.5%
		Parent	6	25%	8	33.3%	2	8.3%	7	29%	1	4.1%
		PTSA	3	37.5%	3	37.5%	-		2	25%	-	-
		Total	21	17.7%	37	31.35	15	12.7%	22	18.6%	23	19.4%

The General status of schools in implementing the School Improvement Program (SIP) across the Four Domains

Respondents were asked to weigh to what extent their school implementing the School improvement program (SIP) in relation to the four domains. Accordingly, their responses will be summarized below in the following table.

Table8: General status of schools in implementing the (SIP) with respect to the four domains

No	Domains	Respondents	Responses							
			Very High		High		Low		Very Low	
			F	%	F	%	F	%	F	%
1	Teaching and learning	Principal	-	-	3	37.5	1	12.5	-	-
		Teacher	15	25%	26	43.3%	6	10%	-	-
		Student	11	13.75	22	27.5%	13	16.25	2	2.5%
		Parent	5	20.5	6	25%	2	8.3	2	8.3 %
		PTSA	6	75%	-	-	-	-	-	-
		SIC	1	25%	2	50%	-	-	-	-
		Total	38	20.7	59	32.2	22	12.2	4	2.1%
2	Leadership and management	Principal	-	-	4	50%	2	25%		
		Teacher	7	11.6%	10	16.6%	10	16.6	11	18.3%
		Student	6	7.5%	10	12.5%	24	30%	18	22.5%
		Parent	4	16.61	2	8.3%	4	16.6%	8	33.3%
		PTSA	2	25%	-	-	-	-	-	-
		SIC	1	25%	1	2.5%	1	25%	1	25%
		Total	20	10.9	27	14.8%	41	22.5%	38	20.8%
3	Learning environment	Principal	-	-	3	37.5%	2	25%	-	-
		Teacher	9	15%	18	30	11	18.3%	-	-
		Student	8	10%	18	22.5	12	15%	15	18.75%
		Parent	3	12.5	7	29.1	3	12.5%	2	8.3%
		PTSA	4	50%	2	25	-	-	-	-
		SIC	-	-	1	25	2	50%	-	-
		Total	24	13%	49	26.6	30	16.3%	17	9.2%
4	Community involvement	Principal	-	-	2	25	3	37.5%	-	-
		Teacher	2	3.3	8	13.3	14	23.3%	10	16.6%
		Student	7	8.75	11	13.75	24	30%	16	20%
		Parent	1	4.1	3	12.5	7	29%	8	33.3%
		PTSA	2	25%	-	-	4	50%	-	-
		SIC	-	-	1	25	2	50%	-	-
		Total	12	6.5%	25	13.5	54	29.3%	34	18.47%

Key; PTSA-Parent Teachers Association
SIC-School improvement committee

Improvement program (SIP) across the four domains could be summarized by using the following chart.

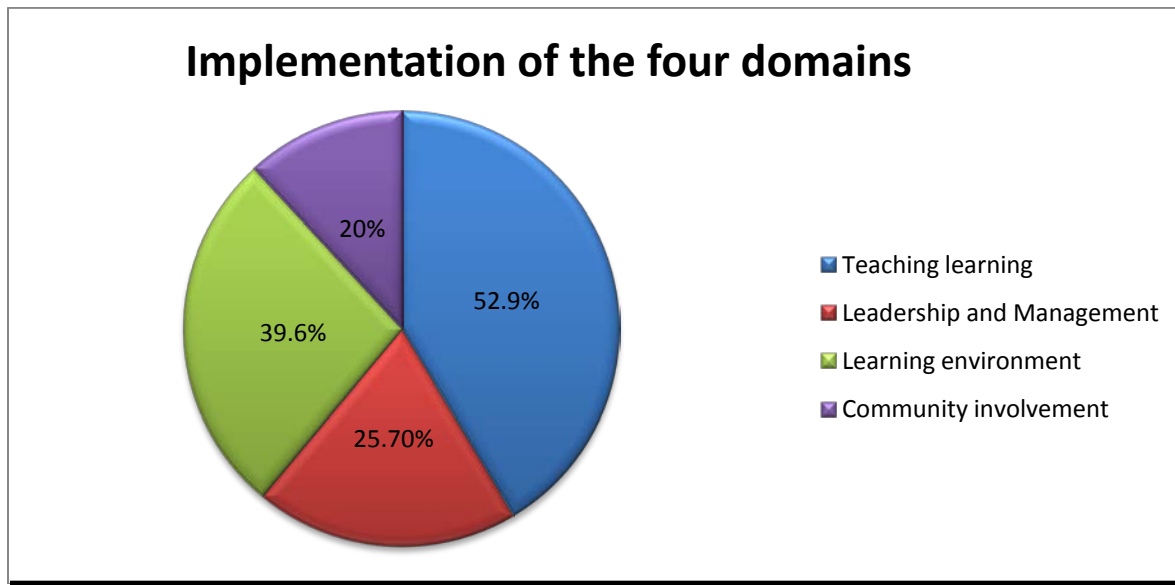


Figure 4: Pie chart showing the implementation of the four domains

4.1.4 Challenges in the implementation of school improvement program

There are several factors that might hinder the implementation of school improvement program. To assess how far those factors hinder the implementation of school improvement program, some items were identified and respondents were asked to weigh to what extent factors in table 10 below affects implementation of the program. Hence, their responses will be analyzed as follows.

Table 9: Challenges in the Implementation of SIP

No	Items	Respondents	Responses									
			Very Serious		Serious		Undecided		Less serious		Not at all a problem	
			F	%	F	%	F	%	F	%	F	%
1	Lack of awareness about the school improvement program among the stakeholders	Principal	3	37.5	4	50	-	-	1	12.5	-	-
		Teacher	15	25	27	45	4	6.6	8	13.3	6	10
		Student	17	21.2	38	47.5	6	7.5	11	13.7	8	10
		Parent	6	25	9	37.5	5	20.8	4	16.6	-	-
		PTSA	3	37.5	5	62.5	-	-	-	-	-	-
		SIC	2	50	1	25	1	25	-	-	-	-
		Total	46	25	84	45.6	16	8.6	24	13.04	14	7.6
2	Lack of ownership of the SIP by the school community	Principal	4	50	2	25	-	-	2	25	-	-
		Teacher	12	20	26	43	9	15	11	18.3	2	3.3
		Student	17	21.25	29	36.25	5	6.25	21	26.25	8	10
		Parent	6	25	9	37.5	4	16.6	3	12.5	2	8.3
		PTSA	-	-	3	37.5	5	62.5	-	-	-	-
		SIC	1	25	1	25	1	25	1	25	-	-
		Total	40	21.7	70	38	24	13	38	20.6	12	6.52
3	Shortage of materials and financial resources	Principal	2	25	6	75	-	-	-	-	-	-
		Teacher	12	20	30	50	6	10	10	16.6	2	3.3
		Student	18	22.5	24	30	6	7.5	20	25	12	15
		Parent	8	33.3	9	37.5	5	20.8	2	8.3	-	-
		PTSA	1	12.5	2	25	-	-	5	62.5	-	-
		SIC	2	50	1	25	1	25	-	-	-	-
		Total	43	23.3	72	39.1	18	9.7	37	20.1	14	7.6
4	Absences of collaboration among stakeholders	Principal	4	50	3	37.5	1	12.5	-	-	-	-
		Teacher	12	20	29	48.3	10	16	7	11.6	2	3.3
		Student	22	27.7	36	45	2	2.5	12	15	8	10
		Parent	8	33	10	41.6	2	8.3	3	12.5	1	4.1
		PTSA	2	25	4	50	2	25	-	-	-	-
		SIC	-	-	3	75	1	25	-	-	-	-
		Total	48	26	85	46.1	18	9.7	22	11.9	11	5.9
5	Low stakeholders involvement in the program implementation	Principal	2	25	4	50	2	25	-	-	-	-
		Teacher	14	23.3	22	36.6	10	16.6	12	20	2	3.3
		Student	18	22.5	34	42.5	6	7.5	12	15	10	12.5
		Parent	2	8.3	5	20.8	8	33.3	7	29	2	8.3
		PTSA	1	12.5	3	37.5	3	37.5	1	12.5	-	-
		SIC	2	50	1	25	1	25	-	-	-	-
		Total	39	21	69	37.5	30	16	32	17	14	7.6

Key; PTSA-Parent Teachers Association
SIC-School improvement committee

4.1.5 Contribution of SIP to promote quality Education

In the following section stakeholders ratings on the contribution of SIP to promote quality education will be computed and presented. The questionnaires were designed to be rated using a five point rating scale (very high, high, medium, low and very low) that can represent respondents' opinion on the degree to which SIP contributes to promote quality Education.

Table 10: Stakeholders responses regarding Contribution of SIP to promote quality education

No	Domains	Respondents	Responses									
			Very High		High		Medium		Low		Very Low	
			F	%	F	%	f	%	F	%	f	%
1	To what extent SIP contributes to promote quality of education?	Principal	6	75	2	25	-	-	-	-	-	-
		Teacher	23	38.3	14	23.3	10	16.6	5	8.3	8	13.3
		Student	38	47.5	17	21.25	13	16.25	3	3.75	9	11.25
		Parent	11	45.8	6	25	4	16.6	3	12.5	-	-
		PTSA	3	37.5	3	37.5	2	25	-	-	-	-
		SIC	1	25	2	50	1	25	-	-	-	-
		Total	82	44.5	44	23.9	30	16.3	11	5.9	17	9.2

Key; PTSA-Parent Teachers Association
SIC-School improvement committee

As indicated in table 11, most of the respondents 126(68.4%) replied that the contribution of SIP to promote quality of education was "High". This shows that the respondents' believed that if the SIP is properly implemented the program contributes to promote quality of education. In

4.2 Analysis of Interview Responses of WEO heads, Principals and Students

Interviews were carried out with Woreda education office heads, Principals and students. In the discussion the interviewees were requested to forward their views regarding their awareness about SIP, involvement in planning and implementation of SIP (see Appendix B₁, B₂ and B₃).

CHAPTER FIVE

SUMMARY, CONCLUSIONS ANDRECOMMENDATIONS

This chapter presents summary of the findings, recommendations and conclusion of the study.

5.1 Summary of Findings

The purpose of this study was to assess implementation of School Improvement Program in Government secondary Schools in Yeka sub city. The specific objectives of the study were:

- To identify the level of awareness of stakeholders have about SIP.
- To assess stakeholders involvement in SIP planning.
- To identify the major factors those hinders the implementation of SIP.
- To examine the contribution of SIP to promote quality and enhance efficiency in secondary schools.

Therefore, to achieve these objectives, the following basic research questions were raised.

1. Do stake holders have the necessary awareness on SIP?
2. To what extent do stake holders participate in planning SIP in the secondary schools in Yeka sub city?
3. What are the major challenges encountered during the implementation of SIP in the secondary schools in Yeka sub city?
4. To what extent SIP contribute to promote quality of education in the secondary schools in Yeka sub city?

In order to get answers to the above basic questions all the necessary data and information were obtained from seven sample groups (WEO, Principals, Teachers, Students, Parents, Parent-teachers' students association and School improvement committee) of four sample secondary schools' through questionnaire, interview and observation. Then, the collected data were presented, analyzed and discussed in chapter four. Based on the analysis and interpretation, the major findings of the study are summarized as follows.

5.1.1 Awareness of stakeholders about SIP

In general, results from respondents showed that majority of the sample school principals have adequate awareness on the objectives, program planning and implementation of SIP where as teachers moderately recognize the objectives of the program and its implementation processes. On the other hand, as respondents replied, the extent to which students, SIC, PTSA and parents are aware of their responsibilities in the program implementation was low. Moreover, though principals and teachers have relatively better awareness on SIP than other stakeholders, it does not mean that all principals and teachers have adequate awareness on the program.

5.1.2 Involvement of stakeholders in planning for school Improvement Program

From the study it is found that the involvement of stakeholders in preparation of school improvement plan was low. In addition, most of the respondents confirmed that school leaders were not doing their best to engage stakeholders in the planning process. Moreover, contribution of SIC in preparation of plan and discussion held on the SIP plan among stakeholders was miniature.

5.1.3 Implementation of the School Improvement Program (SIP)

With regards to implementing the School improvement program (SIP) in relation to the four domains:

- Most of the respondents indicated that the involvement of stakeholders to implement SIP and to improve students' learning was low.
- Majority of respondents reported that among the four school improvement program domains teaching learning and learning environment domains were relatively improved.
- From the study it is found that most secondary school leaders of the study area had not demonstrated much effort to create sense of responsibility and ownership and to assure staff readiness for the success of the program implementation. Besides, the professional and financial supports provided by Woreda education heads to the school so as to encourage implementation of the school improvement program were inadequate.

5.1.4 Challenges in the implementation of school improvement program

Of the constraints that encountered implementation of School Improvement Program the most serious challenges indicated by majority of respondents were:

- Lack of awareness about the school improvement program among the stakeholders.
- Inability of the school leaders to coordinate efforts for the program implementation.
- Absence of collaboration among stakeholders.
- Lack of commitment.
- Lack of follow up to implement the intended plan.

5.1.5 Contribution of SIP to promote quality Education

Regarding the contribution of SIP to promote quality Education: Most of the respondents' replied that the SIP highly contributes in promoting quality of education.

5.2 Conclusions

On the basis of analysis and discussion the following conclusions can be drawn:

- Most stakeholders have no adequate awareness on the objectives, program planning and implementation of SIP.
- Indeed, Planning for SIP needs collaborative effort of all stakeholders and commitment of key partners. The findings of this study revealed that in Secondary school of the study area the preparation of school improvement plan was responsibility of few members of the school community. Implementation of school improvement program requires active involvement of all concerned stakeholders. However, as indicated in the findings of this study involvement of stakeholders to implement SIP was disappointed. The main reason was lack of awareness on the objectives, program planning and implementation of SIP.
- Numerous factors that hamper the implementation of SIP were mentioned by respondents of this study. The majors were lack of awareness about the program; inability of the school leaders to coordinate efforts for the program implementation; and absence of collaboration among stakeholders.
- Based on the findings of this study, one can infer that stakeholders expect that if the SIP is properly implemented it highly contributes in promoting quality of education. This implies that SIP is an important process and the dominant approach to educational change which helps to enhance quality of students learning and strengthening schools capacity for change.

5.3 Recommendations

On the basis of findings, the following recommendations are forwarded:

- Stakeholders should have adequate awareness about SIP to participate actively in the implementation of SIP. However, it was reported in this study that the extent to which stakeholders are aware of their responsibilities in the SIP implementation was low. Therefore, the school and the concerned higher bodies such as Zone and Woreda education offices in collaboration with MOE should provide training and arrange frequent discussions for all stakeholders so as to help them understand the purpose, objectives and their responsibilities in the implementation of SIP.
- Planning SIP for implementation seems simple, but it needs collaborative effort of all stakeholders and commitment of key partners of the plan. In order to prepare the plan properly; conducting self evaluation, prioritizing problems, benchmarking the current achievement, inspiring the implementers and allocating the resources for the implementation are the few to list and focus on. This implication shows that, planning SIP implementation needs the effort and commitment of all stakeholders to conduct self evaluation to identify the focus areas that the school gives emphasis. Similarly the schools have to prioritize the problems according to their urgency and seriousness through scientific action research. Therefore, to prepare the SIP plan properly the school principals should encourage all school communities to participate in the planning for the success of the program. Collaboratively planned activities implemented collaboratively and plan designed by individual or with a few group results the resistance amongst the implementers.
- Active participation of stakeholders in the implementation of the program determines the achievement of SIP. However, the results of this study

demonstrated that involvement of stakeholders to implement SIP was disappointed. Therefore, to achieve the desired objectives of SIP, it is important to ensure the involvement of all groups of stakeholders throughout the implementation process of the program.

- The success of SIP is associated with school leaders' practices. School leaders play an important role in promoting and sustaining change in schools. However, the findings clearly show that school leaders had not demonstrated much effort to implement the program. Thus, principals should give attention for the program.
- Regional, sub cities and Werda as expertise (professional) should give proper support for the school regarding the implementation of SIP.
- Finally, the researcher would like to suggest that a nationwide study on the implementation of SIP is important in order to get a clearer image on the challenges and level of implementation of the program.

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APPENDIX A₁

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
College of Education Department of school Leadership

Questionnaire to be filled by Secondary School Principals

Introduction

Dear principal, I would like to express my heartfelt thanks and appreciation for your time and sincere cooperation to fill this questionnaire. The main purpose of this questionnaire is to gather relevant data that will help to assess the implementation of **school improvement program (SIP)** in the secondary schools of Addis Ababa. I would like to assure you that the information collected through this questionnaire is used purely for academic purpose and hence would not affect any one in any way as all the information will be kept confidential.

Hence your genuine and timely response is important for the success of this study. Therefore, you are kindly requested to respond to each question carefully and responsibly.

Thank you in advance for your cooperation!

Directions

Dear respondent's please be noted that;

- You do not need to write your name on the questionnaire paper.
- For questions with alternative choices put 'X' or '√' mark inside the boxes.
- Write your opinion for the open ended question on the space provided.

Please; follow the specific instructions for each part.

Part I. Background information

- 1. Sub city _____
- 2. Woreda _____
- 3. School _____

4. Sex Male Female

5. Age

Below 20 years	<input type="checkbox"/>	31-35	<input type="checkbox"/>
21-25	<input type="checkbox"/>	36 and above	<input type="checkbox"/>
26-30	<input type="checkbox"/>		

6. Qualification

Certificate	<input type="checkbox"/>	First degree	<input type="checkbox"/>
Diploma	<input type="checkbox"/>	Second degree	<input type="checkbox"/>
Anyother	_____		

7. Area of specialization

- Educational leadership
- Natural science (math's, chemistry, Biology, physics etc.)
- Social science
- Language
- Other _____

8. Year of experience as principal of school

Below 5 years	<input type="checkbox"/>	21-25	<input type="checkbox"/>
6 -10	<input type="checkbox"/>	26-30	<input type="checkbox"/>
11 – 15	<input type="checkbox"/>	31-35	<input type="checkbox"/>
16 – 20	<input type="checkbox"/>	36 and above	<input type="checkbox"/>

Part II: Items related to awareness on the school improvement program
Please, indicate the degree of your agreement or disagreement by putting “**X**” or ‘ \surd ’ mark in the space provided under scales closely represent your opinion. There are five alternatives and their value is indicated as follows.

5=Strongly Agree,4=Agree,3=Undecided, 2=Disagree,1=Strongly Disagree

No	Items	Scales				
		5	4	3	2	1
1	Adequate training about school improvement program(SIP) was given for principals					
2	Principals have adequate awareness on the objectives of the SIP, program planning and implementation processes					
3	Principals have adequate understanding of their responsibilities in the implementation of school improvement program(SIP)					

Part III: Items related to involvement in planning for school improvement

Please, indicate the level of your agreement or disagreement by putting “**X**” or ‘√’ mark in the space provided under the scales closely represent your observation. There are five alternatives and their value is indicated as follows.

5=Strongly Agree,4=Agree,3=Undecided, 2=Disagree,1=Strongly Disagree

No	Item	Scales				
		5	4	3	2	1
4	Principals are actively engaged in coordinating stakeholders for preparation of school improvement plan					
5	Stakeholders are actively involved in preparation of school improvement plan					
6	The school improvement committee has contributed a lot in preparing improvement plan					
7	The school improvement plan was well communicated to the school community					

Part IV: Items related to implementation of the School Improvement Program

There are four domains that the school improvement program focused on and to be improved so as to make a school suitable area for students learning. Thus, please indicate the level of your agreement or disagreement to what extent the mentioned activities were implemented in your school based on your observation by putting “**X**” or ‘√’ in the space provided under the scales that represent your opinion. There are five alternatives and their value is indicated as follows.

5=Strongly Agree,4=Agree,3=Undecided, 2=Disagree,1=Strongly Disagree

No	Items related to Teaching and learning domain	Scales				
		5	4	3	2	1
8	Principals are actively engaged in coordinating and monitoring teaching learning process					
9	The school leaders are frequently evaluated and discussed with stakeholders on the students' learning					
10	The school improvement committee have contributed a lot in coordinating, monitoring and evaluation of the teaching learning process					
11	There is a strong work team among stakeholders to improve students' learning					
12	Teachers are actively engaged in teaching and learning process in light of the objective of school improvement program					
Items related to Learning Environment Domain						
13	Principals are actively engaged in improving learning conditions					
14	There is positive relation among principals and between principals and teachers in your school					
15	The school compound in your school is attractive and safe for teaching learning purpose					
16	Necessary facilities like water supply, latrine, cafeteria and teaching aids are adequately available in the school					
Items related to Leadership and management domain						
17	The school principals played effective leadership role in school improvement program implementation					
18	Stakeholders have participated in decision making					
19	The school principals have demonstrated a commitment to accountability for students' results					
20	Resources of the school are used in manner that assist students to achieve higher result					
21	The school supervisor contributes a lot in facilitating the implementation of the school improvement program					
22	Woreda and zone education offices provides professional and financial supports frequently to the school so as to encourage implementation of the school improvement program					

Items related to Community involvement domain					
23	Parents and other community members are actively involved in the implementation of SIP				
24	The school initiate PTSA and SIC members to mobilize members to involve in various school activities				
25	Parents follow up their children and involved in their learning to improve their achievement				
26	Parents discussed regularly with the school leaders on teaching and learning				
27	Parents provided financial or materials support				

In your opinion, **to what extent the four domains of school improvement program have been implemented** in your school. Please, indicate your responses by putting “**X**” or “√” in the space provided under the scales that represent your opinion.

Nº	Domains	Scales				
		Very low	Low	Medium	High	Very high
1	Teaching and learning					
2	Leadership and management					
3	Learning environment					
4	Community involvement					

Part V. Items related to challenges in the implementation of school improvement program

The following items are list of possible factors that might hinder the implementation of school improvement program. Please, rate to what extent these factors hinder the implementation of the program by putting “**X**” or “√” in the space provided under the scales that represent your opinion. There are five alternatives and their value is indicated as follows.

5=Not at all a problem;4=Less Serious;3=Undecided;2=Serious;1=Very Serious

N ^o	Items	Rating scales				
		5	4	3	2	1
28	Lack of awareness about the school improvement program among the stakeholders					
29	Lack of ownership of the SIP by the school community					
30	Shortage of materials and financial recourses					
31	Absences of collaboration among stakeholders					
32	Low stakeholders involvement in the program implementation					
33	Inability of the school leadership to coordinate efforts for the program implementation					
34	Lack of follow up and supervision on the implementation of school improvement program from Woreda and zone Education office					

Please, list any additional factors (if any) that hindered the implementation of school improvement program in your school

What should be done by stakeholders to improve the implementation of the school improvement program so as to improve students' learning and other conditions related to it. Please, list your suggestions with respect to the school improvement program planning and implementation.

Part VI. Items related to contribution of the SIP to promote quality Education

36. In your opinion, to what extent School Improvement Program contributes to promote quality of education in the schools? Please, circle your choice.

- 1) Very low
- 2) Low
- 3) Medium
- 4) High
- 5) Very high

37. Please put your judgment/feeling about the contribution of the SIP in bringing quality education in general and in your school in particular.

Thank you!

APPENDIX A₂

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
College of Education Department of school Leadership**

Questionnaire to be filled by Secondary School Teachers

Introduction

Dear teacher, I would like to express my heartfelt thanks and appreciation for your time and sincere cooperation to fill this questionnaire. The main purpose of this questionnaire is to gather relevant data that will help assess the implementation of **school improvement program (SIP)** in the secondary schools of Addis Ababa. I would like to assure you that the information collected through this questionnaire is used purely for academic purpose and hence would not affect any one in any way as all the information will be kept confidential.

Hence your genuine and timely response is important for the success of this study. Therefore, you are kindly requested to respond to each question carefully and responsibly.

Thank you in advance for your cooperation!

Directions

Dear respondent's please be noted that;

- You do not need to write your name on the questionnaire paper.
- For questions with alternative choices put 'X' or '√' mark inside the boxes.
- Write your opinion for the open ended question on the space provided.

Please; follow the specific instructions for each part.

Part I. Background information

1. Sub city _____

2. Woreda _____

3. School _____

4. Sex Male Female

5. Age

Below 20 years

21-25

36 and above

26-30

6. Qualification

Certificate

First degree

Diploma

Second degree

Other _____

7. Area of specialization

Natural science (math's, chemistry, Biology, physics etc.)

Social science

Language

Other _____

8. Teaching experience

Below 5 years

21-25

6 -10

26-30

11 – 15

31-35

16 – 20

36 and above

Part II: Items related to awareness on the school improvement program

Please, indicate the degree of your agreement or disagreement by putting “**X**” or ‘√’mark in the space provided under the scales closely represent your opinion. There are five alternatives and their value is indicated as follows.

5=Strongly Agree,4=Agree,3=Undecided, 2=Disagree,1=Strongly Disagree

Nº	Items	Rating scales				
		5	4	3	2	1
1	Adequate training on school improvement program was given for teachers					
2	Teachers have adequate awareness on the objectives of the program and its implementation processes					
3	Teachers have adequate understanding of their responsibilities in the implementation of school improvement program					

Part III: Items related to involvement in planning for school improvement

Please, indicate the level of your agreement or disagreement by putting “**X**” or ‘√’mark in the space provided under the scales closely represent your opinion. There are five alternatives and their value is indicated as follows.

5=Strongly Agree,4=Agree,3=Undecided, 2=Disagree,1=Strongly Disagree

Nº	Items	Rating scales				
		5	4	3	2	1
4	Principals are actively engaged in coordinating stakeholders for preparation of school improvement plan					
5	Stakeholders are actively involved in preparation of school improvement plan					
6	The school improvement committee has contributed a lot in preparing improvement plan					
7	The school improvement plan was well communicated to the school community					

Part IV: Items related to implementation of the School Improvement Program (SIP)

There are four domains that the school improvement program focused on to be improved so as to make a school suitable area for students learning. Thus, please indicate the level of your agreement or disagreement to what extent the mentioned activities were implemented in your school based on your observation by putting “**X**” or ‘√’ in the space provided under the scales that represent your opinion. There are five alternatives and their value is indicated as follows.

5=Strongly Agree,4=Agree,3=Undecided, 2=Disagree,1=Strongly Disagree

№	Items related to Teaching and learning domain	Scales				
		5	4	3	2	1
8	Teachers regularly discussed with each others on the nature, selection, and use of instructional strategies to provide quality teaching for pupils					
9	Teachers are effectively involved to implement SIP and to improve students' learning					
10	Teachers are actively engaged in teaching and learning process in light of the objective of school improvement program					
11	Teachers are taking collective responsibility for students learning					
12	Teachers identified students achievement and give tutorial for slow learners					
13	Active learning (student centered) approaches have been practiced by teachers					
14	Teachers implemented continuous assessment and gave constructive feedback to students' performance					
15	The school teachers use laboratories in teaching lesson that need it					
Items related to Learning Environment Domain						
16	Principals are actively engaged in improving learning conditions					
17	There is positive relation among teachers, students, and between teachers and students in your school.					
18	The school compound in your school is attractive and safe for teaching and learning purpose.					
19	Necessary facilities like water supply, latrine, cafeteria and teaching aids are adequately available in the school					

Items related to Leadership and management domain						
20	The school principals played effective leadership role in school improvement program implementation					
21	Teachers have participated in decision making					
22	The school leaders and management has demonstrated a commitment to accountability for students' results					
23	Resources of the school are used in manner that assist students to achieve higher result					
24	The school supervisor contributes a lot in facilitating the implementation of the school improvement program					
25	Woreda and zone education offices provides professional and financial supports frequently to the school so as to encourage implementation of the school improvement program					
Items related to Community involvement domain						
26	Parents and other community members are actively involved in the implementation of SIP					
27	Parents follow up their children and involved in their learning to improve their achievement					
28	Parents and teachers discuss on students' learning and discipline					

In your opinion, **to what extent the four domains of school improvement program have been implemented** in your school. Please, indicate your responses by putting “**X**”or “√” in the space provided under the scales that represent your opinion

No	Domains	Rating scales				
		Very low	Low	Medium	High	Very high
1	Teaching and learning					
2	Leadership and management					
3	Learning environment					
4	Community involvement					

Part V. Items related to challenges in the implementation of school improvement program

The following items are list of possible factors that might hinder the implementation of school improvement program. Please, rate to what extent these factors hinder the implementation of the program by putting “**X**”or “√”in the space provided under the scales that represent your opinion. There are five alternatives and their value is indicated as follows.

5=Not at all a problem;4=Less Serious;3=Undecided;2=Serious;1=Very Serious

No	Items	Rating scales				
		5	4	3	2	1
29	Lack of awareness about the school improvement program among the stakeholders					
30	Lack of ownership of the SIP by the school community					
31	Shortage of materials and financial recourses					
32	Absences of collaboration among stakeholders					
33	Low stakeholders involvement in the program implementation					
34	Inability of the school leadership to coordinate efforts for the program implementation					
35	Lack of follow up and supervision on the implementation of school improvement program from Woreda and zone Education office					

Please, list any additional factors (if any) that hindered the implementation of school improvement program in your school

What should be done by stakeholders to improve the implementation of the school improvement program so as to improve students' learning and other conditions related to it. Please, list your suggestions with respect to the school improvement program planning and implementation.

**Part VI. Items related to contribution of the SIP to promote quality
Education**

36. In your opinion, to what extent School Improvement Program contributes to promote quality of education in the schools? Please, circle your choice.

- 4) Very low
- 5) Low
- 6) Medium

- 4) High
- 5) Very high

37. Please put your judgment/feeling about the contribution of the SIP in bringing quality education in general and in your school in particular.

Thank you!

APPENDIX A₃

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
College of Education Department of school Leadership

Questionnaire to be filled by Secondary School Students

Introduction

Dear student, I would like to express my heartfelt thanks and appreciation for your time and sincere cooperation to fill this questionnaire. The main purpose of this questionnaire is to gather relevant data that will help to assess the implementation of **school improvement program (SIP)** in the secondary schools of Addis Ababa. I would like to assure you that the information collected through this questionnaire is used purely for academic purpose and hence would not affect any one in any way as all the information will be kept confidential.

Hence your genuine and timely response is important for the success of this study. Therefore, you are kindly requested to respond to each question carefully and responsibly.

Thank you in advance for your cooperation!

Directions

Dear respondent's please be noted that;

- You do not need to write your name on the questionnaire paper.
- For questions with alternative choices put 'X' or '✓' mark inside the boxes.
- Write your opinion for the open ended question on the space provided.

Please; follow the specific instructions for each part.

Part I. Background information

- 1. Sub city_____
- 2. Woreda_____
- 3. School_____
- 4. Sex Male Female
- 5. Age
 Between 10-15years 26-30
 16-20 31 and above
 21-25
- 6. Grade level-----

Part II: Items related to awareness on the school improvement program

Please, indicate the degree of your agreement or disagreement by putting “**X**” or “√”mark in the space provided under the scales closely represent your opinion. There are five alternatives and their value is indicated as follows.

5=Strongly Agree; 4=Agree;3=Undecided; 2=Disagree;1= Strongly Disagree

N ^o	Items	Scales				
		5	4	3	2	1
1	Students have adequate awareness on the objectives of school improvement program and its implementation processes					
2	Students have adequate understanding of their responsibilities in the implementation of school improvement program					

Part III: Items related to involvement in planning for school improvement

Please, indicate the level of your agreement or disagreement by putting “**X**” or “√”mark in the space provided under the scales closely represent your opinion. There are five alternatives and their value is indicated as follows.

5=Strongly Agree; 4=Agree;3=Undecided; 2=Disagree;1= Strongly Disagree

N ^o	Items	Scales				
		5	4	3	2	1
3	The school improvement plan was well communicated to the school community					
4	The objectives, vision and mission of school improvement program was clearly presented for school community					

Part IV: Items related to implementation of the School Improvement Program (SIP)

There are four domains that the school improvement program focused on to be improved so as to make a school suitable area for students learning. Thus, please indicate the level of your agreement or disagreement to what extent the mentioned activities were implemented in your school based on your observation by putting “**X**” or “√”in the space provided under the scales that represent your opinion. There are five alternatives and their value is indicated as follows.

5=Strongly Agree,4=Agree,3=Undecided, 2=Disagree,1=Strongly Disagree

No	Items related to Teaching and learning domain	Scales				
		5	4	3	2	1
5	Stakeholders discussed regularly on the teaching learning to improve students' achievement					
6	Stakeholders are effectively involved to implement SIP and to improve students' learning					
7	Teachers are taking collective responsibility for students learning					
8	Students are taking collective responsibility for their learning					
9	Teachers identified students' achievement and give tutorial for slow learners					
10	Active learning (student centered) approaches have been practiced by teachers					
11	Teachers implemented continuous assessment and gave constructive feedback to students' performance					
12	Teachers use laboratories in teaching lesson that need it					
Items related to Learning Environment Domain						
13	There is positive relation among teachers, students, and between teachers and students in your school.					
14	Your school compound is attractive and welcoming to students					
15	Necessary facilities like water supply, latrine, cafeteria and teaching aids are adequately available in the school					
Items related to Leadership and management domain						
16	The school principals played effective leadership role in school improvement program implementation					
17	Students have participated in decision making					
18	The school leaders and management has demonstrated a commitment to accountability for students' results					
19	Resources of the school are used in manner that assist students to achieve higher result					
Items related to Community involvement domain						
20	Parents follow up their children and involved in their learning to improve their achievement					
21	Parents discuss with the school leaders on teaching learning process					
22	Parents provided financial or materials support					

In your opinion, **to what extent the four domains of school improvement program have been implemented** in your school. Please, indicate your responses by putting “**X**”or “√”in the space provided under the scales that represent your opinion.

N ^o	Domains	Rating scales				
		Very low	Low	Medium	High	Very high
1	Teaching and learning					
2	Leadership and management					
3	Learning environment					
4	Community involvement					

Part V. Items related to challenges in the implementation of school improvement program

The following items are list of possible factors that might hinder the implementation of school improvement program. Please, rate to what extent these factors hinder the implementations of the program by putting “**X**”or “√”in the space provided under the scales that represent your opinion. There are five alternatives and their value is indicated as follows.

5=Not at all a problem;4=Less Serious;3=Undecided;2=Serious;1=Very Serious

N ^o	Items	Scales				
		5	4	3	2	1
23	Lack of awareness about the school improvement program among the stakeholders					
24	Lack of ownership of the SIP by the school community					
25	Shortage of materials and financial recourses					
26	Absences of collaboration among stakeholders					
27	Low stakeholdersinvolvement in the program implementation					
28	Inability of the school leadership to coordinate efforts for the program implementation					
29	Lack of follow up and supervision on the implementation of school improvement program from Woreda and zone Education office					

Please, list any additional factors (if any) that hindered the implementation of school improvement program in your school

What should be done by stakeholders to improve the implementation of the school improvement program so as to improve students' learning and other conditions related to it. Please, list your suggestions with respect to the school improvement program planning and implementation.

**Part VI. Items related to contribution of the SIP to promote quality
Education**

30. In your opinion, to what extent School Improvement Program contributes to promote quality of education in the schools? Please, circle your choice.

1) Very low

4) High

2) Low

5) Very high

3) Medium

31. Please put your judgment/feeling about the contribution of the SIP in bringing quality education in general and in your school in particular.

APPENDIX A₄

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
College of Education Department of school Leadership**

Questionnaire to be filled by Parents

Introduction

Dear respondents, I would like to express my heartfelt thanks and appreciation for your time and sincere cooperation to fill this questionnaire. The main purpose of this questionnaire is to gather relevant data that will help to assess the implementation of school improvement program (SIP) in the secondary schools of Addis Ababa. I would like to assure you that the information collected through this questionnaire is used purely for academic purpose and hence would not affect any one in any way as all the information will be kept confidential.

Hence your genuine and timely response is important for the success of this study. Therefore, you are kindly requested to respond to each question carefully and responsibly.

Thank you in advance for your cooperation!

Directions

Dear respondent's please be noted that;

- You do not need to write your name on the questionnaire paper.
- For questions with alternative choices put 'X' or '√' mark inside the boxes.
- Write your opinion for the open ended question on the space provided.

Please; follow the specific instructions for each section.

Part II: Items related to awareness on the school improvement program

Please, indicate the degree of your agreement or disagreement by putting “X” or “√” mark in the space provided under the scales closely represent your opinion. There are five alternatives and their value is indicated as follows.

5=Strongly Agree,4=Agree,3=Undecided, 2=Disagree,1=Strongly Disagree

No	Items	Scales				
		5	4	3	2	1
1	Parents have adequate awareness on the objectives of the program and its implementation processes					
2	Parents have adequate understanding of their responsibilities in the implementation of school improvement program					

Part III: Items related to involvement in planning for school improvement

Please, indicate the level of your agreement or disagreement by putting “X” or “√” mark in the space provided under the scales closely represent your opinion. There are five alternatives and their value is indicated as follows.

5=Strongly Agree,4=Agree,3=Undecided, 2=Disagree,1=Strongly Disagree

No	Items	Scales				
		5	4	3	2	1
3	The school improvement plan was well communicated to the school community					
4	The objectives, vision and mission of school improvement program was clearly presented for school community					

Part IV: Items related to implementation of the School Improvement Program (SIP)

There are four domains that the school improvement program focused on to be improved so as to make a school suitable area for students learning. Thus, please indicate the level of your agreement or disagreement to what extent the mentioned activities were implemented in your school based on your observation by putting “X” or “√” in the space provided under the scales that represent your opinion. There are five alternatives and their value is indicated as follows.

5=Strongly Agree,4=Agree,3=Undecided, 2=Disagree,1=Strongly Disagree

No	Items related to Teaching and learning domain	Scales				
		5	4	3	2	1
5	Teachers are regularly discussed with parents on the teaching learning process to provide quality education for pupils					
6	There is a strong work team among stakeholders to implement the school improvement program					
7	Teachers are actively engaged in teaching and learning process in light of the objective of school improvement program					
8	Parents are taking collective responsibility for students learning					
Items related to Learning Environment Domain						
9	The school compound is attractive and welcoming to students					
10	Necessary facilities like water supply, latrine, cafeteria and teaching aids are adequately available in the school					
11	Parents, PTSA and SIC are actively involved in creating conducive school environment					
Items related to Leadership and management domain						
12	The school principals played effective leadership role in school improvement program implementation					
13	Parents have participated in decision making					
14	The school leadership and management well demonstrated a commitment to accountability for students' results					
15	Resources of the school are used in manner that assist students to achieve higher result					
Items related to community involvement domain						
16	Parents and other community members are actively involved in the implementation of SIP					
17	Parents follow up their children and involved in their learning to improve their achievement					
18	Parents discussed with the school leaders and teachers on teaching learning and students discipline					
19	Parents provided financial or materials support					

In your opinion, **to what extent the four domains of school improvement program have been implemented** in your school. Please, indicate your responses by putting “**X**”or “√”in the space provided under the scales that represent your opinion.

Nº	Domains	Scales				
		Very low	Low	Medium	High	Very high
1	Teaching and learning					
2	Leadership and management					
3	Learning environment					
4	Community involvement					

Part V. Items related to challenges in the implementation of school improvement program

The following items are list of possible factors that might hinder the implementation of school improvement program. Please, rate to what extent these factors hinder the implementations of the program by putting “**X**”or “√”in the space provided under thescales that represent your opinion. There are five alternatives and their value is indicated as follows.

5=Not at all a problem;4=Less Serious;3=Undecided;2=Serious;1=Very Serious

Nº	Items	Scales				
		5	4	3	2	1
20	Lack of awareness about the school improvement program among the stakeholders					
21	Lack of ownership of the SIP by the school community					
22	Shortage of materials and financial recourses					
23	Absences of collaboration among stakeholders					
24	Low stakeholdersinvolvement in the program implementation					
25	Inability of the school leadership to coordinate efforts for the program implementation					
26	Lack of follow up and supervision on the implementation of school improvement program from Woreda and zone Education office					

Please, list any additional factors (if any) that hindered the implementation of school improvement program in your school.

What should be done by stakeholders to improve the implementation of the school improvement program so as to improve students' learning and other conditions related to it. Please, list your suggestions with respect to the school improvement program planning and implementation.

**Part VI. Items related to contribution of the SIP to promote quality
Education**

27. In your opinion, to what extent School Improvement Program contributes to promote quality of education in the schools? Please, circle your choice.

1) Very low

4) High

2) Low

5) Very high

3) Medium

28. Please put your judgment/feeling about the contribution of the SIP in bringing quality education in general and in your school in particular.

Thank you!

APPENDIX A₅

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
College of Education Department of school Leadership**

Questionnaire to be filled by PTSA members

Introduction

Dear respondent, I would like to express my heartfelt thanks and appreciation for your time and sincere cooperation to fill this questionnaire. The main purpose of this questionnaire is to gather relevant data that will help to assess the implementation of school improvement program (SIP) in the secondary schools of Addis Ababa. I would like to assure you that the information collected through this questionnaire is used purely for academic purpose and hence would not affect any one in any way as all the information will be kept confidential.

Hence your genuine and timely response is important for the success of this study. Therefore, you are kindly requested to respond to each question carefully and responsibly.

Thank you in advance for your cooperation!

Directions

Dear respondent's please be noted that;

- You do not need to write your name on the questionnaire paper.
- For questions with alternative choices put 'X' or '√' mark inside the boxes.
- Write your opinion for the open ended question on the space provided.

Please; follow the specific instructions for each part.

Part I. Background information

1. Sub city _____
2. Woreda _____
3. School _____
4. Sex Male Female
5. Age
 Below 20 years 31-35 years
 21-25 years 36 and above
 26-30 years
6. Educational Qualification
 Illiterate Diploma
 Primary school complete First degree
 Secondary school complete Above first degree
 Certificate Other _____
7. Occupation _____

Part II: Items related to awareness on the school improvement program

Please, indicate the degree of your agreement or disagreement by putting “X” or ‘√’mark in the space provided under the scales closely represent your opinion. There are five alternatives and their value is indicated as follows.

5=Strongly Agree,4=Agree,3=Undecided, 2=Disagree,1=Strongly Disagree

No	Items	Scales				
		5	4	3	2	1
1	PTSA members have adequate understanding on the objectives of school improvement program, it’s planning and implementation processes					
2	PTSA members have adequate understanding of their responsibilities in the implementation of school improvement program					

Part III: Items related to involvement in planning for school improvement

Please, indicate the level of your agreement or disagreement by putting “X” or ‘√’mark in the space provided under the scales closely represent your opinion. There are five alternatives and their value is indicated as follows.

5=Strongly Agree,4=Agree,3=Undecided, 2=Disagree,1=Strongly Disagree

No	Items	Scales				
		5	4	3	2	1
3	Principals are actively engaged in coordinating stakeholders for preparation of school improvement plan					
4	PTSA members are actively involved in preparation of school improvement plan					
5	The school improvement committee has contributed a lot in preparing improvement plan					
6	The school improvement plan was well communicated to the school community					

Part IV: Items related to implementation of the School Improvement Program (SIP)

There are four domains that the school improvement program focused on to be improved so as to make a school suitable area for students learning. Thus, please indicate the level of your agreement or disagreement to what extent the mentioned activities were implemented in your school based on your observation by putting “X” or ‘√’ in the space provided under the scales that represent your opinion. There are five alternatives and their value is indicated as follows.

5=Strongly Agree,4=Agree,3=Undecided, 2=Disagree,1=Strongly Disagree

N ^o	Items related to Teaching and learning domain	Scales				
		5	4	3	2	1
7	Teachers regularly discussed with PTSA on the nature and use of instructional strategies to provide quality education for pupils					
8	PTSA members have played effective role in the implementation of the school improvement program					
9	Teachers are actively engaged in teaching learning process in light of the objective of school improvement program					
Items related to Learning Environment Domain						
10	Principals are actively engaged in improving learning conditions and learning outcome					
11	The school compound is attractive and welcoming to school community					
12	Necessary facilities like water supply, cafeteria and teaching aids are adequately available in the school					
13	Parents, PTSA and SIC are actively involved in creating conducive school environment					
Items related to Leadership and management domain						
14	The school principals played effective leadership role in school improvement program implementation					
15	PTSA members have been participated in decision making					
16	The school leaders and management has demonstrated a commitment to accountability for students' results					
17	Resources of the school are used in manner that assist students to achieve higher result					
Items related to community involvement domain						
18	Parents and other community members are actively involved in the implementation of SIP					
19	The school initiate PTSA and SIC members to mobilize members to involve in various school activities					
20	Parents follow up their children and involved in their learning to improve their achievement					
21	Parents and teachers regularly discussed on students' learning and discipline					
22	Parents provided financial or materials support					

In your opinion, **to what extent the four domains of school improvement program have been implemented** in your school. Please, indicate your responses by putting “**X**” or “√” in the space provided under the scales that represent your opinion.

No	Domains	Scales				
		Very low	Low	Medium	High	Very high
1	Teaching and learning					
2	Leadership and management					
3	Learning environment					
4	Community involvement					

Part V. Items related to challenges in the implementation of school improvement program

The following items are list of possible factors that might hinder the implementation of school improvement program. Please, rate to what extent these factors hinder the implementations of the program by putting “**X**” or “√” in the space provided under the scales that represent your opinion. There are five alternatives and their value is indicated as follows.

5=Not at all a problem;4=Less Serious;3=Undecided;2=Serious;1=Very Serious

No	Items	Scales				
		5	4	3	2	1
23	Lack of awareness about the school improvement program among the stakeholders					
24	Lack of ownership of the SIP by the school community					
25	Shortage of materials and financial recourses					
26	Absences of collaboration among stakeholders					
27	Low stakeholdersinvolvement in the program implementation					
28	Inability of the school leadership to coordinate efforts for the program implementation					
29	Lack of follow up and supervision on the implementation of school improvement program from Woreda and zone Education office					

Please, list any additional factors (if any) that hindered the implementation of school improvement program in your school

What should be done by stakeholders to improve the implementation of the school improvement program so as to improve students' learning and other conditions related to it. Please, list your suggestions with respect to the school improvement program planning and implementation.

Part VI. Items related to contribution of the SIP to promote quality Education

30. In your opinion, to what extent School Improvement Program contributes to promote quality of education in the schools? Please, circle your choice.

1) Very low

4) High

2) Low

5) Very high

3) Medium

31. Please put your judgment/feeling about the contribution of the SIP in bringing quality education in general and in your school in particular.

Thank you!

APPENDIX A₆

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
College of Education Department of school Leadership**

Questionnaire to be filled by SIC members

Introduction

Dear respondent, I would like to express my heartfelt thanks and appreciation for your time and sincere cooperation to fill this questionnaire. The main purpose of this questionnaire is to gather relevant data that will help assess the implementation of school improvement program (SIP) in the secondary schools of Addis Ababa. I would like to assure you that the information collected through this questionnaire is used purely for academic purpose and hence would not affect any one in any way as all the information will be kept confidential.

Hence your genuine and timely response is important for the success of this study. Therefore, you are kindly requested to respond to each question carefully and responsibly.

Thank you in advance for your cooperation!

Directions

Dear respondent's please be noted that;

- You do not need to write your name on the questionnaire paper.
- For questions with alternative choices put 'X' or '√' mark inside the boxes.
- Write your opinion for the open ended question on the space provided.

Please; follow the specific instructions for each part.

Part I. Background information

- 1. Sub city _____
- 2. Woreda _____
- 3. School _____
- 4. Sex Male Female
- 5. Age
 - Below 20 years
 - 21-25 31-35
 - 26-30 36 and above
- 6. Educational Qualification
 - Illiterate Diploma
 - Primary school complete First degree
 - Secondary school complete Above first degree
 - Certificate Other _____
- 7. Occupation _____

Part II: Items related to awareness on the school improvement program

Please, indicate the degree of your agreement or disagreement by putting “X” or ‘√’mark in the space provided under the scales closely represent your opinion. There are five alternatives and their value is indicated as follows.

5=Strongly Agree,4=Agree,3=Undecided, 2=Disagree,1=Strongly Disagree

Nº	Items	Scales				
		5	4	3	2	1
1	Adequate training on school improvement program was given for SIC members					
2	SIC members have adequate understanding on the objectives of school improvement program, it’s planning and implementation processes					
3	SIC members have adequate understanding of their responsibilities in the implementation of school improvement program					

Part III: Items related to involvement in planning for school improvement

Please, indicate the level of your agreement or disagreement by putting “X” or ‘√’mark in the space provided under the scales closely represent your opinion. There are five alternatives and their value is indicated as follows.

5=Strongly Agree,4=Agree,3=Undecided, 2=Disagree,1=Strongly Disagree

Nº	Items	Scales				
		5	4	3	2	1
4	The school leaders are actively engaged in coordinating stakeholders for preparation of school improvement plan					
5	Stakeholders are actively involved in preparation of school improvement plan					
6	The school improvement committee has contributed a lot in preparing improvement plan					
7	The school improvement plan was well communicated to the school community					

Part IV: Items related to implementation of the School Improvement Program (SIP)

There are four domains that the school improvement program focused on to be improved so as to make a school suitable area for students learning. Thus, please indicate the level of your agreement or disagreement to what extent the mentioned activities were implemented in your school based on your observation by putting “X” or ‘√’ in the space provided under the scales that represent your opinion. There are five alternatives and their value is indicated as follows.

5=Strongly Agree,4=Agree,3=Undecided, 2=Disagree,1=Strongly Disagree

N ^o	Items related to Teaching and learning domain	Scales				
		5	4	3	2	1
8	SIC members are actively engaged in improving learning conditions and learning outcome					
9	Teachers are regularly discussed with SIC on the nature and use of instructional strategies to provide quality education for pupils					
10	The school improvement committee have contributed a lot in coordinating, monitoring and evaluation of the teaching learning process					
11	SIC have contributed a lot for the success of the school improvement program					
12	Teachers are actively engaged in teaching learning process in light of the objective of school improvement program					
Items related to Learning Environment Domain						
13	Principals are actively engaged in improving learning conditions and learning outcome					
14	The school compound is attractive and welcoming to school community					
15	Necessary facilities like water supply, latrine, cafeteria and teaching aids are adequately available in the school					
16	Parents, PTSA and SIC are actively involved in creating conducive school environment					

Items related to Leadership and management domain					
17	The school principals played effective leadership role in school improvement program implementation				
18	SIC have participated in decision making				
19	The school leadership and management well demonstrated a commitment to accountability for students' results				
20	Resources of the school are used in manner that assist students to achieve higher result				
Items related to community involvement domain					
21	Parents and other community members are actively involved in the implementation of SIP				
22	The school initiate PTSA and SIC members to mobilize members to involve in various school activities				
23	Parents follow up their children and involved in their learning to improve their achievement				
24	Parents and teachers regularly discussed on students' achievement and discipline				
25	Parents provided financial or materials support				

In your opinion, **to what extent the four domains of school improvement program have been implemented** in your school. Please, indicate your responses by putting “**X**”or “√”in the space provided under the scales that represent your opinion.

No	Domains	Scales				
		Very low	Low	Medium	High	Very high
1	Teaching and learning					
2	Leadership and management					
3	Learning environment					
4	Community involvement					

Part V. Items related to challenges in the implementation of school improvement program

The following items are list of possible factors that might hinder the implementation of school improvement program. Please, rate to what extent these factors hinder the implementations of the program by putting “**X**”or “√”in the space provided under the scales that represent your opinion. There are five alternatives and their value is indicated as follows.

5=Not at all a problem;4=Less Serious;3=Undecided;2=Serious;1=Very Serious

No	Items	Scales				
		5	4	3	2	1
1	Lack of awareness about the school improvement program among the stakeholders					
2	Lack of ownership of the SIP by school community					
3	Shortage of materials and financial recourses					
4	Absences of collaboration among stakeholders					
5	Low stakeholdersinvolvement in the program implementation					
6	Inability of the school leadership to coordinate efforts for the program implementation					
7	Lack of follow up and supervision on the implementation of school improvement program from Woreda and zone Education office					

Please, list any additional factors (if any) that hindered the implementation of school improvement program in your school

What should be done by stakeholders to improve the implementation of the school improvement program so as to improve students' learning and other conditions related to it. Please, list your suggestions with respect to the school improvement program planning and implementation.

**Part VI. Items related to contribution of the SIP to promote quality
Education**

33. In your opinion, to what extent School Improvement Program contributes to promote quality of education in the schools? Please, circle your choice.

1) Very low

4) High

2) Low

5) Very high

3) Medium

34. Please put your judgment/feeling about the contribution of the SIP in bringing quality education in general and in your school in particular.

Thank You!

APPENDIX B1

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

College of Education Department of school Leadership

Interview Guide Questions for Woreda Education Office Heads

I. Introduction

First of all I would like to thank you for your willingness to spend your time to discuss with me. The purpose of this interview is to collect relevant data that will help to assess the implementation of **school improvement program (SIP)** in the secondary schools of Addis Ababa. The type of information that you will provide determines the quality of the study. The information you will forward is used only for the aforementioned academic purpose. You are, therefore, kindly requested to be genuine and honest in providing the factual information in the course of interview.

Thank you in advance for your cooperation!

II. Interview guide questions

1. Please tell me your qualification and work experience as head of education office in this woreda.
2. Have you got training on the school improvement program? Could you please tell me the objectives of school improvement program; its planning and implementation processes?
3. Did your office provide training opportunity for the secondary school community concerning school improvement program? How often is it given?
4. As the head of the Woreda education office what was your role in planning and implementation of school improvement program in the school? How?

5. How do you judge stakeholders involvement in planning and implementation of SIP under the current situation? What does it look like?
6. What are the major factors that hindered the implementation of the program in the school?
7. What remedies were taken, and what do you recommend for the future to improve the implementation of the program in the secondary schools?
8. What advancement the school improvement program brought to the secondary school with respect to quality of education? How do you evaluate student's achievement after the program has been introduced into the secondary schools?
9. Do you have any more to say about the SIP strategic plan, implementation and challenges?

Thank You!

APPENDIX B₂

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
College of Education Department of school Leadership**

Interview Guide Questions for Principals

I. Introduction

First of all I would like to thank you for your willingness to spend your time to discuss with me. The purpose of this interview is to collect relevant data that will help to assess the implementation of **school improvement program (SIP)** in the secondary schools of Addis Ababa. The type of information that you will provide determines the quality of the study. The information you will forward is used only for the aforementioned academic purpose. You are, therefore, kindly requested to be genuine and honest in providing the factual information in the course of interview.

Thank you in advance for your cooperation!

II. Interview guide questions

1. Please tell me your qualification and work experience as principal in this school.
2. Have you got training on the school improvement program? Could you please tell me the objectives of school improvement program; its planning and implementation processes?
3. As principal what was your role in planning and implementation of school improvement program in the school? How?

4. How do you judge stakeholders involvement in planning and implementation of SIP? How do you evaluate the implementation of the four school improvement program domains in your school?
5. What are the major factors that hindered the implementation of the program in the school?
6. What remedies were taken, and what do you recommend for the future to improve the implementation of the program in the secondary school?
7. How do you judge the contribution of the SIP in bringing quality education in general and in your school in particular?

Thank You!

APPENDIX C

Observation Checklist

This tool was designed to examine the availability of SIP related documents, certain physical setting of the schools and facilities.

N ^o	Items	Rating scales		
		Yes	No	Remark
1	Availability of SIP related documents			
	-SIP Manuals and guidelines			
	-SIP Strategic and operational plans			
	-SIP committee minute and records			
2	Physical buildings and school environment			
	-Proper and adequate classrooms			
	-Proper and adequate administrative Buildings			
	-Laboratory rooms			
	-ICT rooms			
	-Segregated toilet			
	-Clearly delineated school compound and fence			
	-Library			
3	Classroom facilities and equipments			
	-Adequate students seat and tables			
	-Laboratory equipments and chemicals			
	-Administrative office furniture			
	-ICT equipments			
	-Sport materials			
4	School infrastructure			
	-Clean water tap			
	-Electric installations			
	-Phone			
	-Students playing ground			
5	Service centers			
	-Functional pedagogical center			
	-Guidance and counseling			
	-First aid health center			
	-Library with sufficient books			
	-Cafeteria			

APPENDIX D₂

የት/ቤት ማሻሻያ መርሀ-ግብር የትምህርት ጥራትን በምን መልኩ ሊያመጣ እንደሚችል የራስዎን ሀሳብ ወይም አመለካከት ይግለጹ።

Suggestions forwarded by stakeholders concerning this item was collected and scanned. Hence, some of the suggestions were;

የሚፈለገውን የትምህርት ንገሩን ለማረጋገጥ የሚመለከተው አካል የሚከተሉ መንገዶችን ማጠቃለያ የሚያስፈልግ የራስዎን ሀሳብ ወይም አመለካከት ይግለጹ።

33. የት/ቤት ማሻሻያ መርሀ-ግብር የትምህርት ጥራትን በምን መልኩ ሊያመጣ እንደሚችል የራስዎን ሀሳብ ወይም አመለካከት ይግለጹ።
 ጭንቀት ለማስወገድ ቁጥጥር ማድረግ የሚገባ ለመሆኑ ለሌሎች ማሳሰቢያ ማድረግ ማለት ይገባል።

40. የት/ቤት ማሻሻያ መርሀ-ግብር የትምህርት ጥራትን በምን መልኩ ሊያመጣ እንደሚችል የራስዎን ሀሳብ ወይም አመለካከት ይግለጹ።
 የትምህርት ማሻሻያ ለማድረግ የሚገባውን ሁኔታዎች ማረጋገጥ ማለት ይገባል።

40. የት/ቤት ማሻሻያ መርሀ-ግብር የትምህርት ጥራትን በምን መልኩ ሊያመጣ እንደሚችል የራስዎን ሀሳብ ወይም አመለካከት ይግለጹ።
 የትምህርት ማሻሻያ ለማድረግ የሚገባውን ሁኔታዎች ማረጋገጥ ማለት ይገባል።

40. የት/ቤት ማሻሻያ መርሀ-ግብር የትምህርት ጥራትን በምን መልኩ ሊያመጣ እንደሚችል የራስዎን ሀሳብ ወይም አመለካከት ይግለጹ።
 የትምህርት ማሻሻያ ለማድረግ የሚገባውን ሁኔታዎች ማረጋገጥ ማለት ይገባል።

40. የት/ቤት ማሻሻያ መርሀ-ግብር የትምህርት ጥራትን በምን መልኩ ሊያመጣ እንደሚችል የራስዎን ሀሳብ ወይም አመለካከት ይግለጹ።
 የትምህርት ማሻሻያ ለማድረግ የሚገባውን ሁኔታዎች ማረጋገጥ ማለት ይገባል።

31. የት/ቤት ማሻሻያ መርሀ-ግብር የትምህርት ጥራትን በምን መልኩ ሊያመጣ እንደሚችል የራስዎን ሀሳብ ወይም አመለካከት ይግለጹ።
 የትምህርት ማሻሻያ ለማድረግ የሚገባውን ሁኔታዎች ማረጋገጥ ማለት ይገባል።

33. የት/ቤት ማሻሻያ መርሀ-ግብር የትምህርት ጥራትን በምን መልኩ ሊያመጣ እንደሚችል የራስዎን ሀሳብ ወይም አመለካከት ይግለጹ።
 የትምህርት ማሻሻያ ለማድረግ የሚገባውን ሁኔታዎች ማረጋገጥ ማለት ይገባል።

33. የት/ቤት ማሻሻያ መርሀ-ግብር የትምህርት ጥራትን በምን መልኩ ሊያመጣ እንደሚችል የራስዎን ሀሳብ ወይም አመለካከት ይግለጹ።
 የትምህርት ማሻሻያ ለማድረግ የሚገባውን ሁኔታዎች ማረጋገጥ ማለት ይገባል።

Interview with Woreda Education Office Heads

1. Awareness about School Improvement Program

The concepts of the WEO heads were similar. The answer for the question ‘have you got training on the school improvement program?’ was ‘Yes’ and the head of the education office were able to explain the objectives, planning and implementation process of the program. From the responses of the WEO heads, it can be understood that, they have a clear idea on the general purposes and objectives of SIP.

When WEO heads were asked on the item 2 (see Appendix B₁) all of them replied that ‘there was training opportunity we provided for principals concerning SIP but not for other stakeholders’. One of the interviewed WEO head said that;

‘ሰለየትምህርት ቤት ማሻሻያ መርሃ ግብር የግንባታ ማስጨበጫ መድረክ ለርዕሳነ መምህራ አዘጋጅ ተንባቢ ተረፈ መርሃ ግብር ንብተ መሰከረሌሎች ባለድርሻ አካል ትብቻ በኩል የተሰጠ ስልጠና አልነበረም’ concerning SIP we have been provided training opportunity for principals but there was no training opportunity provided for other stakeholders concerning SIP.

(15/09/2016, morning)

2. Involvement in planning and implementation of school improvement program

Concerning item 3, most of the heads interviewed thought that their involvement in planning and implementation of school improvement program in the school was inadequate and mainly we engaged in offering equipments necessary for the implementation of SIP. One of the interviewed WEO head said that;

‘እኔ ነቱን እናውራ ከተባለ መርሃ ግብር መተግበር የተለየ ድጋፍ ያደረግነው ነገር የለም በብዛት የምንሰራው መርሃ ግብር መተግበር አስፈላጊውን የሆኑ ግብአቶችን ማቅረብ ነው።’

(15/09/2016, morning)

When WEO heads were asked to judge stakeholders’ involvement in SIP, almost all of them replied that the involvement of stakeholders was low. One of the informants explained this by saying;

‘እኔ እንደ ማስጠንቀቂያ ባለድርሻ አካላት የሚጠበቅባቸውን ያይህል እየተሰተፉ አይደለም’ I feel that stakeholders’ involvement in SIP is not as expected.

18/09/2016

3. Challenges in the implementation of school improvement program

When WEO heads were asked about the major factors that hindered the implementation of the SIP in the school, most of them replied the following factors as the major factors that might hindered the implementation of SIP:

- Lack of awareness on the objectives of SIP.
- Lack of follow up to implement the intended plan.
- Lack of commitment among stakeholders to implement the program.
- Rigidity of time.

To the question what remedies were taken to solve the problems encountered during implementation of the program? The response of WEO heads indicates that the effort made to solve the observed problems was not satisfactory.

To the question what do you recommend for the future to improve the implementation of the program? The following were the major points they put forward.

- Attention and follow up should be given for the program.
- Recognition/reward should be given for the schools those implement the program in a sound manner.
- Regional, sub cities and Woredas expertise/professional/ should give proper support for the school regarding the program /SIP/ and the like.
- Adequate training should be provided for stakeholders.
- Frequent feedback about the program should be given for the schools.

4. Contribution of SIP to promote quality Education

Most of the interviewed WEO heads were not able to answer the advancement the school improvement program brought to the secondary school with respect to quality of education and also to estimate student's achievement after the program has been introduced.

‘እስከሳራድረስመርገግብሩይህንያህልለዉጥበትምህርትጥራትላይአምጥቶልብዬመወሰን ይከብደኛል’ until know it is difficult for me to decide the advancement SIP brought to the secondary school with respect to quality of education.

(18/09/2016, morning)

Interview with Principals

Interview held with principals concerning their level of awareness, their involvement in planning and implementation will be presented as follows.

1. Awareness about School Improvement Program

Regarding item 1 (see Appendix B₃) most of the interviewed principals replied that they have got training and they have the necessary awareness on the objectives, planning and implementation processes of SIP. One of the interviewed principals said that:

‘ያለፈው ዓመት በአዲስ አበባ ትምህርት ቢሮ አማካይነት ለ ርዕሳነ መምህራን ለአንድ ዓመት ትምህርት ሰነድ ለመስጠትና ለመሥሪያ ቤቅ ለመምህራን ለማሳያ ፣ ዕቅድ አውጣጥ እና ስለ አተገባበሩ በቂ ግንዛቤ አለኝ ብዬ አስባለሁ’ last year for one weak principals’ have got training opportunity, so I believe I know the objectives, planning and implementation processes of SIP .

(21/09/2016, afternoon)

2. Involvement in planning of school improvement program

In planning and implementation of school improvement program principals were expected to play great role in coordinating, monitoring and motivating stakeholders. Hence, in connection to this question most of the interviewed principals clearly state their role in planning and implementation of school improvement program in the school. Concerning the second question principals replied that the involvement of stakeholders in planning and implementation of school improvement program was very low. One of the informants explained this by saying;

‘ባለድርሻ አካል ትምህርት ማሳያ ፣ ዕቅድ ማድረግ እና አተገባበር ላይ የሚያደርጉት ተሳትፎ በጣም አነስተኛ ነው’ the involvement of stakeholders in planning and implementation of school improvement program was very low.

(21/09/2016, afternoon)

3. Implementation of the four school improvement program domains.

When principals were asked to evaluate and compare the implementation of the four SIP domains in their school the interviewed principals were unable to compare the implementation of the four domains easily. But most principals agreed that teaching learning and learning environment domains were relatively improved.

4. Challenges in the implementation of school improvement program

The responses forwarded by principals concerning challenges encountered during implementation of SIP were similar with the responses given by WEO heads. Their response could be summarized as follows;

- Lack of awareness on the objectives of SIP
- Lack of follow up to implement the intended plan
- Lack of commitment

Again the responses forwarded by principals concerning item 6 was similar with the responses given by WEO heads. Accordingly, the following were the major points they put forward.

- Adequate training should be provided for the stakeholders.
- Attention and follow up should be given for the program.
- Recognition/reward should be given for the schools those implement the program in a sound manner.
- Regional, sub cities and Woredas expertise/professional/ should give proper support for the school regarding the program /SIP/.

1. Contribution of SIP to promote quality Education

Concerning contribution of SIP for quality education, similar to WEO heads all interviewed principals believed that the SIP contributes a lot in improving quality of education and student's achievement. To the question, how do you evaluate student's achievement after the program has been introduced into the secondary school? One of the interviewed principal said that:

በአግባቡ ከተተገበረ ያለምንም ጥርጥር ፕሮግራሙ ለትምህርት ጥራት ላይ ለውጥ ያመጣል ለዬ አምናለሁ በአጭሩ ፕሮግራሙ ለትምህርት ጥራት የጀርባ አጥንት ነው። If the program is implemented properly without any doubt I believe it improve quality of education in short the program is the backbone for quality of education.

(18/09/2016, morning)

Interview with Students

Interview held with students concerning their level of awareness, their involvement in planning and implementation will be presented as follows.

Could you please tell me the objectives of school improvement program; it's planning and implementation processes?

When student participants were asked the objectives of school improvement program; it's planning and implementation processes, most of the respondents replied that they have no any idea/information about SIP. One of student replied:

‘ስለመርሀግብሩምንምየማወቀወነገርየለኝም’ I don't know anything about the program.

(18/09/2016, morning)

Another student replied that:

‘የትምህርትቤትማሻሻያመርሀግብር ከ 6ቱ የትምህርትጥራት፣ፓኬጅአንዱመሆኑን አውቃለሁሆኖምስለዓላማዉምሆነስለአተገባበሩምንምየማወቀወነገርየለኝም’

(18/09/2016, morning)

From the idea of the respondents, it could be concluded that students have no adequate awareness on the objectives of school improvement program; it's planning and implementation processes. Since student respondents have no adequate awareness on the content and intent of the program they were not asked more question because it is meaningless to ask them.

