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**ANALYSES OF ORGANIZATIONAL CAPACITY IN IMPLEMENTING  
SCHOOL IMPROVEMENT PROGRAM IN GOVERNMENT  
SECONDARY SCHOOLS OF SOUTH WEST SHOA ZONE**

**BY**

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**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES**

**OCTOBER, 2021**

**ADDIS ABABA, ETHIOPIA**

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**BY**

**FEKADU LIKISSA**

**A THESIS SUBMITTED TO SCHOOL OF GRADUATE STUDIES OF  
ADDISABABA UNIVERSITY IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTERS OF ARTS IN  
EDUCATIONAL POLICY AND PLANNING**

**ADVISOR: HUSSIEN KEDIR (PhD)**

**OCTOBER, 2021**

**ADDIS ABABA, ETHIOPIA**

## **DECLARATION**

I declare the Research work titled “*Analyses of Organizational Capacity in implementing SIP in Government Secondary Schools of South West Shoa Zone*” is my original work and has not been presented in any other University and that all source of materials used for the study have been duly acknowledged.

Declared by:

Fekadu Likissa

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Date: \_\_\_\_\_

## ADVISORS' THESIS SUBMISSION APPROVAL SHEET

This is to certify that the thesis title “*Analyses of Organizational Capacity in implementing SIP in Government Secondary Schools of South West Shoa Zone*” Submitted in Partial fulfillment of the requirements for the degree of master’s with specialization in educational policy and planning, the Graduate program of the Department / School of education and Behavioral studies, and has been carried out by Fekadu Likissa under my supervision.

Therefore I recommend that student has fulfilled the requirements and hence hereby can submit the thesis to the department for defense.

_____	_____	_____
Name of advisor	Signature	Date

## **EXAMINERS' THESIS APPROVAL**

We the examiners' board approve that this thesis has passed through the defense and review process.

Approved by:

_____	_____	_____
Chair Person	Signature	Date
_____	_____	_____
External Examiner	Signature	Date
_____	_____	_____
Internal Examiner	Signature	Date

Signature and stamp of the department

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## **ACRONYMS**

BPR	Business Process Re-Engineering
BSC	Balanced score card
EIC	Educational Improvement Commission
EMIS	Educational Management Improvement System
ESDP	Educational Sector Development Program
ETP	Education and Training Policy
GEQIP	General Education Quality Improvement Package
ICT	Information Communication Technology
IQEA	International Quality Education for All
MOE	Ministry of Education
OEB	Oromia Educational Bureau
SIC	School Improvement Committee
SIP	School Improvement Program
TDP	Teacher Development Program
WEO	Woreda Educational Office
ZEO	Zonal Educational Office

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## **ABSTRACT**

*The purpose of this study was to analyze the Organizational Capacity in implementing SIP in Government Secondary Schools of South West Shoa Zone and identified organizational structure, leadership and management, human resource, financial resources, internal and external infrastructure and work practice on the SIP program. The study employed a descriptive survey design with both quantitative and qualitative method. The study was conducted in 10 secondary schools of the five sample woredas. Then from each school and respective woreda teachers were selected by using simple random sampling technique whereas school principals, vice principals, secondary school supervisors, and WEO experts were selected on the purposive basis of decisive position they assume pertaining to the issue. For this study, Questionnaire was used as the main instrument of data collection from teachers'. Accordingly, 270 copies were distributed out of which 260 from teachers were properly filled and returned. The data obtained from questionnaires were analyzed using statistical tools such as percentages, weighted mean score and standard deviation. On the other hand, the data obtained through Interview and Document review were analyzed qualitatively to substantiate the result of quantitative analysis. The findings of the study revealed that the overall condition of the school was challenging and needs strong improvement. Organizational structure, leadership and management capacity, resource capacity, constraints of internal and external infrastructure and its utilization, lack of conducive work condition were identified as factors responsible for the ineffectiveness of implementation of SIP. It is therefore, to make SIP implementation meaningful it is recommended that efforts has to be made to fulfill the internal and external organizational capacity with the availability of resources and proper utilization, strong political leadership and commitment, clear organizational structure, creating enabling work environments were most prominent factor. The study has also recommended integrated efforts of all stakeholders mainly, the school community, parents, school principals in collaboration with Woreda Education Office, Zonal Education Office, Oromia Education Bureau and the Federal Ministry of Education to implement the desired objectives of the school improvement program.*

**Keywords:** *Organizational Capacity, Leadership, Management, Resource, Environment.*

# CHAPTER ONE

## INTRODUCTION

The purpose of this study was to analyze the organizational capacity in implementing SIP in general secondary schools of South West Showa. This chapter includes background of the study, statement of the problem, research questions, objectives of the study, significance of the study, the scope (delimitation) of the study, limitations of the study, the operational definition of terms used in the study and brief explanation of how the study is organized was presented.

### 1.1. Background of the Study

Education is universally recognized as a form of investment in human capital, which yields economic, social, political and cultural benefits Woodhall (1992). Moreover, it contributes to a country's future progress by increasing the productive capacity of its people. In this respect, it is believed to have the capacity to facilitate quality of life and provides more opportunities for individuals in the society and for the society as a whole Shokla and Kaul (1998:18). Education enables individuals and society to make all-rounded participation in the development process by acquiring knowledge, ability, skills and attitudes. This aim of education can be attained both at individual and country level if the education system and its implementation provide pupil education of the required quality. Ethiopia faced many economical, historical, and cultural impediments that have limited the quality of education for many years. Hence, it was necessary to respond to the consecutively accumulated educational problems at different levels of education related to educational relevance and quality. As a response to the problems, the Ethiopian government had declared the Education and Training Policy to replace the unrelated and copied educational systems, and curriculum that didn't address the need and problems of the society MOE (2002). In addition, to identify the shortcomings of the past education system's weaknesses, the 1994 Education and Training Policy gave attention to equity and access of education, restructuring the education system, changing the curriculum to increase relevance of education to the society's problems, making teachers' training relevant, and improving education management so as to improve the quality of education TGE (1994). Furthermore, to effectively implement the policy, Ministry of Education (MOE) continued to develop different strategies and programs. Education Sector Development Programs (ESDPs), which have been launched as of 2002 are

among the programs issued by MOE. The program intended to provide a sector wide policy implementation framework for the development of education MOE (2002).

Education is one of the basic tools for the development of any country. Educational organizations are responsible to produce capable individuals who are able to be involved in various development activities taking place in a country, to realize the educational goals of a country, it is obligatory to render quality education to citizens ETP (1994). The most promising result of the 1994 ETP were increasing access to education and then work with quality of education. Recently, the MoE has launched general education quality improvement package (GEQIP) which comprises six programs.

The school improvement program (SIP) is one of the GEQIP elements among others. General education quality improvement programs (GEQIP) design is based on findings from school effectiveness research .The school effectiveness approach is particularly suitable for GEQIP given the particular and fiscally decentralized structure of the Ethiopian education system, and in which quality improvement was depend on the capacity of school leadership to work with teachers, parents and students to diagnose constrain and implement change to improve results .One of the most important challenges of GEQIP is able to integrate all the various components of the program which increased the completion rates and secondary school entrance UNICEF (2009).

School improvement is defined in international school improvement project as systematic, sustained effort aimed at change in learning conditions in one or more schools, with ultimate aim of accomplishing educational goals more effectively Hopkins (1998). In current climate, it is unreasonable for schools to decide to ignore approaches that bring change in schools. These days, 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 Hopkins (2002:55). School improvement is about strategies for improving the school's capacity for providing quality education by focusing on pupils' learning. In this regard, 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." School improvement is largely concerned with changing the internal

practices of the schools by influencing how people work together by changing the school culture and that cultural change is achieved through changing the internal conditions within the school.

According to Barrens (2004) the term school improvement also refers to the process of altering specific practices and in order to improve teaching and learning. According to plan international (2004), school improvement means making schools better places for learning .This relies on changes at both school level and with classroom, which depends on schools be committed to fulfilling the expectations of children and their parents. In this context school improvement refers to systematic approach that improves the quality of schools and hence the quality of education.

As to Hopkins assertion (1998), SIP is a plan of initiated education program based on successful experience of improving quality of education which has to follow an approach of collaborative responsibility and shared achievement. According to Epstein (1997), school improvement plan is a road map that sets out the changes a school needs to make improve the level of student achievement and shows how and when this change is made. The school improvement plan encourage staff and parents to monitor students achievements and other factors such as environment, that are known to influences student success with up-to-date and reliable information about how students are performing, school are better able to respond to needs of students ,teachers and parents. The desire of all parents is to have quality functional education programs for their children from the nursery school to the university level Ojo, (2008). This is indication of quality education that the society need for their children.

With the realities of these, different attempts have been made to aware the school community and implement educational management and planning and set priorities of the needs of their respective communities. For the success of SIP, it is necessary to empower the capacity of the schools by local governments to design policies and reforms, co-operate with partners outside the public sector, train local actors and community members, devise proper incentives, allocate resources, monitor progress, and take corrective action when and where necessary. Strengthening the schools, making it efficient and responsive, is a major challenge.

## **1.2. Statement of the Problem**

Education indicators are tools for the planning, monitoring and evaluating the development of the education system and they help to understand how well the sector performs. Quality is one major indicator of an education system that requires improvement of SIP introduced to enhance the quality of the general education sector. Research in education at different corner of the country is also as important as the pressing need for expanding educational opportunities and for improving the quality at all levels as well as , for planning, implementing, monitoring and evaluation the performance of education system. The Ethiopia education and training policy (ETP) April 1994 also points out research in education as one of its specific objectives MoE (1994). The Ethiopian Government's commitments and efforts to improve the access, quality and efficiency of the countries education system since, the adaption of the policy in 1994, it was observed the major achievement of the policy was in access, implying that much has to be done to improve the quality.

The Ethiopian Federal Ministry of Education (MoE) has currently become aware of the problems that hinder the provision of quality education and has become cognizant of the importance of launching the improvement program (SIP). The Ethiopian school improvement program (SIP) was introduced in 1999 E.C. as one component of six pillars identified for the general education quality improvement package (GEQIP), when a new program is introduced it may face many challenges in its implementation since SIP is also a new program under implementation, we cannot say that it is being implemented perfectly.

The realization of effective SIP implementation relies on the presence of certain conditions such as the availability of resources like human resources, financial resources and physical infrastructures and how best they were utilized, the willingness and the commitment of leaders at different levels, the presence of conducive organizational conditions, the attitude of the local people towards the government and the commitment of local leaders; and appropriate institutional capacity Rondinelli *et al.* (1989). However, the regional states were expected to decide on their own affairs in planning and managing resources at the local levels. They become responsible to formulate polices and strategies, set development priorities and decisions, mobilize resources implement policies and programs derived from their specific situation the zone characterized by

administrative and institutional capacity gaps that financial, human and physical resource constraints have inhibited the successful implementation of SIP in the provision of educational management service delivery. Most of the problems for the successful implementation of SIP in the provision of service delivery within the zone may be inadequate budget allocation, poor and scarcity of skilled manpower to provide public service delivery, lack of experience in implementing SIP and effective legal and policy framework, absence in the process of popular community participation, and lack of efficient organizational structure and locally adopted working system for planning and budgeting. Apart from this, inconvenient working environments, personnel capacity to carry out socio-economic functions and poor revenue base and lack of adequate decision making power.

Therefore, the purpose of study was seeks to assess the capacity gaps that financial, human and physical resource of the organization in the implementation of SIP due to emphasis on the organizational capacities gaps and contribution on performance improvement on the implementing SIP. That is why realization of effective SIP implementation relies on the presence of certain conditions such as the availability of resources (human, financial, technological and physical infrastructures) and how best they were utilized, the willingness and the commitment of leaders at different levels, the presence of conducive organizational conditions and to find out major challenges and prospects encounter during implementation.

### **1.3. Research Questions**

In addressing this problem, the following research questions was raised and examined in order to address the problem.

1. Is there adequate organizational capacity to implement SIP in secondary schools of south West Shoa Zone?
2. Is there enabling environment (internal and external) to implement SIP in south West Shoa Zone?
3. What are the major challenges that hamper effective implementation of SIP in selected secondary schools of south West Shoa Zone?

## **1.4. Objectives of the Study**

### **1.4.1. General Objective**

The general objective of this study was to analyse the organizational capacity in implementing SIP in government secondary schools of south west shoa zone and indicate possible solutions that will solve the existing problems.

### **1.4.2. Specific Objectives**

The specific objectives of the study were:-

- 1.To assess the organizational capacity in terms of organizational structure, leadership and management, human, financial, technological, internal and external infrastructures in the selected secondary schools of south west shoa zone.
- 2.To assess the internal and external enabling environment of schools in implementing SIP in secondary schools of south west shoa zone.
- 3.To identify the major challenges that hampered the implementation of school improvement program in the Zone.

## **1.5. Significance of the Study**

The central purpose of this study was to assess the organizational capacity in implementing school improvement program with particular reference to the secondary schools of South West Shoa Zone and was suggest remedies for the problems identified.

The importance of the study lies on what it describes to:-

### ***Solving practical problems***

It will solve practical organizational capacity gaps that secondary schools faced in SIP implementation and delivering educational services.

### ***Policy***

It is expected to provoke the regional policy makers of Oromia region to look for appropriate solutions on the challenges of secondary schools capacities in implementing SIP in a way to meet the possible maximum needs of their local constituents.

### ***Future Research***

With other related studies, the study would have an immense importance and impact in the region that will be an added value to the knowledge base on the implementation of SIP and a stepping stone for future research studies and researchers in this particular subject in the region. Provide further information for those who may conduct further study on this area.

### ***Policy Makers***

The policy makers, practitioners and the academicians were expected to be benefited from the findings of this research. The consumption of policy makers, at national or local levels and for practitioners to correct their weakness

### ***Institutional Development***

Help the organization to solve problems of current practice of organizational capacity in SIP implementation. Suggest possible options for the improvement of current organizational capacity in the implementation of SIP in the Government secondary school of South West Shoa zone.

#### **1.6. Delimitation of the Study**

To carry out any research work, it should be important to delimit the study both conceptually and geographically to a manageable size. In this view the research was delimited both geographically and conceptually. Therefore, conceptually contents of the study were focus on the topics: - analysis of organizational capacity in implementing SIP in Government Secondary Schools of south west Shoa Zone in particular. Geographically important to delimit the scope of the study in 10 (ten) sampled secondary schools out of 30 (thirty) government secondary schools of south west Shoa zone of Oromia regional state where the researcher has been easily access the information on the problems under the study and the time frame of the study was scheduled for ten month (September to June 2020/2021).

#### **1.7. Limitations of the Study**

It is obvious that research work could not be free from limitation, for that matter this study was also constrained with some limitations. One of the limitations was that getting woreda education heads and Secondary school principals and supervisors in their office was difficult due to meeting and field works. Respondent members were burdened by routine office and teaching activities and they were not devoted to fill the questionnaires and interviews on time. And also international

contagious of covid-19 problem while the collection of data and shortage of time because of workload were the major limitation of this study. In spite of these challenges, however, it was attempted to make the study as complete as possible by holding prolonged dialogue and discussion with the respondents.

### **1.8. Operational Definition**

**Capacity:** The ability to provide services, to set goal, to anticipate needs, to make informed decisions, and to attract and manage resources in order to achieve the goals of education.

**Organizational capacity:** Organizational setting- structure, leadership, resources (human, financial, material, technology), work practices

**School Improvement Program (SIP):** It is a school program anchored on teaching learning, school environment, leadership and management, Community participation domains to conduct implementation and self-evaluation to improve the educational inputs and process that enable students to score excellent results.

**Secondary School:** is a schooling system offering a post elementary school program (from grade 9 to 12).

**School Improvement Committee (SIC):** It is a committee, which is established from the school community: students, teachers, and school leadership and parents to support implementation of SIP.

**School leadership:** the term refers to the capacity to influence others to work together voluntarily in the schools.

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

## **1.9. Organization of the study**

The study was organized into five chapters. Chapter one is concerned with background of the study, statement of the problem, research questions, objectives of the study, significances of the study, delimitations of the study, limitations of the study, definition of key terms and organization of the study. The second chapter deals with review of related literature. It consists of the basic concepts, explanations and research findings on school improvement contributed by various authors and researchers. Chapter three is about research design and methodology such as: description of the study area, research design, data sources, sample and sampling techniques, instruments for data collection, method of data analysis, and ethical considerations of the study. Chapter four also deals with presentation, analysis and interpretation of data. Chapter five was deals with summary of major findings, conclusion, and recommendations of the study. Finally references and appendices sections were attached.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This part of the study deals with review of related literature to the problem of the study. It discusses issues related to SIP in general, objectives of SIP, SIP in Ethiopia, guiding principles for SIP school improvement planning and strategy school improvement Domain, partners in SIP implementation, SIP program in the United Kingdom, school improvement program in the United State of America and school improvement program in Austria.

#### **2.1. The Concept of School Improvement**

In current climate, it is unreasonable for schools to decide to ignore approaches that bring change in schools. These days, school improvement is more recognized as an important process and has become the dominant approach to educational change which helps to enhance quality of students' learning and strengthen schools' capacity for change Hopkins (2002:55). School improvement is about strategies for improving the school's capacity for providing quality education by focusing on pupils learning. Gray (2001:10) cited in Zijian and Williams (2006:4) stated that school improvement is the process of improving the way that schools organize, promote and support learning. It includes changing aims, expectations, organization (sometimes people), and ways of learning and methods of teaching and organizational culture.

There are literatures that describe school improvement in terms of raising students' achievement by focusing on the quality of teaching and learning in classrooms and the management arrangements that support it. In relation to this, Hopkins (2001:17) states school improvement as an approach to educational change that focuses on enhancing students achievement within the school to support teaching and learning or strengthen schools capacity for improvement. This shows that school improvement is an approach to educational change concerned with school process as well as student out comes and it is about enhancing teaching and learning as well as the conditions that support it. School improvement is also stated 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 (2007).

## **2.2. Rationales and Objectives of School Improvement Program**

SIP is necessary for schools to provide quality education by improving the conditions under which teaching learning takes place. The only way that school can survive and enhance quality in an era of change is through the SIP Hopking et al (1994). The main focus of SIP in Ethiopia is to enhance the student achievement by improving the student learning and other conditions associated with in MoE (2007:8). The document also points out that the need for SIP is to make schools accountable for parents, community and government to develop the responsibility and accountability of educational personnel's working at different level of the education system.

According to Sathyabalan (2004:3), school improvement program aims to support schools in addressing the following key areas: Ensuring teachers are competent and motivated, promoting active learning methods supported by appropriate teaching and learning aids, promoting the active participation of children and parents in school governance, ensuring a safe, sound and effective learning environment and ensuring empowered and supportive school leaders. The author underlines that each of these areas is equally important, if any are weak, the strength and therefore the success of the whole was affected.

## **2.3. Guiding Principles for SIP**

It is vital to recognize and use the guiding principles that help schools in planning for SIP and implementing the plan. Hopkin (2001:16) suggested some basic principles that serve as a base for the development of the current comprehensive approach to school improvement process which involves achievement focused, strategic and systematic. In addition to this, Hopkins (2002:178) lists the following key principles of school improvement at the outset of improving the quality of education for all: School improvement is a process that focuses on enhancing the quality of students' learning, the vision of the school should be one which embraces all members of the school community as both learners and contributors, the school was secure its internal priorities through adapting external pressures for change and in doing so enhance its capacity for managing changes, the school should use data obtained through action research and enquiry to inform and drive forward the efforts made to improve and the school was seek to develop structures and create conditions that encourage collaboration that lead to the empowerment of students and teachers.

On the other hand MoE (2007) discusses guiding principles for planning and implementation of SIP separately. The guiding principles in planning for school improvement are: the main target for school improvement is to achieve high student outcomes, school principal is the leader of school improvement team, students and parents have adequate involvement, students and parents have adequate knowledge about school improvement. School improvement planning process is a team work that demands stakeholder's adequate understanding about the task to actively participate in it. The implementation guidelines include: conducting evaluation, documentation and reporting activities that are connected with the 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, setting target, supervising the progress of students and identifying low academic performance in individual students level, class and subject.

## **2.4.School Improvement Planning and Strategy**

### **2.4.1.School Improvement Planning**

According 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 was achieved SIP is a road map that set out the change a school needs to make to improve the level of student achievement and shows how and when these changes was made.

Involving in school improvement planning process supports and assists the teachers, pupils and parents in developing and implementing the school improvement plan. Hence, planning for improvement demands collaborative strategic problem solving, establishing vision and mission, goal cutting, identifying objective and identify implementation strategies Burkett (2006:18). This shows that developing an effective improvement plan needs involvement of teacher's parents and other community members, and working together to gather and analyse information about the school and its students so that they can determine what needs to be improved in their school. Before beginning the SIP Plan, it is essential to build awareness of its importance among the various stakeholders as Ann Vanstone, et al (2000).

Once sufficient awareness has been generated within the community, it is time to conduct self-assessment. In planning for school improvement self-evaluation takes a vital role in to Holly and

South (1989:88). School's self-evaluation is the life blood of school development, the linkage with in the developing school; the essence of collaborative inquiry, a mechanism for emerging and mobilizing the development work and the activities that provide for the integrity required by the development culture. Schools can plan and implement their SIP when they are aware of their current status with respect to the four domains based on reliable information MOE (2007)

In SIP, self-assessment is an analysis of the schools current situation. To Gallagher (2004:10) setting informed and achievable long term strategic goals based on priorities derived from annual self-assessment understanding of the agreed learning outcomes, the capable of giving focus, direction and motivation schools. Thus, school level planning for improvement can be effective when it is highly dependent upon reliable data and understood by those who was participate and benefit from it. The area to be considered in school improvement planning is the other important issue in planning. The elements in SIP plan should be targeted to improve students' performance where teachers use curriculum delivery strategies that specifically address the needs of their students when the school environment is positive and where parents are involved in their children's education Ann Ranstone et al (2000:1).

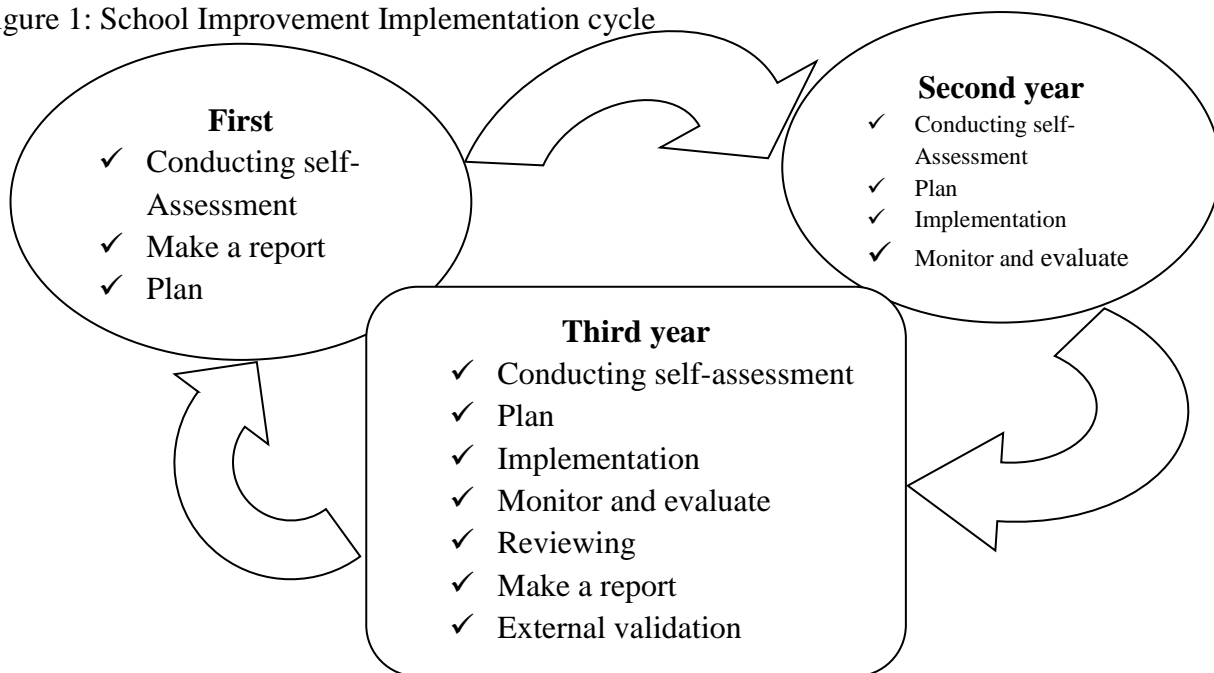
#### **2.4.2. School Improvement Strategy**

Approaches to school Improvement can be varying across different schools. Harris (2002:4) affirmed that successful school Improvement can occur only when schools apply those strategies that best fit their own context and particular development needs. The basic assumption which can be obtained from the author explanation is that school improvement strategies was lead to cultural change through modifications of the school condition based on the school context. According to Hopkins (2005:105) the strategies of school improvement implementation are: conducting systematically review and evaluation process; base focus of information. 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. To make real change, the process needs to focus Specific priorities. All area can be addressed in only planners considered basic strategies to identify the priorities. Points that effective planners of school improvement should include: the necessary information is available, clear, Precise channel of communication exist in all directions, Staffs at all levels are committed to the program and its goals, The level of planning activity is clear for 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 stages, rather than Davis and Ellison (1992:6)

School improvement is the process whereby schools undertaken a continuous cycle of self-assessment. School improvement plan of one cycle should be designed for three years. In each of these years, school have to establish a goal statement, performance targets, areas of focus implementation strategies, indicators of success time line, responsibility for implementing strategies, check points for status updates, and opportunities for revision Ann Vanstone, et al (2000:7). 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, and phases are repeated, becoming a continuous improvement cycle in which the school regularly monitors and reviews the school improvement plan as needed.

Figure 1: School Improvement Implementation cycle



*Source MoE (2007; 4)*

## 2.5. School Improvement Domain

The main focus area of SIP is students learning and learning outcomes. High performing school support students learning through best practice across a range of elements within the four domains of schooling Gallagher (2004:8).

### **2.5.1. Teaching and Learning Domain**

Promoting the learning and achievement of pupils is the major aim of school education. Teaching is the way of achieving this. 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 factor in teaching and learning process. Student and teaching related factors are among the major class room conditions that influence teaching and learning, Hopkins (2002:89). High quality learning can occur when teacher make appropriate decision about what is taught, how to engage students in meaningful experiences, and high progress was assessed to inform future actions.

Planning is one of the key factors and the first step for effective teaching. In educational context, planning helps teachers to produce well organized class and to create conducive classroom atmosphere by reducing disciplinary problems. Moreover, planning guides the teacher to answer what, who, when, where and how questions. The teachers first of all select the goal and set his/her direction. Next he/she must select the strategy by which to reach this goal. As part of the strategy, he/she must select the content and the general approach. Then he/she must select the materials and teaching tools to use and as he goes along, select the tactics to meet specific contingencies so as to carry out and implement the strategy. Finally he/she must select the proper instrument and techniques to evaluate and follow up what he has done.

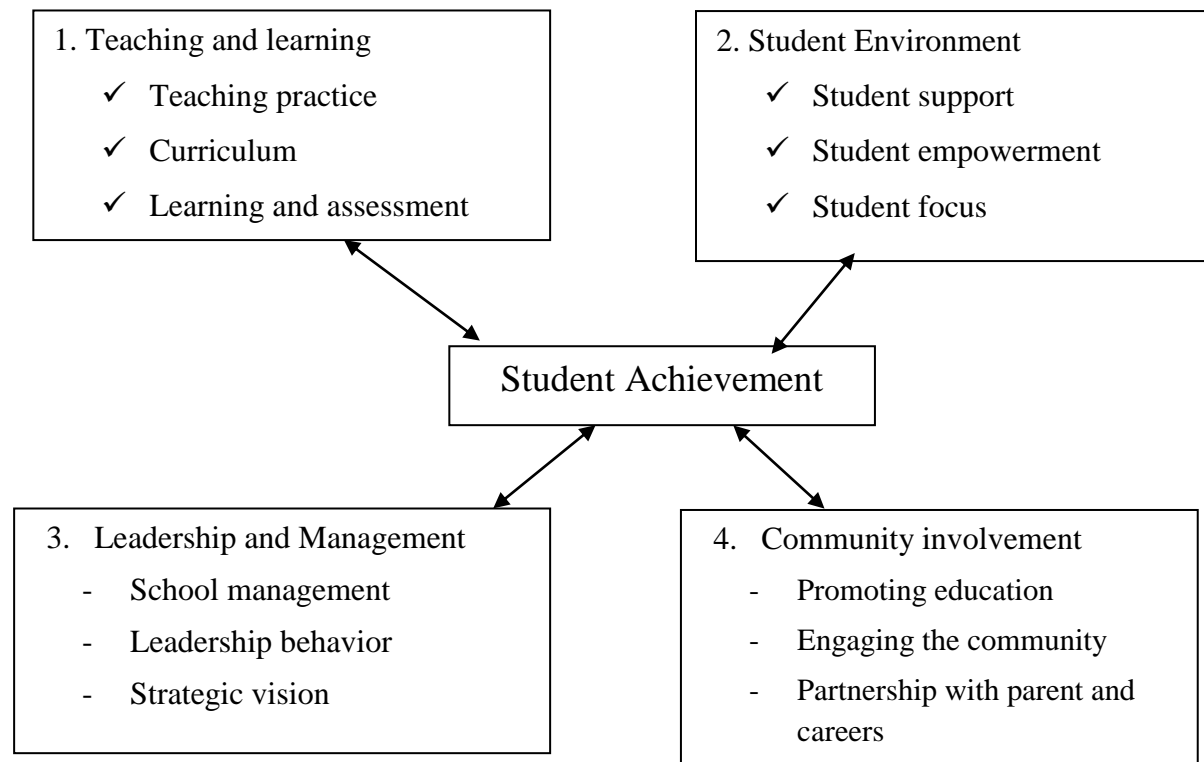
### **2.5.2. Learning Environment Domain**

School learning environment can be defined as the set of internal characteristics (psychological and physical) that influence both staff and students and the teaching and learning processes in school Reynolds et al (1996:11). So the school has to create the climate and culture in which effective teaching and learning process was happen. Unless school culture is addressed in a direct way, there is little chance to achieve school improvement.

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. Learning environment is made up of physical, psychosocial and service delivery elements UNICEF (2000). Physical learning environment or the places, in which formal learning range from relatively modern and well, equipped building to open air gathering places.

Figure 2. School Improvement Guidelines



*Source MoE (2011:3) School Improvement Guidelines*

### **2.5.3. School Leadership and Management Domain**

Management can be defined as the organization and mobilization of all human and material resources in a particular system. The basic function of management is planning, organization, staffing, evaluating and developing Adesina, (1990:8). Leadership is about having vision and articulating, ordering priorities, getting others to go with you, reviewing what you are doing and holding on to things you value Harris (2002:12).

Hence, the quality of administrative support and leadership is another critical element in school processes. Education system need decentralized management to better serve and bring services closer to their beneficiaries: students, parents and communities. Effective leadership assumes

authority to not be located in the persons of the leader but can be dispersed within the school in between and among people Harris et al. (2005:74). Thus, effective leaders in a school are those who are able to build collaborative cultures through generating positive relationship. This implies that effective leadership occurs when individuals have the opportunity to develop high performing work teams.

#### **2.5.4. Community Participation Domain**

Community participation has a great role in school management, planning, decision making, monitoring and evaluation of school improvement. According to Morgan (2006:340), the World Bank (2000:2) stated that participation is a process through which the stakeholders influence and share control over development initiatives and the decisions and resources which affect them. Schools are more effective and caring places when they are an integral part of the community. If a school wants to be a good and safe place, it must enhance family and community involvement with the school. This contributes to enhance academic performance, reduce disciplinary problems, higher staff morale and improved use of resources Adelman and Taylor (2007:11). MoE (1998:43) listed the following basic principles of community involvement strategies in schools: several village meeting must be held in order to discuss with the villagers what their interests 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.

#### **2.6. Partners in SIP Implementation**

The school principal is responsible for the quality of the education provided in the school and must ensure effective school improvement processes are in place. Marsh (1998:67) described that the school principals should be leaders in school improvement activities because their position enable them to provide incentive, coordinate activities and give momentum and direction to specific efforts. Thus, the effectiveness of SIP is depending on the competency of school principals to communicate, guide and manage human and material resources.

In educational system, there are different variables that have their own contribution from 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 distribute 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. The involvement of pupils in improving conditions for school improvement is equally important as that of teacher to enhance implementation of SIP. Meaningful student's involvement includes creating awareness among students so that they can play a useful role in the success of school improvement. 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 disciplinary problems, higher staff morale and improved use of resource Adelman and Taylor (2007:2). The research overwhelmingly demonstrates that parent involvement in children's learning is positively related to achievement. Further, the research shows that the more intensively parents are involved in their children's learning; the more beneficial are the achievement effects. This holds true for all types of parent involvement in children's learning and for all types and ages of students.

## **2.7. Countries Experience in SIP**

### **2.7.1. SIP Program in the United Kingdom**

Publications on schools effectiveness and later of school improvement have been demonstrated since 1979 in Britain and much of the English- speaking world Hargreaves (2001). In United Kingdom, the question of how to improve student achievement has resulted in the adoption of an ambitious reform program aimed at raising standards in schools Harris (2005, 8) The introductions of national literacy strategies, and information communication Technology in the curriculum were the major initiative designed to improve teaching and learning in the United Kingdom. According to Hopkins (2005:148) schools improvement in England is explanations of the fate of change effort concerns that evolution of the managerial innovations of schools self-evaluation, and its successor, school development planning both of which have been championed by external agents for the good of schools in England.

Developing planning has firmly established itself as a key strategy for school improvement since 1989 in England as a means of helping schools manage the extensive national and centrally driven change agenda and to enable the school to organize what it is already doing and what it needs to

do in a more purposeful and coherent way Hopkins (2002:168) Hopkins also asserts that the school Improvement approach in England is development planning that was rooted classroom. The focus was students learning their progress and achievement. What was needed to improve it and how this was best supported. The school improvement plan begins with learning goals for students. A teaching for achieving them is then produced. This strategy supported by any necessary adjustments to the school's management arrangements Hopkins (2002:170).

In England, school improvement in 1980's tends to be practitioner oriented and a research and evidence base was not incorporated into policy working Zijjian and Williams (2006:13) Between 1995 and 1998, there was an increase Commissioned research and a consequent rise in Universities involvement in the school improvement, From 1998, there has been a trend towards an integrated relationship b/n research, policy and practice with the favoring themes; design approaches contextual specific approaches to school improvement networking teacher effectiveness, teach learning and professional learning communities.

### **2.7.2. School Improvement Program in the United State of America (USA)**

The term school improvement' first came into prominence in united states of America in the 1960s with reference to federal and state programs for school improvement in specific areas such as bilingual education and since education Marsha, (1998,s) 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 effort, ethic right movement pressures, commitment towards 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. Programs for change actually mode their way into school practice that lead to give ground for the beginning of school improvement.

### **2.7.3. School Improvement Program in Australia**

SIP in Australia has large extent been due to state education system initiatives. The emergence to vary different decentralized system in Vitoria in the 1980s warrants special mention Marsha (1998.13). 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).

#### **2.7.4. School Improvement Program in Ethiopia**

The education and training policy and its implementation document reveals the shortage in access of education to citizens and the low quality of education were among the initiatives to develop the new education and training policy MoE (2002). Different documents showed that though the implementation of the policy has improved the quality of education to some extent, there is also lack of improvement at different levels. Based on the 1994 education and training policy, the government of Ethiopia launched the first education sector development program (ESDP-I) in 1997. The main thrust of ESDP is to improve educational quality, relevance, efficiency, equity and expand access to education with special emphasis on primary education in rural and underserved areas, as well as the promotion of education for girls as a first step to achieve universal primary education by 2015 MoE (2005:4).

Different evaluations on the implementation of ESDP disclose that Ethiopia made significant progress in education as a result of ESDP I, II, III MoE (2005:10). The document also points out that access at all levels of the education system increased at a rapid rate in line with a sharp increase in the number of teachers, schools and institutions. There were also important improvements in the availability of trained teachers and some other inputs which are indispensable for a high quality education system. Challenges, however, remain in order to realize quality and internal efficiency. It was necessary to shift attention to quality concerns in general and to those inputs and processes which translate more directly into improved student learning and which help change the school into a genuine learning environment in particular. To overcome the short coming related to quality, MoE launched the general education quality improvement package in 2007 MoE (2007). The document consists of four major programs, teachers 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 communication technology. School improvement program is being implemented in Ethiopia to improve quality of education, and it is adopted from the Australian school excellence. It consists of four domains and twelve elements MoE (2007). The program was designed by MoE with different guiding manual which were disseminated to regions, training were given for different level educational leaders and expertise and teachers.

## **2.8.School Capacity for Improvement**

Education experts have long been grappling with the concept of capacity in schools. Their definitions vary in terms of the outcome variable of interest (i.e. capacity for what?) and the unit of analysis (i.e. capacity for whom?). In terms of the outcome variable, some authors (Spillane & Thompson (1997); Corcoran & Goertz (1995) describe capacity as the discrete characteristics that enable a school to bring about effective change, while others Hatch (2009); Newmann, King, & Youngs (2000) define capacity more specifically as the “collective competency” or “investment” necessary for a school to improve in a meaningful way. In their work on instructional capacity, Corcoran and Goertz (1995) define capacity in terms of economics, describing it as “the optimal amount of production that can be obtained from a given set of resources and organizational arrangements.” Authors also differ slightly in their unit of analysis. While Hatch, as well Corcoran and Goertz, examine instructional capacity at the school level, Spillane and Thompson examine capacity at the level of the school district. Taking a slightly different approach, Goertz, and Floden (1995) frame their definition in the context of standards-based reform, defining capacity as the ability of the system of the state-district-school as a whole to enable students to meet academic standards.

As we work to develop a comprehensive definition of capacity, we set forth our own guidelines about our frame and unit of analysis. Since we examine capacity in the context of the performance-based accountability system set forth in NCLB, we are interested in capacity in the service of improving student performance. And, while we recognize the potential importance of district offices, state education agencies, and support organizations in improving student performance, our unit of analysis is the school as the organizational unit of most direct importance. Using a literature-based definition of school capacity, we identify four main

components of capacity: human capital, social capital, program coherence, and resources Hatch, (2009); Elmore (2000); Fullan (2000); Spillane & Thompson (1997); Corcoran & Goertz, (1995).

Human Capital: The knowledge, skills, commitment, disposition, and intellectual ability of the members of a school's staff; Social Capital: The intangible network of relationships that fosters unity and trust within a school's staff; Program Coherence: The degree to which instruction, resources, and staff in the school are coordinated and integrated into a common framework; and, Resources: The physical or organizational tools that a school has at its disposal to make its improvement goals a reality.

## **2.9. The Four Components of Capacity**

### **2.9.1. Human Capital.**

Human capital can be roughly defined as the knowledge, skills, commitment, disposition, and intellectual ability of the members of a school's staff Newmann, King, & Youngs (2000). Put in very simple terms, human capital is the amount that a school benefits from having each individual working there, each person with his or her own strengths, weaknesses, and preferences. Although research is inconclusive on the degree to which teacher inputs – such as salaries, experience, or credentials – matter in terms of student achievement, there is some evidence to suggest that teachers' basic skills and subject-matter content knowledge are predictors of student performance Rockoff, Jacob, Kane, & Staiger, (2008); Hill, (2007). As such, augmenting human capital would necessitate an investment in the individual staff members. All else being equal, a school in which teachers have high levels of content knowledge, are committed to the school goals, and are deployed effectively would have higher capacity than a school without these features. However, human capital alone does not create school capacity – human capital must be encouraged and developed in concert with other critical components, particularly that of social capital.

### **2.9.2. Social Capital.**

Social capital which has a huge literature base is the component of capacity that is inherent in the relationships between and among individuals in the school Hatch (2009). In their work on relational trust in schools, Bryk and Schneider (2002) list four elements that make up social

capital: the fostering of mutual understanding, the development of collective competence, the fostering of care and concern among staff, and support for integrity and the alignment to mutual goals.

Similarly, Gamoran, Gunter, and Williams (2005) cite the hallmarks of social capital as trust, reciprocity, the flow of information, and support for emerging norms. As mentioned above, social capital is closely linked to human capital without social capital; the skills and expertise of staff are not shared and therefore remain trapped at the individual level and cannot be leveraged for ongoing organizational improvement. In their recently published book, Hargreaves and Fullan (2012) combine the two concepts of human and social capital into one concept that they call “professional capital,” which they believe can have a transformative effect on school and system-wide improvement. There is some evidence to suggest that they are correct, as Bryk and Schneider (2002) have found that schools in which staff is well trained and trust levels were high were more likely to experience student performance gains.

### **2.9.3. Program Coherence.**

Program coherence is explicitly mentioned in some discussions of school capacity and left out of the equation by others. Among the four components discussed here, its meaning has been the least explicated in previous literature. The clearest definition is provided by Newmann et al. (2001), who describe program coherence as being present when three conditions are met within a school. First, the school must possess common instructional frameworks that guide teaching, learning, curriculum and assessment. Second, working conditions for staff in the school must support the incorporation of the instructional frameworks into practice. Third, the school must devote the necessary time and resources to fully implement the common instructional frameworks. Newmann et al. (2000) sum up program coherence as “the extent to which the schools’ programs for student and staff learning are coordinated, focused on clear learning goals, and sustained over a period of time” (p. 5). What these descriptions highlight is that simply having the highly skilled and knowledgeable staff who related well to each other is not enough instructional programs must be carefully woven into the existing instructional fabric in order to become effective learning tools. Similar to the findings for social capital, Newmann et al. (2001) report that higher levels of program coherence are also associated with student performance gains.

#### **2.9.4. Resources**

The resource component of capacity is a bit unlike the others. Whereas the defining characteristics of human capital, social capital, and program coherence are clearly identified in the literature, there are no agreed upon characteristics of capacity-building resources. Newmann et al. (2001) list the resources that schools with high capacity usually possess, including high-quality curriculum, instructional material, assessment instruments, classroom technology, and workspace. Others, such as Corcoran and Goertz (2000), expand the scope of resources to include organizational factors such as adequate staffing levels, instructional support, professional development, and class size. The reason for these discrepancies is that resources only build school capacity if they are used properly and in a way that supports the other three components. In other words, physical resources alone are inanimate objects; it is when they are deployed in support of the other forms of capacity that they allow the school to improve.

## **CHAPTER THREE**

### **THE RESEARCH DESIGN AND METHODOLOGY**

This chapter was deals with the research design, sources of data, sample and sampling techniques, instruments of data collection, pilot testing, and procedure of data collection and method of data analysis.

#### **3.1. The Research Design**

The main objective of this study was assessing the organizational capacity in implementing school improvement program. The descriptive survey design was employed in this study on the ground that it was helpful to obtain reliable and relevant information from a variety of groups on the actual implementation of the issue under investigation. According to Leedy and Ormrod (2005) descriptive survey involves acquiring information about one or more groups of people perhaps about their characteristics, opinion, attitudes or previous experiences by asking them questions and tabulating their answers. Similarly Best and Kahan (2003) noted that descriptive research design help to describe and interpret the current condition. It was concerned with condition or relationships that exist, opinions that are held, processes that are going on, and effects that are evident.

In addition, in order to collect all useful data from respondents and to come up with finding, qualitative data gathering method was also used as a supplementary to the descriptive survey method so as to enrich the data obtained through questionnaires. Therefore, interview that was employed in this study also opened ended questions was used in every questionnaire to obtain qualitative information from respondents.

## **3.2. Research Methods**

In this study, the research methods used was both quantitative and qualitative approaches as the leading methods because mixed research method was neutralize or cancels the biases of any single method and it was used as a means for seeking convergence and integrating quantitative and qualitative data Crewel (2009, 14). This study was employed mixed methods. It combined both quantitative and qualitative approaches to provide a more complete understanding of the research problem. Since any single method has inherent limitations, mixed methods can harmonize the short falls of the exclusive single method by triangulating or complementing one set of result with another to enhance validity of inferences Creswell, (2012). The study mainly employed quantitative research method to collect extensive data from large sample size. In addition the qualitative approach was incorporated in the study to validate and triangulate the quantitative data.

## **3.3. Sources of Data**

### **3.3.1. Primary Sources of Data**

The primary data was gathered from different respondents who have adequate exposure to the implementation of SIP such as secondary schools principals, vice principals, teachers, secondary schools supervisors, and WEO experts in the study area.

### **3.3.2. Secondary Sources of Data**

Secondary data was collected for the study from the SIP related documents such as SIP guide lines, SIP frame works and manuals and plans.

## **3.4. Study Site and Population**

South West Shoa Zone is one of the Zones in Oromia Regional State with 11 woredas and it is found in the South-West part of Ethiopia. Waliso is zonal capital town and is located 114 km away from Addis Ababa. The population of the study that was included in government Secondary Schools of South West Shoa Zone specifically, 903 secondary schools teachers, 30 secondary schools principals, 29 vice- principals, 11 supervisors, 33 WEO. The total populations of the study were 1006.

### 3.5. Sample and Sampling Techniques

The sample of the study was selected by using two types of the sampling techniques. Therefore, from 11 Woredas found in South West Shoa zone, 5(45.5%) Woreda was selected using simple random sampling technique or lottery system. Simple random sampling was chosen to give equal chance of being included in to the sample. On the other hand, among 30 government secondary schools in South West Shoa 10 (33.33%) secondary schools which found in the 5 selected woredas were taken as a sample using Simple random sampling technique. From the selected schools 270 (29.9%) of teachers were selected using simple random sampling techniques. And 10 (33.33%) principals, 14(48.35%) vice principals, 5(41.6%) secondary school supervisors were selected using purposive sampling techniques. And 15(45.5%) WEO Experts were selected using purposive sampling techniques. In the limited number of population it is better to take the whole as a sample.

**Table 1 Summary of population, sample and sampling techniques**

<i>S.N</i>	<i>Types of formatives</i>	<i>Total number of target population</i>	<i>Total number of population in 5 selected woredas</i>	<i>Sample size</i>	<i>% in terms of target population</i>	<i>Sampling techniques used to select sample</i>
<i>1</i>	<i>Teachers</i>	<i>903</i>	<i>425</i>	<i>270</i>	<i>29.9</i>	<i>Simple random sampling</i>
<i>2</i>	<i>Principals</i>	<i>30</i>	<i>10</i>	<i>10</i>	<i>33.3</i>	<i>Purposive</i>
<i>3</i>	<i>Vice-principals</i>	<i>29</i>	<i>14</i>	<i>14</i>	<i>48.2</i>	<i>Purposive</i>
<i>4</i>	<i>Supervisors</i>	<i>11</i>	<i>5</i>	<i>5</i>	<i>41.6</i>	<i>Purposive</i>
<i>5</i>	<i>WEO Expert</i>	<i>33</i>	<i>15</i>	<i>15</i>	<i>45.5</i>	<i>Purposive</i>
	<i>Total</i>	<i>1006</i>	<i>469</i>	<i>314</i>	<i>31.2</i>	

The sample must be of an optimum size i.e. it should neither be excessively large nor too small. This is because it should be large enough to be representative of the population and small enough to be economical in terms of time, money and complexity of analysis, Best and Khan, (1989). For this study simple random sampling techniques was used to select five woreda's. Accordingly, ten secondary schools were included in study based on the same sampling techniques. It is justified

that using simple random sampling techniques is due to reasons that dealing with all governmental secondary schools and teachers are difficult to manage in the given time, budget and dissimilarities of the population by service year, qualification, work load and sex in every group. Hence, the researcher convinced that the sample is adequate.

**Table 2 Summary of selected secondary school total population of selected secondary schools and sample size was allocated.**

<i>S.n</i>	<i>Selected woredas</i>	<i>Schools will be taken from selected woredas</i>	<i>Total population of teachers from the selected secondary schools.</i>	<i>Sample size was allocated to selected secondary schools</i>	<i>Sampling technique</i>
1	Tole	Bantu secondary school	67	42	Simple random
		Kusaye secondary school	11	7	Simple random
2	Ilu	Teji secondary school	70	44	Simple random
		Asgori secondary school	42	27	Simple random
3	Becho	Yahibrat fire secondary school	34	22	Simple random
4	Dawo	Busa secondary school	80	51	Simple random
		Kersa secondary school	14	9	Simple random
5	Ameya	Gindo secondary school	76	48	Simple random
		Darge kota secondary school	19	12	Simple random
		Delidak secondary school	12	8	Simple random
Tota	5	10	425	270	

### **3.6. Instruments of Data Collection**

In order to obtain ample information from respondents as the major data collection instruments, close and open-ended questionnaire and semi structured interview questions were prepared and used on basic questions.

#### **3.6.1. Questionnaires**

To collect primary data, the researcher prepared and administered questionnaire. The questionnaires were used as it is appropriate to gather information from many people within a time frame and for its inherent characteristics that provides an opportunity for respondent to express their ideas and opinion freely Taylor & Francis, (2005). Thus, questionnaires composed both open ended and close ended items were set and administered for teachers as they are the target group of the study. Open-ended questions were included because they give respondents freedom to give their extended views on the issue. The close-ended questions were given for their simplicity in tabulation, objectivity and suitability to keep respondents on subject of discussion.

Further analyses will be made for all five points scale measurements based on the following Likert scale which consists of five scales 5 = strongly agree, 4 = agree, 3 = undecided, 2 = disagree, and 1 = strongly disagree. In addition to this, the respondents were required to rate the level of their agreement on the three Likert scale items questionnaires range from high (3) to low (1).

#### **3.6.2. Interview**

The researcher was used interview to collect qualitative data from principals, vice principals, supervisors, and WEO experts. To validate information that was expected to be obtained from the questionnaires and to gather additional information pertinent to the study; semi-structured interview was made with principals, vice principals, supervisors, and WEO to collect qualitative data. The interview guideline and jotted notes was used as a control mechanism during interviews to briefly write their ideas and avoid biases. This data was very relevant to give additional information regarding the problem and it enables the researcher to crosscheck the consistency with the data collected from questionnaires. In addition to this it provides opportunity to observe non-verbal behavior of respondents and gives opportunities for cleaning up misunderstanding.

As Bogdan and Biklen (1992) explained, the interview is used to gather qualitative data in the subjects, own words so that the researcher can develop insights on how subjects interpret some pieces of words. The result that gained from interview was used to triangulate the information that was obtained from the questionnaire. The direct interview was done by the researcher.

### **3.7. Procedure of Data Collection**

To answer the basic research question raised, the researcher went through series of data gathering procedures. The expected relevant data was gathered by using questionnaires and interviews. In doing so, having letter of authorization from Addis Ababa University and South West Shoa zone education office for getting permission; the researcher directly went to sampled woreda education offices and principals of respective schools for consent. After making agreement with the concerned participants; the researcher introduced his objective and purposes. Then the questionnaires were administered to the sample teachers with in the selected schools. The participants allowed giving their own answers to each item independently as needed by the researcher. They were closely assisted and supervised by the researcher himself. Then, the questionnaires collected back at the right appointment. The interview was conducted with secondary school principals, vice principals, supervisors and WEO experts after their consent was proved to lesson communication barriers during in depth discussion. Finally, Document analysis was made in selected government secondary schools and woreda education offices.

### **3.8. Methods of Data Analysis**

After collecting all data through the designed data gathering instruments, the analysis was employed systematically for the quantitative and qualitative types of data. The gathered information was coded, tabulated, and analyzed using inferential and descriptive statistics. The collected through close-ended questionnaires were analyzed quantitatively using descriptive statistics (measurement of central tendency such as mean, frequency tables and percentage). The qualitative analysis was done first by coding the data to make the analysis easy and interpreted thematically to triangulate the result with the quantitative findings. The obtained results were analyzed and interpreted. Finally, findings were summarized and recommendations were forwarded.

### **3.9. Ethical Considerations**

An official letter was taken to the concerned bodies written by Addis Ababa University Department of Educational Planning and Management to inform the issue. Based on the letter the researcher was secured permission and began establishing rapport with the concerning bodies for the successful accomplishment of the study. Moreover, the cover page of the questionnaire was having adequate information as to the purpose of the study and the procedures to be followed in filling out the questionnaires were clearly indicated.

### **3.10. Checking of Validity and Reliability of Instruments**

Validity refers to a measurement tool or instrument measures exactly what it is intended to measure. Reliability is extent to which repeated measurements undertaken using a tool or instrument by different individuals given similar results. To check content validity and internal consistency (reliability) of the instruments pilot test of the study was conducted prior to the final administration of the questionnaires. These were helping the researcher to make necessary modifications so as to correct and avoid confusing and ambiguous questions. For pilot testing Dilela secondary school was selected. Then 1 principal, 1 vice-principal and 1 supervisor were selected by availability sampling techniques and 20 teachers were selected by simple random sampling techniques. The selected respondents, from, Dilela secondary school was filling the questionnaires. The reliability and validity of the questionnaires were tested by Cronbach alpha version 20.

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

As indicated in the previous chapters, the objective of the study was to assess the Organizational Capacity in implementing SIP in Government Secondary Schools of South West Shoa Zone in Oromia Region. Therefore, this chapter deals with Presentation, Analysis and Interpretation of the data obtained from the sample schools by using the data gathering tools (questionnaire, interview and document review) to search for appropriate solutions to the basic questions of the study. The data collected through closed ended questions from teachers were presented in tables and analyzed using percentages, frequency counts and mean score. The qualitative data obtained through interview was presented and analyzed in descriptive form together with the quantitative analyses of related questionnaire items. This section of the research report is categorized in to two major parts. The first part presents the characteristics of respondents and the second part deals with the analysis and interpretation of the Organizational Capacity in implementation of school improvement program (SIP) based on the data collected.

As mentioned earlier, among various data collecting instruments; questionnaires, semi structured interview and document analysis were used to collect necessary information for this study. Thus a total of 270 questionnaires were distributed to secondary school teachers and 260 (95.9%) were properly filled and returned. Among 44 interview respondents 44 (100%) were properly participated and gave necessary information on the issue under investigation. In general (96.8 %) of respondents participated and gave necessary information on the issue raised through questionnaire and semi-structured interview. Therefore, the total response rate is sufficient and safe to analyze and interpret the data. Various scholars provide some insight to Organizational Capacity in implementation of SIP and how it may be affected by personal characteristics such as Sex, Age, academic qualification, service year (experience) and responsibilities holding.

#### **4.1. Characteristics of Respondents**

The overall results of the matter under investigation as well as respondents' personal background information were presented brilliantly here under. By describing characteristics of the respondents, it is possible to know some background information about the sample population

who participated in the study. The following table shows the general characteristics (sex, age, qualification, work experience, field of study and training on school improvement program) of respondents involved in the study.

**Table 3a. General Information and Personal Data of the Respondents**

No	Personal Variable	Category	Respondents with respect to sex										Total	
			Teachers		Principals		Deputy Principals		Supervisors		W/Experts		No	%
			No	%	No	%	No	%	No	%	No	%		
1	Respondents sex	Male	219	84.2	10	100	13	92.8	5	100	10	66.7	257	83.7
		Female	41	15.8	-	-	1	7.2	-	-	5	33.3	47	16.3
		Total	260	100	10	100	14	100	5	100	15	100	304	100

According to the information in table 3 item 1, out of 260 teachers, 219 (84.2%) were males and 41 (15.8%) were females. 10(100%) of Principals were males. Out of 14 Deputy Principals 13 (92.2%) of them were males and 1(7.2%) was female. 5(100%) of Supervisors were males. Out of 15 WEO experts 10(66.75) of them were males and 5(33.3%) of them were females. It shows that majority of teachers, principals, deputy principals, supervisors and WEO experts in Secondary schools of South West Shoa Zone were males.

**Table 3b. General Information and Personal Data of the Respondents**

No	Personal Variable	Category	Respondents with respect to academic status										Total	
			Teachers		Principals		Deputy Principals		Supervisors		W/Experts		No	%
			No	%	No	%	No	%	No	%	No	%		
2	Education status	Diploma	-	-	-	-	-	-	-	-	-	-	-	-
		Degree	243	93.5	-	-	4	28.6	-	-	13	86.7	260	85.5
		Masters	17	6.5	10	100	10	71.4	5	100	2	13.3	44	14.5
		Total	260	100	10	100	14	100	5	100	15	100	304	100

As far as academic qualification concerned, respondents were categorized in to three groups, diploma, first degree and Master degree. Table.3 item 2 reveals that out of 260 teachers 243

(93.5%) of them had first degree, and 17 (6.5%) of them had MA/MSc degree. All of the principals and supervisors are MA/MSc degree holders whereas deputy principals 4(28.6%) of them had first degree, and 10 (71.4%) of them had MA/MSc degree. From table 3 one can see easily those qualifications of the majority of respondents were first degree. This is in line with the guideline drawn by Ministry of Education, that is at least first degree holders are supposed to teach in Secondary schools of Ethiopia.

**Table 3c. General Information and Personal Data of the Respondents**

No	Personal Variable	Category	Respondents with respect to experience										Total	
			Teachers		Principals		Deputy Principals		Supervisors		W/Experts		No	%
			No	%	No	%	No	%	No	%	No	%		
3	Years of experience	1-5	42	16.1	-	-	-	-	-	-	-	-	42	19.7
		6-10	90	34.48	2	20	3	21.4	1	20	4	26.7	100	25.9
		11-15	33	12.64	5	50	6	42.9	4	80	5	33.3	53	23.4
		16-20	44	17.24	2	20	3	21.4	-	-	3	20	52	16.8
		above 20	51	19.54	1	10	2	14.3	-	-	3	20	57	14.2
		Total	260	100	10	100	14	100	5	100	15	100	304	100

Regarding the work experience of respondents, 218(84.9%) of teacher respondents have served 6 and above years and 42(16.1%) have served 5 years and below. 90(34.48%) have served 6-10 and above years. Similarly majority of WEO Expert and secondary school supervisors have served less than 5 years in an area of educational leadership. Only 2(11.11%) WEOEs and 1(5.56%) supervisors have served between 5-10 years. From the table one can understand that majority of teachers were more experienced than supervisors, WEO Expert and school principals. On the other hand, the least work experience in area of educational leadership revealed that there was high turnover of educational leaders. Therefore, less experienced educational leaders might negatively affect school improvement implementation.

**Table 3d. General Information and Personal Data of the Respondents**

No	Personal Variable	Category	Respondents with respect to age										Total	
			Teachers		Principals		Deputy Principals		Supervisors		W/Experts			
			No	%	No	%	No	%	No	%	No	%	No	%
4	Age in year	21-30	106	40.8	6	60	9	64.3	-	-	2	13.3	123	40.5
		31-40	79	30.4	3	30	5	35.7	2	40	8	53.4	97	31.9
		41-50	57	21.9	1	10	-	-	3	60	5	33.3	66	21.7
		Above 50	18	6.9	-	-	-	-	-	-	-	-	18	5.9
		Total	260	100	10	100	14	100	5	100	15	100	304	100

With regards to respondents age in year is concerned, item 4 in table 3 indicates that out 260 teachers 106 (40.8%) of teachers are under 30 in age. But the rest 79(30.4%), 57(21.9%), 18(6.9%) have 31-40, 41-50 and above 50 years in age respectively. Majority of the respondents were between 21-30 age intervals. This implies that, they were matured enough and can express ideas related to the study consistently and with better understanding. Therefore, their judgments and opinions can be taken as acceptable to the study.

**Table 3e. General Information and Personal Data of the Respondents**

No	Personal Variable	Category	Respondents with respect to training										Total	
			Teachers		Principals		Deputy Principals		Supervisors		W/Experts			
			No	%	No	%	No	%	No	%	No	%	No	%
5	Training received on SIP	Yes	125	48.1	4	40	9	64.3	5	100	15	100	158	51.9
		No	135	51.9	6	60	5	35.7	-	-	-	-	146	48.1
		Total	260	100	10	100	14	100	5	100	15	100	304	100

The main target of school improvement is significantly to raise the outcomes of all students (MoE, 2011). To this end, training on SIP implementation must be provided to teachers, principals, supervisors, and WEO Expert. Concerning training on SIP 125(48.27%) teacher respondents, 4(40%) of principals, 5(100%) of supervisors and 15(100%) WEO expert has got training on SIP. But, 135(51.72%) of teachers and 6(60%) principals had not been trained. This

indicated there were teachers who are working in school without having knowledge of SIP implementation in the secondary schools of study area. This shows that there was lack of consistency in giving training on the SIP. Lack of training on SIP issues might affect SIP implementation process in secondary schools of study area.

## **4.2. Internal Enabling Environments**

An organization's internal environment is composed of the elements within the organization boundaries, which is strictly part of the organization the major core components were including organizational structure, leadership and management, financial resources, human resources were core capacity.

### **4.2.1. Organizational Structure Capacity**

Organizational structure represents the capacity of ownership or legal guidance system of the organization. The structure relates to the ultimate legal and social responsibility of the organization. The ways organizational structures were designed and how work process and functional units were reorganized have impacts on the capacity of implementing SIP. With this assumption, five major items (Item 1-5) were administered to the school level (Table 4). The existence of proper organizational structure is crucial to the coordination and integration of different activities. Moreover, the clarity and simplicity of the structures and procedures used to implement SIP, the ability of the implementing organization staff to interact with higher level authorities, and the extent to which components of SIP programs were integrated influences the outcomes of SIP implementation efforts

**Table 4. Mean score of organizational structure in the study area**

No	Items	Respondents	5	4	3	2	1	X	SD
1	The structure is clearly defined with lines of authority	T(n=260) n	69	110	51	30	-	3.52	0.92
		%	26.5	42.4	19.6	11.5	-		
2	There is well-designed organizational structure	T(n=260) n	80	99	24	48	9	3.36	1.18
		%	31	37.9	9.2	18.4	3.4		
3	Regular update were carried out on the structure	T(n=260) n	60	75	65	51	9	3.18	1.12
		%	22.99	28.73	25.3	19.54	3.44		
4	work processes clear and adequately structured	T(n=260) n	48	72	54	56	30	3.33	1.29
		%	18.39	27.29	20.69	21.83	11.5		
5	Functional units adequately implemented	T(n=260) n	30	78	60	54	38	3.24	1.25
		%	11.5	29.89	22.98	20.69	14.94		

As indicated in Item 1 of Table 4 the structure is clearly defined with line of authority was rated as high with weighted mean score of 3.52. Schools also indicated that the structure was clearly defined with lines of authority. The current organizational structures of school level were developed on the implementation of BPR. The interview results were in line with the respondent's rate. The respondents indicated that organizational structure was well designed evidenced by rated as medium a weighted mean average of 3.36 (Table 4). Both the Education office and the school respondents proven that currently they were using the organizational structure that developed and distributed from the Oromia regional education bureau. The document analysis made concerning the organizational structure of the schools showed that the structure has been adapted from the Ministry of Education that forwarded to regional and woreda education office then to schools. In opposite to the respondents and secondary data, the interview result revealed that the current organizational structure had no clear organizational structure. Regular update were carried out on the structure of the organization (Table 4) was rated as medium with weighted mean score of 3.18. Respondents rated as medium work process clear and adequately structured in which the weighted average of 3.33 and functional units adequately implemented in which the respondents rated of 3.24.

In general, the organizational structure of the schools rated weighted mean of 3.33 which is medium this is due to the inconsistency of the organizational structure of the schools (Table 4).

Based on personal observation and secondary document analysis the current organizational structure needs to fill some vacant position because some teachers were required to cover two or more positions. This implies it is very difficult to handle and manage one specific task that expected from teachers.

The qualitative data gathered by interview also indicates that, theoretically the current organizational structure of school is clearly defined and the framework is developed and distributed through the REB to all schools but in practical sense there were some gaps with the exact structure that expected from the schools. On contrary the current organizational structure and quality of human power at schools enables the schools to carry out their task adequately this is due to short term and long term training that employees got the opportunity to attend some level of degrees.

#### **4.2.2. Leadership and Management Capacity**

Leadership and management is one of corner stone for the implementation of SIP in educational management to set clear vision, goal, determine responsibilities and lead, motivate and supervise staff members, and maintain relations with stakeholders allocate and deploy the right resources in the successful pursuit of its strategic goals. In line with this, five major items that were related to leadership and management were administered to the respondents for rating (Table 5).

*Table 5. Mean score leadership and management capacity in the study area*

<b>Items</b>		<b>Teachers</b>
1	The school has clear overall strategy/vision/mission and values	3.66
2	Leaders were appointed by based on their competency and professionalism	3.01
3	The school recognize the importance of distributive leadership	3.04
4	Leaders have strong commitment to make decision	3.15
<b>Average Mean Score</b>		<b>3.22</b>

On item 1 (Table 5) the school has clear overall strategy/vision/mission and values were rated as high with a weighted mean score of 3.66 out of 5. Clear overall strategy/vision/mission and values were stated in all school and posted on notice board everyone has a possibility to read to understand the mission of school. As respondents indicated that the existence of written

documents in school was not a guarantee for implementation. Leaders were not committed for vision and mission of educational system. Some of school principal's respondents revealed that woreda administrators were by default board director for the school but in reality woreda administration were unable to visit schools that they by default assigned. Mayors didn't Create a common vision for reform but it is essential (USAID, 2012) if collaboration, rather than conflict, is to become the driving force behind SIP implementation.

On item no 2 Table 5 leaders were appointed by based on profession and competency rated medium in which the weighted mean score of 3.01 out of 5. The condition is in the school (with mean score of 3.01). This was also witnessed by the interviews conducted with educational officials and experts shows some leaders in school were appointed by their political commitment even their profession is not considered. School needs educational leader at least the one who understands the values of education but many leaders in school give greater emphasis for their political commitment; in practical sense the capacities and competencies that required for Educational leadership is not effective. Leaders in schools do not have confidence for decision making since they were not from competent professional leaders, leaders need to have a composite capacity of knowledge, skills, values, character and attitudes working within a facilitating cultural environment, institutions and systems.

The school recognized the importance of distributive leadership rated with weighted average of 3.04 in which medium (Table 5). The interview respondents also witnesses as education leader does not acknowledge the role of distributed leadership that acknowledges the work of all individuals who contribute to leadership practice, whether or not they were formally designated or defined as leaders, distributed leadership minimizes risks through distributing responsibilities to all staff workers.

The final item of Table 5 refers to leaders have strong commitment to make decision based on this; leaders' capacity was rated as medium with a weighted mean score of 3.15. Interview that held with school leaders confirm that educational leaders shows that were not committed for the education area rather they were aggressively working for their political since they were political appointees. The poor leadership of inefficient political appointees and frequent changes of leaders makes the decision weaker this is also one of great challenge for the educational. In some of

schools the leaders were graduates with degree and their educational qualification is not appropriate to run the education system because the first criterion to appoint leaders to a position is to be a key member. Interview also confirmed that leaders were extremely restricted by the political system; there is neither adequate capacity nor commitment to change the supplied authorities to power, to practice and to fully utilize them. This results less management commitment, lack of leadership and proper educational management practices in the study area. The effective execution of these activities demands developing the skills and abilities of leaders. The skills and competence of the educational leaders a base for successful implementation of SIP because it reduce wastage of resources due to lack of managerial, technical and administrative capacity that requires major commitment on the side of the government to improve and enhance their competence. It needs wise leadership to bring position capable persons who can perfectly play the role, fix the education system and create a competitive environment.

The qualitative data gathered by interview also indicates that, even though the school has clear overall strategy/vision/mission and values written on paper its implementation needs commitment. That means the successful implementation of SIP needs high leadership and management commitment this all implies the schools should develop strong leadership and management to lead and for the successful implementation of SIP. In general the overall leadership capacity of school for implementing SIP was found to be medium (3.26) of weighted mean average (Table 5). Different researches support this research conducted by Jeilu, (2001); Hussien, (2007) showed that management and leadership effectiveness for SIP commitment was found to be medium in principle the successful implementation of SIP needs high leadership and management commitment this all implies the schools should develop strong leadership and management to lead and for the successful implementation of SIP.

### **4.2.3.Human Resources Capacity**

Another way of looking the school is the human resources in terms of human capital which is the most valuable assets. In line with this, five major items that were related to human resource capacity were administered to the respondents for rating (Table 6).

**Table 6 Mean score of human resource capacities in the study area**

Items		Teachers
1	The school has the right people for the right job	2.25
2	The school has adequate number of staffs to supervise, monitor the day to day activities	2.59
3	Staff training is based on capacity needs and strategic objectives	3.11
4	Simple and accessible human resource manual exist	3.74
5	There is high turnover of employees	4.48
<b>Average Mean Score</b>		<b>3.19</b>

As can be seen from item 1 of the Table 6, the school has the right people for the right job was rated as low with a weighted mean score of 2.25 out of 5. This implies that lack of the right qualification; concrete experience and skill to manage supervise schools to facilitate the day to day activities of the school. The interview also revealed that there is lack of required number of teachers with required training in the school. Different researches reported that capacity of resources has limited in a number of educations all school, woreda education office and regional education office on top of the strong resistance of well experienced and qualified employees Jeilu, (2001); Hussein, (2007); Thomas, (2011); Tilaye, (2012).The school has adequate number of staffs to supervise, monitor the day to day activities (Table 6) of the above table also rated as with weighted mean score of 2.59 which is medium. In supporting this, the interviews conducted clearly revealed that there is inadequate number of teachers which is directly to the area of educational planning and management, scarcity of educational supervisor.

In Table 6 staff training is based on capacity needs and strategic objectives was rated with weighted mean score of 3.11 in which better experience were exist to build the capacity of staffs in school. The interview conducted shows core process owner supports their existence short term and long term training plan for teachers based on the position that currently they have and also there is opportunity for staff development to upgrade their level of education. Currently some of teachers also were attending their second degree in summer program with local government sponsorship. Simple and accessible human resource manual exist was rated as high with weighted mean score of 3.74 out of 5 item 4 on personal observation and document analysis made within

the school there is the existence of a document detailing an organization's policies, rules and regulation regarding employee management and the relationship between educational leaders and staffs. This internal document used by management and staff is aims to describe workplace practices, hiring and termination procedures, and job description other pertinent information. But in some of school you may not find this manual also.

Item no 5 of the Table 6 there is high turnover of employees in which the highest rated with responses of weighted mean score of 4.48 out of 5. Teacher's respondents highly rated with mean value of 4.48 and this turnover issue is the most uncontrollable challenge of the schools that any one wouldn't control it. According to Jeilu, (2001) frequent staff turnover might weaken the implementation of SIP. The reason for this effect is teachers were unhappy with the working condition environments, the political condition it is expected to be a member of governing party, constant change of leaders as the interview with woreda Educational experts reveals that leaders were not assigned as per their professions. Changes of leaders were one of negative impact to work together with community representative and others interested organizations. The cumulative effect of these situations discouraged employees and reduced their commitment to the position they held deteriorating the implementing SIP in general sense.

The qualitative data gathered by interview also revealed that, there is lack of required number of teachers with required training in the school. Capacity of resources has limited in a number of educations all school, core process owner supports their existence short term and long term training plan for teachers based on the position that currently they have and also there is opportunity for staff development to upgrade their level of education, staff turnover b/c of teachers were unhappy with the working condition environments, the political condition it is expected to be a member of governing party, Changes of leaders were one of negative impact to work together with community representative and others interested organizations.

#### **4.2.4. Financial Resource Capacity**

Financial capacity is another critical capacity that gives life organization and it is the most important determinant resource to the successful implementations of SIP. Six major items that related to financial capacity were administered to the respondents for rating (Table 7).

**Table 7. Financial Resources Capacity**

<b>Items</b>		<b>Teachers</b>
1	The annual budget plan were clearly defined	3.95
2	All financial transaction were recorded with the relevant documentation	3.83
3	Adequate financial exists	2.45
4	Ability to generate own revenue	2.09
5	Finances as provided in the budget were released timely	2.51
<b>Average Mean Score</b>		<b>2.9</b>

As it is shown on Table 7 the annual budget plan were clearly defined and rated with weighted mean score of 3.95, which is highest results. The interview result revealed that the school followed clear annual budget plan for recurrent expenditure, for staff salary, operational expenses, and capital expenditures. Schools were able to prepare their annual plan based on their own needs and execute their budgets within the parameters of regional development strategies. Block grants were the principal means by which regional education bureau transfer resources to schools. Even though the annual budget is clearly defined with detail amounts the schools can't get enough budgets as demands.

All financial transactions recorded with the relevant documentation rated with the weighted mean score of 3.83 which results the highest results. The document analysis made with reference to financial transaction revealed that existence of every financial transaction within the schools that had their own vouchers that contain budget category, account code and signed by authorized finance personnel. The interview that conducted revealed that every financial transaction was recorded with the clear form. But the problem was the scarcity and delay of budget for their routine activities.

Adequate financial was rated as low with weighted mean score of respondents rated as with mean score of 2.45. The interview results reveal that schools were faces challenges with lack of financial resources to support the need of schools, to support and encourage staffs through different trainings. Ability to generate own revenue was rated as low with weighted mean score of 2.09 on item 4 this also supported by the interview as it is very difficult to the schools to generate

and increase their own revenue. This is supported by research that conducted by Hussein (2007) also the financial capacity of schools also low this results shows that the inadequate of finance is one of the main challenge of the educational to deliver proper services.

The qualitative data gathered by interview also, revealed that, in the current BSC strategy one of the main core points of the schools were to generate own revenue. Some new practices were observed in some of school that has strong relationship with local and international non-government organization to get funds. Other schools were closely working with the administration councils and they were securing finance supports. Some in kind gifts were also provided from NGO's but this also not done properly as it is demanded.

### 4.3.External Environments

External environments were all the events outside of the organization that directly or indirectly have the potential to influence the organization capacity on the day to day activities.

#### Stakeholder's Participation

Schools involve adequate participation of different stakeholders. Since the involvement of those stakeholders ensures the implementation of educational management more effective, efficient and sustainable. With this assumption, three major items (Item 1 to 5) were administered to the respondents.

*Table 8 Mean score value of stake holder participation*

Items		Teachers
1	The school has adequately established external linkages	2.93
2	The school has adequate formal and informal linkages with like-minded organizations	2.65
3	The school communicating information about its work to external stakeholders	2.80
4	The size of the community affect the availability of services	4.02
5	The school has regular meeting with the community	3.92
<b>Average mean Score</b>		<b>3.87</b>

As presented in Table 8, adequately established external linkages, formal and informal linkages with like-minded organizations, communicating information about its work to external

stakeholders was rated moderate with weighted average mean score of 2.8. These data showed that school was not working with different interested stakeholders who were specifically working on educational areas properly.

As shown in Table 8, the size of the community affected the availability of services was evidenced by rated high with weighted mean score of 4.02 out of 5. The interview result confirmed that the number of peoples who live around this zone was increasing from time to time. This is very challenging to the schools to exchange information with the communities with the service delivery. But as educational leaders confirmed currently the schools were working with local governments applying different strategies for mobilizing community support and to create awareness. The most common strategies that had been used in schools with the local government were organizes bazaars and school-community conferences such as parent teacher meeting and celebrating parent days, cultural days with student and their families, celebrating nation nationalities day with student families and other local and international non-government organizations. Private business owner from small enterprises to large enterprises were asked for support and to promise of support.

The qualitative data gathered by interview also revealed that, there were no possibility to establish external linkage with different stakeholders and like-minded organization to get different and additional supports. Schools have no strong relationship with NGOs which were currently supporting secondary schools by providing different teaching aid, maintaining and constructing schools. The size of the community affected the availability of services in the study area.

#### **4.4. Legal and Administrative Environments**

The availability of legal frame work and administrative environments were one of critical features for organization for their existences (Table 9). As shown in Table 9, the legal and administrative environments rated high in which the total weighted mean score of 3.97 as the school is influenced by rules and regulation of the government, legal frame work support the organization autonomy, the legal regulatory context conducive to work, there were useful (formal and informal) conflict resolution systems, the school is affected by labor legislation. The school was affected by regulatory frame work evidenced by weighted average of ranging from 3.50 to 4.49 which is high (Table 9).

**Table 9. Mean score of legal, administrative and policy environments in the study area**

<b>Items</b>		<b>Teacher</b>
1	The schools is influenced by rules and regulation of the government	4.03
2	Legal frame work support the organization autonomy	4.00
3	The legal regulatory context conducive to work	3.94
4	There were useful (formal and informal) conflict resolution systems	3.52
5	The schools is affected by Labor legislation	4.23
6	The schools is affected by regulatory frame work	4.21
7	The government policies support the schools	4.03
8	The schools is able to engage policy maker in dialogue	3.76
<b>Average mean score</b>		<b>3.97</b>

The school is legally owned managed and abides to government rules and regulations. Rules and regulations were important because they were guidelines to what is acceptable and what is not acceptable in education system. This plays significant role to create conducive working environments, to assure the legal autonomy of the schools, to solve conflicts with in employees and management.

Secondary data from document material made with reference of rules and regulation explicitly states that SIP implementation gives the school regulations that were important to ensure a separate legal personality of the schools, to support management and teachers. These were important to fulfill their roles, in the long run it helps in meeting organizational expectations, includes the working conditions, working climate, teachers behaviors, job description with duties and responsibilities that expected from employees, code of conducts, were document as secondary source.

The government policies support the schools evidenced by rated high in which the total weighted mean score of 4.03 out of 5 (Table 9). The interview results also confirmed that the government policies support and designed the education system that can be run with the participation of local government, community, teachers, students and different interested stake holders. Even the policy is the right base for the education system, the challenge with the school was lack of proper implementation of the policy in very well structured manner.

The school was able to engage policy maker in dialogue which was evidenced by rated 3.76 which is highest results (Table 9). In opposite to this result interview result indicated that it was difficult to reach the policy makers. The Ministry of Education (MOE) was mainly responsible for policy and guidelines that help implement general education on the basis of research and policy analysis MOE (2006). The units within the Ministry of Education were responsible for setting standards; planning and assessment of the curricula, educational programs, teachers’ training and development, syllabus preparation for textbook development, educational media, and accreditation of educational institutions and programs. It is also responsible for the setting of standards and for regulating NGOs and private educational providers at all levels (pre-primary to tertiary). The conducted interview result revealed that every employee including leaders who were political appointment were bear by rules and regulation. And also the same is true for all permanent and contract employees as Ethiopian labor law.

#### 4.5. Political Environment

The political environment is one of serious issue that influence school through political leaders that were committed to implementation of SIP with this assumption, three major items (Item 1 to 3) were administered for rating (Table 10).

**Table 10. Mean score political environment in the study area**

Items		Teachers
1	Political leaders were committed to support the schools.	2.3
2	The political environment is conducive for the day to day activities of the schools	2.95
3	pointless intervention of political leaders in decision making is high	4.30
<b>Average Mean Score</b>		<b>3.18</b>

As can be seen from Table 10, political leader’s commitment to support the school was rated with weighted mean score of 2.3 out of 5. The respondents were rated low with mean value of 2.3. The interview results also confirmed that political leaders were extremely restricted by the political system; there is neither adequate capacity nor commitment to change the supplied authorities to power, to practice and to fully utilize them. Due to these reasons in the study area lack of leadership and proper educational management practices were common problems. The rating of

how the political environment is conducive for the day to day activities of the schools rated as 2.95 out of 5 which is medium (Table 10).

Pointless intervention of political leaders in decision-making was rated high with weighted mean score of 4.30 out of 5 (Table 10). The respondent was rated high with mean value of 4.30 out of 5, (Table 10). The results of interview conducted confirmed that political leaders interfere on the day to day activities of the employees. Political leaders evaluated employees for their political views rather than their professional performance. Political leaders' loss of trust among employees due to these reasons they spent a lot of time for meeting than actual professional jobs. Interview conducted with the education office experts revealed that the political environments were smoother for their day to day activities. Lack of leadership and proper educational management practices were common problems.

## Technology

Technological capacity is major components for both organizations for the ability to change or innovate through technological means for local governments to effectively apply information technology to achieve desired ends (Table 11).

**Table 11. Mean score of technology in the study area**

No.	Items	School
1.	The school facilitate acquisition of technologies	2.24
2.	Adequate level of human resource development to support the implementation of new technology	2.21
3.	Availability of information technology infrastructure	2.31
<b>Average Mean Score</b>		<b>2.25</b>

As it indicated in Table 11 the school facilitate acquisition of technologies, adequate level of human resource development to support the implementation of new technology and availability of information technology infrastructure was over all rated low with weighted mean score of 2.25.

The interview conducted also revealed that because of shortage of financial capacity, school faces challenges to get technological infrastructure. Financial support is indispensable for procuring and

developing adequate levels of hardware and software, and training for teachers as needed. Personal observation reveals that there was weak and poor use of information technology system, they used computer only for simple report writing other may not open their computer once a week. Some of teachers were not well trained to use computer in proper way. Educational leaders didn't support to use Information and Communication Technology (ICT) for their day to day activities, some of teachers were comfortable to use manual approach than computer based. Internet service and computer networking is one of the most imperative tools that facilitate learning and communication both internally and externally as well as enables acquire updated information. But in the study areas majority of selected and visited school have no ICT services.

#### 4.6. Internal and External Infrastructure

Internal and external infrastructure is the backbone and determining factor of successful implementation of SIP. Ten major items that related to internal and external infrastructure were administered to the respondents for rating (Table 12).

**Table 12. Mean score of internal and external infrastructure in the study**

Items		Schools
1	Availability of telephone	3.62
2	Availability of Post	1.38
3	Availability of fax	1.12
4	Availability of computer and printer	3.55
5	Adequate clean water	3.33
6	Adequate physical structure	3.54
7	Adequate of expert chair and table	3.60
8	Adequate lighting or electricity	3.14
9	There is full internet broad band service	1.49
10	There is transportation service for staffs	1.93
<b>Average Mean Score</b>		<b>2.67</b>

The schools infrastructure, schools availability of telephone, adequate physical structure availability of computer and printer, adequate clean water, adequate of expert chair and table,

were assessed based on the availability of internal and external facilities that were necessarily important for the day to day activities was ranges from 3.50-4.49 weighted score mean in which high results (Table 12). The qualitative data gathered by interview also revealed that after the implementation of BPR the school facilities were better. Availability of postal service, availability of fax, internet broadband service, and transportation service for staffs rated range between 1.00 and 2.49 which is poor or low (Table 12). The qualitative data gathered by interview also revealed that, there is no availability of postal service, no availability of fax, poor internet broadband service, and no transportation service for staffs, every resource is expensive for the organization to obtain the necessarily resource for the school.

### **School Improvement Program Implementation Challenges**

This section deals with major factors that affect implementation of school improvement program under the study area.

**Table 13: Challenges Encountered SIP Implementation**

No	Items	Respondents	5	4	3	2	1	X	SD
1	Poor technical support from highest organ	T(n=260) n	93	86	39	24	18	3.84	0.92
		%	35.77	33.7	15	9.23	6.92		
2	Lack of training and awareness for the stake holders to participate in SIP	T(n=260) n	87	98	42	21	12	3.79	1.20
		%	33.46	37.69	16.15	8.07	4.6		
3	There is shortage of materials and financial resource	T(n=260) n	114	80	24	30	12	3.87	1.10
		%	43.84	30.76	9.23	11.53	4.6		
4	Lack of qualified (trained) principals in educational leadership	T(n=260) n	84	90	36	32	18	3.75	1.18
		%	32.3	34.61	13.85	12.3	6.92		
5	Difficulty to change the existing school culture	T(n=260) n	90	96	48	18	8	3.62	1.29
		%	34.48	36.78	18.32	6.89	3.07		
6	Low commitment of local political leaders	T(n=260) n	84	114	30	24	8	3.91	1.05
		%	32.3	43.84	11.53	9.23	3.07		
7	Poor collaboration among stake holders and the school to plan SIP implementation	T(n=260) n	84	134	24	9	9	4.05	0.93
		%	32.3	51.53	9.23	3.46	3.46		
8	Lack of encouragement for effective teachers, school leaders, parents and students	T(n=260) n	87	92	42	33	6	3.85	1.09
		%	33.46	35.38	16.15	12.69	2.3		
9	Poor practice of school leaders in searching external fund to promote SIP	T(n=260) n	117	77	36	18	12	4.03	1.13
		%	45	29.61	13.84	6.2	4.61		
10	Absence of SIP implementation plan in the school	T(n=260) n	35	49	30	106	40	2.37	1.56
		%	13.46	18.85	11.53	40.77	15.38		

As depicted in item 1 of table 13, respondents were requested whether or not there is poor technical support from WEO and secondary school supervisors 86(33.7%) of teachers agreed on the issue. On the contrary 24(9.23%) of teachers disagreed and 39(15%) of teachers have not decided on the issue. Teachers with the (X= 3.84, SD=0.92) agreed that Poor technical support from highest organ is the challenge that encountered SIP implementation. Therefore, it can be

concluded that poor technical support from highest organ is the challenge that encountered SIP implementation in the study.

In response to item 2 of the same table, 98(37.69%) of teachers agreed on there is lack of training and awareness for stakeholders to participate in SIP and 42(16.15%) teachers not decide on the issue while 21(8.07%) teachers not agreed on the same table of the item. teachers with the ( $X=3.79$ ,  $SD=1.20$ ) agreed that lack of training and awareness for the stake holders to participate in SIP. Therefore, it can be concluded that lack of training and awareness of the stake holders to participate in SIP implementation is one of the challenge that encountered in the study.

Regarding item 3 of table 13, respondents were asked whether there is shortage of materials and financial resource or not 114 (43.84%) of teachers strongly agreed on the issue. On the contrary, 30(11.53%) of teachers disagreed. In this connection, teachers with the ( $X=3.87$ ,  $SD=1.10$ ) agreed that there is shortage of materials and financial resource. Therefore, it can be concluded that shortage of materials and financial resource were the challenges that encountered the implementation of SIP in the study.

In response to item 4 of the same table, 90(34.61%) teachers agreed on lack of qualified principals in educational leadership.33(12.64%) of teachers disagreed on the issue while, 36(13.85%)teachers have not decided. Teachers with the ( $X=3.75$ ,  $SD=1.18$ ) agreed that lack of qualified (trained) principals in educational leadership.

As it is revealed in item 5 of table 13, respondents were requested to rate the degree to which difficulty to change the existing school culture, 96(36.78%) of teachers were agreed on the idea that difficulty to change the existing school. 48(18.32%) teachers have not decided. On the contrary, 18(6.89%), teachers disagreed on the issue. Teachers with the( $X=3.62$ ,  $SD=1.29$ ) were agreed that difficulty to change the existing school culture.

Concerning item 6 of table 13, respondents were asked whether low commitment of local political leaders or not, 114(43.84%) of teachers agreed on the issue, while 30(11.53%) of teachers have not decided. Only, 24(9.23%) of teachers disagreed. Teachers with the ( $X=3.91$ ,  $SD=1.05$ ) agreed that low commitment of local political leaders. Therefore, it can be concluded that low commitment of local political leaders were one of the challenge that encountered SIP implementation in the study.

As it has been shown in item 7 of table 13, 134 (51.53%) of teachers agreed on the idea that there is poor collaboration among stakeholders and school to plan SIP implementation. Teachers with the ( $X= 4.05$ ,  $SD=0.93$ ) agreed that Poor collaboration among stake holders and the school to plan SIP implementation. Therefore, it can be concluded that Poor collaboration among stake holders and the school to plan SIP implementation.

As it can be expressed in items 8 of table 13, respondents were asked whether lack of encouragement for effective teachers, school leaders, parents and students, 92(35.38%) of teachers were agreed on the issue while, 42(16.15%) of teachers have not decided and 33(12.69%) teachers were disagreed. Teachers with the ( $X= 3.85$ ,  $SD=1.09$ ) agreed that lack of encouragement for effective teachers, school leaders, parents and students. Therefore, it can be concluded that lack of encouragement for effective teachers, school leaders, parents and students in the study area.

Regarding item 9 of table 13, 117(45%) of teachers strongly agreed on idea that there is poor practice of school leaders in searching external funds to promote SIP. Only, 12(4.61%) of teachers strongly disagreed on the issue while, 36(13.84%) of teachers respectively have not decide on the issue. Teachers with the( $X= 4.03$ ,  $SD=1.13$ ) agreed that Poor practice of school leaders in searching external fund to promote SIP. Therefore, it can be concluded that Poor practice of school leaders in searching external fund to promote SIP in the study area.

As it is revealed in item 10 of table 13, 49(18.85%) of teachers strongly agreed on the issue that there is absence of school improvement program implementation in the school. 106(40.77%) of teachers disagreed on the issue while, 30(11.53%) teachers have not decided on the issue. Teachers with the ( $X= 2.37$ ,  $SD=1.56$ ) disagreed that there is absence of school improvement program implementation plan in the school. The data reviewed from document analysis substantiate that there was SIP implementation plan in each schools. Therefore, it can be concluded that absence of school improvement program implementation plan in the school was not the challenge that encountered in SIP implementation in the study.

However, data obtained from respondents through interview items indicated that in most cases teachers were reluctant to accept and apply new ideas; this is due to fear to adopt change in their school. Thus, it is possible to conclude that difficulty to change the existing school culture, lack of

training and awareness of the stake holders to participate in SIP implementation, shortage of materials and financial resource, low commitment of local political leaders, Poor collaboration among stake holders, lack of encouragement for effective teachers, school leaders, parents and students, are some of the challenges that encountered in the study areas.

Finally, in their responses to open-ended questions and interview respondents suggested the following possible solution for the perceived problems in carrying out SIP implementation. Allocating adequate financial resource; assigning qualified principals who are committed to SIP, developing awareness of stakeholders to participate in SIP implementation, consistency of training for teachers on SIP implementation, creating strong partnership with NGOs and other stakeholders to obtain material and financial support for school improvement program, assigning committed supervisors and WEO officers who work for SIP implementation effectiveness, the government and political leaders have to give attention for SIP implementation, and giving awareness to community members to develop a sense of school ownership were among the suggestions given.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary of the major findings, conclusions, and recommendations that are assumed to improve the Organizational Capacity in School Improvement Program Implementation in Secondary Schools of South West Shoa Zone.

#### 5.1 Summary of the Major Findings

The purpose of this study was to Analyze Organizational Capacity in Implementing SIP in Government Secondary Schools of South West Shoa Zone of Oromiya Regional State. In order to achieve this purpose the following basic questions were raised.

1. Is there adequate organizational capacity to implement SIP in secondary schools of south West Shoa Zone?
2. Is there enabling environment (internal and external) to implement SIP in south West Shoa Zone?
3. What are the major challenges that hamper effective implementation of SIP in selected secondary schools of south West Shoa Zone?

The study was conducted in ten (10) randomly selected secondary schools of South West Shoa Zone. This research was conducted by using descriptive survey method. They were gathered from primary and secondary data sources. The primary data source includes teachers, school principals, vice principals, secondary schools supervisors and WEO experts. The secondary data source were document review. A simple random sampling technique was employed to select five Woredas. From 30 secondary schools found in target population 10 schools were included in the study. The total number of respondents of the study was 304 (260 teachers, 10 school directors, and 14 vice principals, 5 supervisors and 15 WEO experts).

The qualitative data collected through interview was analyzed qualitatively by narration in line with quantitative data. According to the result of data analysis, the following major findings were identified. Therefore, based on the analysis:

- With respect to the characteristics of respondents, they were selected from different categories of the education system at woreda level people (WEO experts, Supervisors, school principals, deputy principals and teachers). The distribution of data by sex, 15.8% female and 84.2%

male teachers, in the case of educational leaders there were very small numbers of females' participation. This implies that there was males' domination under the study area.

- With regard to educational background 100% of supervisors and school principals; 6.5% of teachers, 71.4% of vice principals and 13.3% of WEOEs had 2<sup>nd</sup> degree, 93.5% of teachers, 28.6% of vice principals and 86.7% of WEOEs had first degree.
- Concerning the work experience 19.7% respondents served below 5 years and whereas 80.3% of respondents served 6 years and above.
- With respect to training on SIP implementation 100% of supervisors and WEOEs, 48.1% of teachers and 40% of school leaders were trained. But, 51.9% of teachers and 60% of school principals were not trained. These implies teachers and principals were worked without having knowledge about SIP implementation.
- Implementing SIP needs the availability of clear organizational structure. However, the findings of this study revealed that the enabling environments in terms of workable organizational structure were need improvement. Besides this one of the critical challenge that face with South West Shoa Secondary Schools were lacking clear and workable organizational structure.
- To ensure the successful and sustainable implementation of SIP in South West Shoa zone, needs strong leadership and management commitment. However, the findings of the study revealed that the leadership and management capacity of this zone were weak. Challenge of school was lack of management and leadership commitment, lack of coordination, lack of professionalism related to the subject areas, lack of employee trust and recognitions.
- Successful implementation of SIP needs well capacity with the right mix of skill, from the right place at the right time. However, the findings of this study revealed that the human resource capacity of school was not satisfactory.
- Financial capacity is the corner stone of SIP implementation. It is the most important determinant resource to the successful implementations of SIP. The findings of this study revealed that the financial capacity of the schools was low. This results shows that the inadequacy of budget is one of the main challenges of the school to deliver proper services.

- SIP Implementation needs collaboration with different and the involvement of stakeholder with this and other assumption. The findings of this result revealed that stake-holder's participation was not satisfactory. On the other hand school principals also reported that the number of peoples who live around the schools of this zone is increasing from time to time and by case it is very challenging to the school to exchange information, to collaborate work with the communities and different potential stakeholders for the service delivery.
- Legal administrative and policy environments were the other internal and external core capacity components that clearly defined the identity, the regulatory framework that provides legitimacy and direction to the school in SIP implementation. The findings of this study revealed that the legal, administrative and policy capacity were good. The schools as legal entity and abide to government rules and regulations and implementing government policies.
- Political environment is another driving force that increases responsiveness and better participation in use of public resources and increases willingness of community support for better educational service delivery. The findings of this study revealed that the political environment were not enable for the school. Respondents reported that leaders were extremely restricted by the political system; there is neither adequate capacity nor commitment to change the supplied authorities to power, to practice and to fully utilize them. Pointless intervention of political leaders in decision making was negative responses on the day to day activities of the teachers.
- Information Communication Technology- is one of core capacity area helps schools in supporting real educational organization setting. It reduces many constraints and stimulates visible changes to optimize the likelihood of meaningful learning effects connected with technology. Respondents were reported that the technology capacity of schools was indicate that schools have weak and poor use of information technology system.
- Implementing SIP aimed at enhancing and improving the infrastructure and office equipment that can create enabling working environment by strengthening disadvantaged rural schools with basic office equipment, ICT, and related office facilities. However, the findings of this study revealed that the schools infrastructure were assessed based on the availability of telephone, physical structure, computer and printer, clean water, expert chair and table was

good. Availability of post, fax, internet broad band service and transportation service for staffs was bad.

- As to the challenges of implementation of SIP program there were many factors. This study specifically focuses on school improvement domain related factors concerning the challenges encountered the effective implementation of SIP. The study shows there was inadequate technical support from highest organ, lack of training and awareness for stakeholders to participate in SIP implementation, difficulty to change the existing school culture, low commitment of local political leaders, shortage of materials and financial resource, poor collaboration among stakeholders and school to plan SIP implementation, lack of qualified (trained) principals in educational management, lack of encouragement for effective teachers, school leaders, parents and students and poor practice of school leaders in searching external funds to promote SIP and lack of committed principals to plan resources properly were among the challenges that need great attention. The respondents were asked to list possible solutions through open ended questionnaire. Accordingly, assigning committed and qualified school principals, and supervisors were required for the position, creating awareness for stakeholders, allocating adequate financial resources, training teachers, students and other stakeholders, creating partnership with NGOs and for all to work for SIP effectiveness were stated as possible solutions for the challenges faced while implementing SIP. In general the schools under investigation have more to improve student academic achievement. Based on the data the researcher felt they had not worked much to improve community participation and learning environment domain. This indicated that school did not use their efforts equally on the four domains. All the major challenges stated above were resulted from poor implementation of school improvement program. Furthermore, the study implies SIP was not practiced in line with the framework under the sample schools.

## **5.2. Conclusions**

Based on the findings the following conclusions were drawn:

1. The existence of proper organizational structure is crucial to the coordination and integration of different activities. Moreover, the clarity and simplicity of the structures and procedures used to implement SIP, the ability of the implementing organization staff to interact with

higher level authorities, and the extent to which components of SIP programs were integrated influences the outcomes of SIP implementation efforts. However, the finding shows that there was lacking clear and workable organizational structure. From these it is possible to conclude that there was lack of functioning organizational structure in secondary schools of South West Shoa Zone.

2. To ensure the successful and sustainable implementation of SIP in South West Shoa zone, needs strong leadership and management commitment. However, the findings of the study shows that lack of management and leadership commitment, lack of coordination, lack of professionalism related to the subject areas. Due to these the education system makes weaker.
3. Successful implementation of SIP needs well qualified and experienced human resources with the right mix of skill, from the right place at the right time. However, the findings of this study revealed that the human resource capacity explained as lack of the right qualification; lack of required number of teachers which is directly to the area of educational planning and management, and scarcity of educational supervisor. The cumulative effect of these situations discouraged employees and reduced their commitment to the position they held deteriorating the implementation of SIP.
4. SIP Implementation needs collaboration with different and the involvement of stakeholder. The findings of this result revealed that stake-holder's participation was satisfactory. On the other hand school principals also reported that the number of peoples who live around the schools of this zone is increasing from time to time and by case it is very challenging to the school to exchange information, to collaborate work with the communities and different potential stakeholders for the service delivery. From this it is possible to conclude that the south west shoa zone schools have lack of different and potential stakeholders' participation to get different and additional supports.
5. Legal administrative and policy environments were the other internal and external core capacity components that clearly defined the identity, the regulatory framework that provides legitimacy and direction to the school in SIP implementation. The findings of this study revealed that the legal, administrative and policy capacity was high. The schools as legal entity and abide to government rules and regulations and implementing government policies.

To conclude that the legal administrative and policy environments enables the schools to implement SIP.

6. Political environment is another driving force that increases responsiveness and better participation in use of public resources and increases willingness of community support for better educational service delivery. The findings of this study revealed that the political environment were not enable for the school. Respondents reported that leaders were extremely restricted by the political system. To conclude that political leaders were neither adequate capacity nor commitment to change the supplied authorities to power, to practice and to fully utilize them. Pointless intervention of political leaders had negative responses on the day to day activities of the teachers.
7. Information Communication Technology- is one of core capacity area helps schools in supporting real educational organization setting. It reduces many constraints and stimulates visible changes to optimize the likely hood of meaningful learning effects connected with technology. The findings of the study indicated that schools have weak and poor use of information technology system. From this it is possible to conclude that little attention has been given to the development of ICT programs, internet service, computer net workings and electronic infrastructures offices among others were hardly available that affected the coordination and communication system of the schools.
8. Implementing SIP aimed at enhancing and improving the infrastructure and office equipment that can create enabling working environment by strengthening disadvantaged rural schools with basic office equipment, ICT, and related office facilities. However, the findings of this study revealed that the schools infrastructure were assessed based on the availability of telephone, physical structure, computer and printer, clean water, expert chair and table was rated high. Availability of post, fax, internet broad band service and transportation service for staffs were rated low. From this it is possible to conclude that the internal and external facilities were inadequate for the educational services delivery. Essentially, implementing SIP requires the availability of facilities that can effectively manage their tasks but it remains low in general the education system were facing discouraging challenges of capacity both in terms of internal and external facilities to sufficiently discharge their roles and responsibilities.

In general, implementation of SIP has improved since the 2002s, but it failed to meet its promise, as improvements in accountability, participation, efficiency, quality and equality have not met expectations. Despite the fact that implementation of SIP in South West Shoa Zone saw their efforts undermined by lack of clear organizational structure, lack of leadership and management capacity, lack of resources, lack of internal and external facilities, limited autonomy and insufficient support from regional government. If stakeholders had been given appropriate levels to carry out their responsibilities, the results could have been dramatically changed.

### **5.3. Recommendations**

Based on the findings of this study, it is recommended that future research and capacity development endeavors need to focus on the following points.

- Successful implementation of SIP requires well-established organizational structure. The Regional State of Oromia should clearly define the authorities and responsibilities that can organizational structure define the autonomy of the zone that strengthen tie in zonal education structure.
- The Regional State of Oromia should pay more attention towards leadership capacity building of school principals and teachers to enhance the school improvement program implementation.
- The regional state and zonal level officials and woreda Education officials should create conducive working environments for employees/teachers that make them feel free from political influences and makes them responsible for their position and the school should attracting well-qualified and experienced professionals specifically related to educational planning and management at the school level.
- Financial capacity is the most important determinant resource to the successful implementations of SIP. The only source of funding for secondary schools were the government budget. This resulted in the school improvement program not being able to meet school improvement goals. In view of that, it was recommended that school management teams and principals, teachers, parents, school boards, PTAs, and woreda education officers have to make a cooperate effort in order to provide ways of generating income for school improvement other than the government budget.

- The REB should set priority to invest on ICT programs and thereby create computer networking, E- learning system, E-user, E-Book, exploring the use of internet as well as the development of strong central data base management system. The schools should also set priorities to create easy access to internet broad band services, use of fax system, transportation service for staffs and post for office communications and coordination.
- The School should strongly work on participation, collaboration, and cooperation with different potential stakeholders. Regular meetings and discussions should be conducted with the other social service sectors, private organizations, individuals, institutions and philanthropic bodies.
- To put SIP in to practice, shortage of materials and financial resources, poor collaboration among stakeholders, low awareness and inadequate training, and difficulty to change the existing school culture were among factors that hampers SIP implementation. Therefore, concerned bodies (teachers, school principals, secondary school supervisors, WEO, ZEB and OEB) should pay much attention for those negatively affect SIP implementation.

Finally, to better address the problems, this study was not the final solution to solve the problems of SIP implementation of the study area, it can be suggested that further studies need to be conducted in this area with regard to; SIP implementation on secondary schools so the researcher recommends further researches should be conducted.

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## **APPENDEX- A**

**Addis Ababa University**

**College of Education and Behavioral studies**

**Department of Educational planning and Management**

**Questionnaire to be filled by secondary school teachers**

**Dear respondent:**

The main purpose of this questionnaire is to gather relevant data that help to assess the current organizational capacity in the implementation of school improvement program (SIP) by secondary schools of south west shoa zone. I would like to assure you that this purely for academic purpose and hence would not affect any one in any way as all the information was kept confidential. Rather the result of this study is believed to be as an input to improve the school improvement program practice. Hence, your genuine, frank and timely responses are of prime importance for the success of this study. Therefore, you are kindly requested to respond to each question carefully and responsibly.

Please Note that:

- You do not need to write your name on the questionnaire
- For questions with alternative choices put “√” in the bracket mark.
- Write your opinion briefly for open ended questions on the space provided.

**Thank you in advance for your cooperation!**

### **I. Background Information**

1. Name of the school \_\_\_\_\_
2. Name of woreda \_\_\_\_\_
3. Sex:    a. Male ( )    b. Female ( )
4. Age (in years):  
A) 21 – 25 ( )                      C) 31 – 35 ( )  
B) 26 – 30 ( )                      D) 36 – 40 ( )

5. Qualification

A. Diploma ( ) B. BA/BED/BSc ( ) C. MA /MED/MSc ( ) D. any other \_\_\_\_\_

6. Teaching experience in years

A. below 5 years ( ) B. 6-10 years ( ) C. 11-15 years ( )

D.16-20 years ( ) E. 21-25 years ( ) F. 26 and above ( )

7. Area of specialization

Major \_\_\_\_\_ Minor \_\_\_\_\_ Other \_\_\_\_\_

8. Training on “School Improvement Program /SIP” a. Yes ( ) b. No ( )

**II. Organizational capacity assessment questioner**

The Following internal and External enabling environment settle on capacity areas that was proposed to assess the current status of organizational capacity in Implementing SIP in secondary schools of South West Shoa Zone of Oromiya Regional state. In your opinion to what extents do the following capacity areas were available at that level? Please, put ‘✓’ mark in the boxes provided for each item.

Scores assigned to each capacity areas include:

1= strongly disagree 2= disagree 3= undecided e 4= agree 5= strongly agree

	Capacity areas	Score				
		1	2	3	4	5
1	<b>Organizational Structure</b>					
1.1	The structure is clearly defined with lines of authority					
1.2	There is well-designed organizational structure					
1.3	Regular update were carried out on the structure					
1.4	work processes clear and adequately structured					
1.5	Functional units adequately implemented					
2	<b>Leadership and Management</b>					
2.1	The school has clear overall strategy/vision/mission and values					
2.2	Leaders were appointed by based on their competency and professionalism					

2.3	The school recognize the importance of distributive leadership					
2.4	Leaders have strong commitment to make decision					
3	<b>Human Resources</b>					
3.2	The school has the right people for the right job					
3.3	The school has adequate number of staffs to supervise, monitor the day to day activities					
3.5	Staff training is based on capacity needs and strategic objectives					
3.8	Simple and accessible human resource manual exist					
3.9	There is high turnover of employees					
4	<b>Financial Resources</b>					
4.1	The annual budget plan were clearly defined					
4.2	All financial transaction were recorded with the relevant documentation					
4.3	Adequate financial exist					
4.4	Ability to generate own revenue					
4.5	Finances as provided in budget were released timely					
4.6	staff members generally satisfied with their compensation					
5	<b>Stake holder participation</b>					
5.1	The school has adequately established external linkages					
5.2	The school has adequate formal and informal linkages with like-minded organizations					
5.3	The school communicating information about its work to external stakeholders					
5.4	The size of the community affect the availability of service					
5.5	The school has regular meeting with the community					
6	<b>Legal , Administrative and policy Environments</b>					
6.1	The school is influenced by rules and regulation of the government					
6.2	Legal frame work support the organization autonomy					
6.3	the legal regulatory context conducive to work					
6.4	there were useful (formal and informal) conflict resolution systems					

6.5	the school is affected by Labor legislation					
6.6	the school is affected by regulatory frame work					
6.7	The government policies support the school					
6.8	The school is able to engage policy maker in dialogue					
7	<b>Political will</b>					
7.1	Political leaders were committed to support the school					
7.2	The political environment is conducive for the day to day activities of the school					
7.3	pointless intervention of political leaders in decision making is high					
7.4	External financing is available					
8	<b>Technology</b>					
8.1	The school facilitate acquisition of technologies					
8.2	Adequate level of human resource development to support the implementation of new technology					
8.3	Availability of information technology infrastructure					

### III. Internal and External Infrastructure

The Following internal and external enabling Infrastructure on capacity that was proposed to assess the current status of organizational capacity in Implementing SIP in secondary school of South West Shoa Zone of Oromiya Regional state. In your opinion to what extents do the following resources and facilities was available at that level? Please, put ‘✓’ mark in the boxes provided for each item.

Scores assigned to each capacity were as include:

1= Very Low 2= Low 3= Medium 4= High 5= Very High

	<b>Internal and external Infrastructure</b>	1	2	3	4	5
1.	Accessibility of telephone					
2.	Availability of Post					
3.	Availability of fax					
4.	Availability of computer and printer					
5.	Adequate clean water					
6.	Adequate physical structure					
7.	Adequate of expert chair and table					
8.	Adequate lighting or electricity					
9.	Accessibility internet broad band service					
10.	Accessibility telecommunication					

1. Please indicate the most difficult challenges you face to perform your work efficiently and effectively? (More than one answer can be possible)

- a. Lack of management support and commitment
- b. Lack of knowledge in ICT
- c. Lack of adequate resources
- d. lack of job security

e. other please specify -----  
-----

2. What other sensitive challenges have been observed? -----  
-----  
-----

3. What possible solution do you suggest in order to improve capacity challenges?

**IV. School Improvement program implementation challenges.**

The following are some of the major challenges that affect the effective implementation of school improvement program in the secondary school South West Shoa Zone. Please indicate your level of agreement or disagreement for each item under the scales that represents your opinion.

Strongly agree=5 Agree=4, undecided=3, Disagree=2 strongly disagree=1

No	Items	Scales				
		5	4	3	2	1
1	Poor technical support from highest organ					
2	Lack of training and awareness for stakeholders to participate in SIP					
3	There is inadequate materials and financial resource in the school					
4	Lack of qualified (trained) principals for the required position					
5	There is difficulties to change the existing school culture					
6	Local political leaders are less committed to support SIP.					
7	Poor collaboration among stake holders and the school to plan SIP Implementation.					
8	Lack of encouragement for effective school key actors (teachers, school leaders, parents and students).					
9	Poor practice of school leaders in searching external fund to promote SIP					
10	Absence of school improvement program Implementation plan in the school					

11. If you have any more factors that hinder effective implementation of the SIP please list any of them \_\_\_\_\_

\_\_\_\_\_

12. In your opinion, list the solutions that you want to forward to avoid such barriers.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## **APPENDEX-B**

**Addis Ababa University**

**College of Education and Behavioral studies**

**Department of Educational planning and Management**

**An interview Question for school principals, Vice principals, supervisors, and WEO experts**

**Dear interviewee!**

The purpose of this interview is to collect data about the organizational capacity in implementation of the SIP in secondary schools. The type information you will provide determines the quality of the study. Please be sure that the information you will forward is used only for academic purpose. Therefore, you are kindly requested to give factual information for the interview.

**Thank you for your cooperation!**

1. Background In formation

1.1. Name of the school\_\_\_\_\_

1.2. Age \_\_\_\_\_

1.3. Sex\_\_\_\_\_

1.4. Total service \_\_\_\_\_Years

1.5. Work experience as school principals/vice principals/ supervisor \_\_\_\_\_Years

1.6. Qualification\_\_\_\_\_

1.7. Area of specialization \_\_\_\_\_

2. Is there adequate organizational capacity (organizational structure, leadership, resources human, financial, material, information, and work practice) to implement SIP?

3. Is there enabling environment (internal and external) to implement the SIP?

4. What possible and more workable strategies can be suggested in implementing SIP?

***Thank you!***