



ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF EDUCATION PLANNING AND MANAGEMENT

**PRACTICES AND CHALLENGES OF SCHOOL IMPROVEMENT
PROGRAM IMPLEMENTATION IN PREPARATORY SCHOOLS OF
EAST SHOA ZONE, OROMIA NATIONAL REGIONAL STATE**

BY:
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ADDIS ABABA
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ABBREVIATIONS

ESDP: Education Sector Development Plan

ETP: Education & Training Policy

FDRE: Federal Democratic Republic of Ethiopia

GEQIP: General Education Quality Improvement Package

MoE: Ministry of Education

NLA: National Learning Assessment

PTA: Parent Teacher Association

REB: Regional Education Bureau

SAF: School self Assessment Form

SIP: School Improvement Program

ABSTRACT

This study was designed to assess the practices and related challenges of implementing school improvement program in preparatory schools of East Shoa Zone, Oromia National Regional state. To this end, it emphasized on the advantages of SIP implementation in realization of its objectives, adequacy of supportive conditions to implement SIP and influence of factors of school culture. To conduct the study, descriptive survey research design was employed. The sample covered two woredas and one town administration in east shoa zone where sample preparatory schools are found. The instrument used to collect data from teachers and students was questionnaire. Semi structured interview was also conducted to collect data from principals, PTA chair persons, woreda & zone education officers. Quantitative and Qualitative methods were used to analyze the collected data. Besides, the data were analyzed by employing statistical techniques like frequencies, percentage, mean , standard deviation , and t-values.

The research findings revealed that SIP implementation helped in the realization of its objectives. However, facilitating supportive conditions at school level and assistance from woreda education office was not adequate enough to implement SIP as much as expected. Furthermore, the study indicated that factors of school culture influenced the implementation of SIP. The major challenges encountered in the implementation of SIP were related to the four domains of school improvement. It may be possible to conclude that Schools which give focus for effective implementation of SIP are expected in performing better realization of its objectives than those schools that do not. And also, factors of school culture can influence positively by putting a bridge to long- lasting implementation of SIP or influence negatively by presenting barriers to it.

Therefore , to ensure the overall school improvement and realization of its objectives East shoa zone and woreda education offices ought to be a catalyst for effective implementation of school improvement by understanding and acting on their role. And also it would be better for zone and woreda education offices and schools to work on the strategy in developing fertile ground for better school culture in schools such as: to work on structures and processes exist in schools to support shared leadership, facilitating staff's collective responsibility for student learning and staff's focus on continuous improvement.

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CHAPTER ONE

Introduction

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

1.1 Background of the Study

Education is vital in terms of putting concrete foundation for healthy human development. It is also strongly connected to different social and economic benefits. To this end, policymakers, education experts and other concerned bodies are working hard on education quality improvements through various initiatives, programs and Projects.

Likewise, the government of Federal Democratic Republic of Ethiopia (FDRE) is trying its level best to improve the education quality of the country. In this regard, it has devised two basic plans: the education sector development plan (ESDP) and the General Education Quality Improvement Program (GEQIP), where the emphasis is on enhancing students' achievement through better teaching and learning processes. School Improvement Program is one of the basic components in GEQIP (MoE, 2007) to address the challenges in educational quality.

School improvement program is not an overnight task. It requires time, resources and relentless effort. It is difficult to take everything at once and improvement never ends (Frank, 2004). John, *et al.* (1995) on the other hand, notes that the improvement of schools takes place over extended periods. Estimates by school improvers of time needed vary, but often spans of three to five years are mentioned.

It is undeniable fact that school improvement affects the lives of children and it must become a permanent part of school practice, not one –time or occasional event. In strengthening this point, Hopkins, *et al.* (1994) implies school improvement as “a distinct approach to educational change that enhances student outcomes as well as strengthening the school’s capacity for managing

changes. In this sense school improvement is about raising student achievement through focusing on the teaching- learning process and the conditions which support it.”

According to the above explanation, School improvement is a vehicle for planned educational change that is concerned with raising student achievement. It involves a systematic, sustained effort aimed at change in learning conditions and other related internal conditions in schools, with the ultimate aim of accomplishing educational goals more effectively.

David and his contemporaries have noted in a review of research & practice stating “School improvement describes a set of processes, managed from within the school” (Stollard,1996), “targeted both at pupil achievement and the school’s ability to manage change” (Hopkins, *et al* 1994) as simultaneous focus on process and outcome.

David, *et al.* (n.d) describes school improvement got its foundation through different phases of development by various Scholars. According to this review, the intellectual background to school improvement can be thought as the contribution of Kurt Lewin, it was in the first phase in the late 1970’s and early 1980’s that the field took shape as distinct body of approaches and scholars/practitioners. This first phase was epitomized by international school improvement project (ISIP) (Hopkins, 1987). Almost twelve years ago now, Hopkins (2001) provided an analysis of the field through the identification of three different phases of school improvement.

However, Harris (2008) highlighted the increasing shift from individual school improvement initiatives to system wide (i.e. national, state or district) change like school improvement program in our country. With this, they have argued that the fourth phase of school improvement is largely concerned with system level changes through collaboration and networking across schools and districts.

Harris (2008) also reminds us that it was the school improvement research in the 1980’s that gave us increasingly well defined portraits of the effective school improvement that led in the 1990’s to increasing knowledge of school improvement. Consequently, the work of phase five continues to mature.

By now, different governments, experts and scholars all over the world have given much attention for school improvement and related issues. Even though different names are given for the program - like 'National School Improvement Network (NSIN)' in UK; 'Michigan School Improvement' in Michigan Department of Education; 'Effective School Improvement (ESI)' in Spain; and 'School Improvement Program (SIP)' in our country, the goal is the same: enable schools to plan for educational change that enhance students learning outcomes and the school's capacity for managing change in the school. With this spirit, schools across the world have increasingly started to make themselves accountable for school improvement by self-evaluation or internally reviewing their practices and performances.

The Ethiopian education system is now in a process of implementing school Improvement Program (SIP) giving emphasis for quality of education. The Education and Training Policy (ETP) has been launched in 1994. The most promising results of the 1994 ETP are increasing access to education and then to work with quality of education.

Within the frame of ETP, School Improvement Program (SIP) was launched in June 2007. The launching of SIP showed that the government had found its attention to improve the quality of education. As part of the quality enhancement endeavor; School Improvement Program had got attention to be implemented in the ESDPIII and IV. The program is a national program, developed by Ministry of Education (MoE, 2007) and emphasized on improving students' achievements in primary and secondary schools.

Since then, all schools have developed and implemented three years strategic plans by using school improvement framework, implementation manual and school improvement guideline. Much has been done by the education sector at different level to create awareness about the program, how to implement it and mechanisms used to handle the outcome as well as the challenges (MoE, 2010). Furthermore, it has been indicated in the Ministry of Education (2010), as follows:

Over the first three years many important lessons have been learnt through implementation of SIP in schools across Ethiopia. Prior to the start of the second school improvement strategic planning cycle, MoE decided to undertake a review in order to strengthen the SIP. Following this review it was agreed that a new SIP Guideline should be developed in order to incorporate the lessons learnt to date, while also aligning exiting SIP documents in to simplified guidelines.

The second cycle strategic plan of school improvement program was implemented and completed in June 2013. Now, Schools are in the implementation of the third cycle strategic plan of School Improvement program (SIP). During the previous implementation periods it was frequently noted that school communities had become more responsible and accountable for the activities they were implementing.

The implementation of school improvement program (SIP), however, has got its own challenges. Studying the practices and challenges that could encounter in implementing this program in schools is paramount importance. This study was intended to investigate the practices and challenges of implementing school improvement program in preparatory schools of East Shoa zone.

1.2 Statement of the Problem

Currently, much emphasis has been given for school improvement in every part of the world in order to improve quality of education. Schools are expected to make school improvement program the integral and necessary part of their work. Of course, more dynamic schools consider improvement as an ongoing process and part of everyday life. On the contrary, some schools may see improvement as discrete phenomena and use it when problems arise and leave it when it gets solved.

Despite the existence of contrary views, School improvement attempts should be perceived as continuous and integrated vast process of the overall school development. School improvement efforts ideally focus on a clear set of goals which per sue on two types: goals that are explicitly written in terms of student out come and goals that are focused on change (Hopkins, 1995). Indeed, it is estimated that many schools follow this pattern on their school improvement initiatives.

The Ethiopian government launched General Education Quality Improvement Package (GEQIP) which consist six programs (MoE, 2007).School Improvement Program (SIP) taken as the fundamental program in the package. The launching of GEQIP shows that the government has now found its attention to improve the quality of education. With this, SIP was planned and implemented for two strategic plan cycles all over the Ethiopian primary and secondary schools. The implementation of the program is expected to bring tangible impact both on students' behavior and achievement.

Despite the positive expectation, various studies unfolding the implementation of the program are facing myriad challenges. The young lives school component study (2012) can be quoted as typical example:

given the limited human and financial capacity of schools, the SIP which is one of the main components of the GEQIP, faces enormous challenges, though there are successes in some areas, which can be built up on. By and large, our evidence indicated that the implementation of SIP has faced several challenges at the local level; mainly due to lack of implementation capacity, financial constraints, lack of proper support from above and low awareness of parents and communities.

Another study, Tigstu (2012) aimed at exploring the role of leadership towards effective implementation of school improvement program (SIP). He found out that “School leadership challenges are major contributing factors that lead to ineffectiveness of principals’ performance. Consequently, this ineffectiveness negatively impacts schools’ improvement and ultimately influences student achievement and success.” A Study of Abdurahman (2011) focused on planning of SIP for implementation, extent of SIP implementation and factors affecting implementation of SIP. He found that there was problem in planning SIP by collaboration of all the stakeholders.

The researcher has ample experience to SIP issues from participating on meetings & trainings at woreda, zonal and regional level to school principal. His tested experience made him to think critically about the practices and challenges of school improvement program implementation. Educational problems cannot be solved only by showing concern about the issue. To this end, this study focused on assessing the current status of practice of SIP implementation. Hence, gaps were identified from previous studies and this study emphasized on investigating the extent to

which the implementation of SIP helped to realize its objectives and how sufficient supportive conditions have been put in place to implement SIP. The study also gave attention to influence of factors of school culture on implementation of SIP. Finally, much focus was given to investigate major challenges encountered school improvement program implementation. Therefore, this study attempted to answer the following research questions:

1. To what extent has the implementation of SIP helped in the realization of its objectives in preparatory schools of east shoa zone?
2. How adequate supportive conditions have been put in place to implement SIP?
3. Have factors of school culture influenced implementation of SIP?
4. What are the major challenges encountered in implementing SIP?

1.3. Objectives of the Study

This study made an attempt to address the following general & specific objectives.

1.3.1 General Objective

The general objective of this study was to investigate the practices and challenges in implementing school improvement program in preparatory schools of east Shoa zone and to recommend possible solutions that may enable the schools, woreda and zone education offices to significantly minimize the challenges.

1.3.2 Specific Objectives

The specific objectives addressed included:

1. To investigate the extent to which the implementation of SIP has helped in the realization of its objectives.
2. To examine how adequate supportive conditions have been put in place to implement SIP.
3. To examine be factors of school culture have influenced implementation of SIP or not.
4. To identify the major challenges those encountered in implementing SIP.

1.4 Significance of the Study

Currently, one of the basic issues in education sector is the quality of education. Basically, quality of education has relationship with the SIP. If schools improved; effectiveness and

efficiency will be realized as an organization. Based on this, most of schools in our country including preparatory schools of east shoa zone have started working to improve the quality of education using the six programs, of the GEQIP. Still, there are challenges that hinder the implementation of these programs. Particularly, SIP couldn't be implemented successfully. By conducting this study, the current status of practice and major challenges of SIP implementation in preparatory schools of east shoa zone was assessed. So:

- the schools may be able to see their current status. Hence, this may help them to overcome the problems in order to attain objectives of SIP.
- it may help also the school leadership to fill the gaps. The woreda and zone education offices may get information to give enough professional support for schools on the implementation of SIP.

1.5. Delimitation of the Study

To make the study more manageable and feasible, it had been delimited to three preparatory schools found in east shoa Zone. These are: Mojo, Wonji and Oda Bokota. The researcher has various accesses for study in the zone where he served as school principal for eight years.

Out of aspects to be considered in the practice of school improvement program implementation, this study delimited to advantage of SIP implementation in the realization of its objectives, adequacy of supportive conditions to implement SIP , influence of factors of school culture on SIP implementation and the major challenges that encountered implementation of SIP.

1.6 Limitation of the Study

This study did not come to an end without limitations. The inconsistent responses given and the reluctance to fill in and return the questionnaire observed by some respondents led the research output not to be conclusive.

1.7 Definition of Key Terms

The following terms are defined in the context they are used in the study.

Supportive conditions: conditions which enable an incremental growth in SIP implementation.

Factors of School Culture: factors like shared vision, ownership, collaboration and relationships between persons accustomed in school culture.

Preparatory School: is second cycle of secondary school which has grade 11-12.

School Culture: the existence of interplay between the attitudes and beliefs of persons, the cultural norms of the school and the relationships between persons in the school.

School Improvement: A concept emphasized on schools self-evaluation on domains school and work to improve students' achievement by improving educational input & process.

School improvement program- is program designed to improve schools by focusing on improvement of students' academic achievement and their ethics.

1.8 Organization of the Study

The study consists five chapters. The first chapter deals with introductory part, which includes the background, statement of the problem, objectives, significance of the study, delimitation, limitations and definition of terms. A comprehensive review of the literature is presented and discussed in Chapter two.

Chapter three focuses on data collection methods, procedures, instrumentation and data analysis technique. An analysis of the results of the data collected during this study is presented in Chapter four. Finally, chapter five incorporates the summary, conclusions and recommendations.

CHAPTER TWO

Review of the Related Literature

This chapter deals with the view of scholars about the concept of school improvement, its historical development, types of school improvement, school improvement initiatives, conditions for school improvement, the influence of factors of school culture and an over view of school improvement program in Ethiopia. Moreover, it also included discussions about domains and elements of school improvement.

2.1. Concept and Definitions of School Improvement

School improvement became a dominant feature of educational reform and has gained prominence and recognition on the international stage. The pressure up on schools to improve performance has resulted in a wide range of school improvement programs and initiatives. Schools must improve their basic functions of teaching and learning process aiming at helping and empowering all students to raise their broad out comes through school improvement program.

Different scholars define school improvement in various manners. Among these, Fullan (1998) defined school improvement program as systematic , planned and lasting process of change school – based , in order to achieve concrete educational aims in a more effective way by identifying , reformulating and optimizing basic school elements and their interrelations. Moreover, the majority of the educational community is involved in the program. From the definition we can understand that, school improvement programs are planned change, long - term action , the process of change occurs in a systemic way, oriented towards educational objectives and so on.

School improvement program can be defined also as a systematic and sustained effort aimed at change in learning conditions in one or more schools , with ultimate aim of accomplishing educational goals more effectively (van velzen *et al.*,1995). The definition highlighted that

school improvement is a change process which involves a rigorous planning that focuses on teaching and learning as well as creating supportive internal conditions. In addition, it was seemed to be explained in the definition that the improvement should not be only in individual school; rather it focused on successful efforts at systemic improvement of schools reform at large scale. John *et al.*, (1999) stated school improvement as “an improving school... may be defined as one which increases in its effectiveness over time, where effectiveness’ is judged in a value-added terms ... one which secures year-on-year improvements in the outcomes of successive cohorts of similar pupils.”

Generally, we can summarize that school improvement is essentially about bringing changes in levels of school performance. The improvement of schools takes place over extended periods. And hence, school improvement is a process rather than as an event.

2.2. The Evolution of School Improvement from Phase one to Five

A review of the last two and a half decades of school improvement suggests that the field has evolved in a number of distinctive phases as practitioners and researchers gained experiences in implementing and studying school change. Hopkins (2001) have provided a powerful analysis of the field and have identified three phases of school improvement. However, Hopkins himself put an overview of five phases of school improvement later. Accordingly, these phases discussed below.

a)Phase One

Although the intellectual background to school improvement can be traced back to Kurt Lewin, it was in the first phase in the late 1970’s and early 1980’s that the field took shape as a distinct body of approaches and scholars/practitioners. In its early phase, school improvement tended to be mainly practitioner-oriented. So, School improvement was often defined as implementing an innovation or engaging in action research projects. This ‘bottom-up’ approach to change in schools manifested itself in small-scale program or projects focused sometimes only on select groups of students, individual schools or groups of teachers.

In the United States, toward the end of this phase, the emergence of the effective Schools Research (ESR) began to inform the work of many local school improvement efforts (Chris

peels, 1989). In addition to providing funding for individual school improvement efforts, state and national governments played an interesting role in this phase.

They enhanced the power of individual schools by diminishing the power of intermediate or local educational authorities and agencies. According to Hopkins (2001), the first phase of school improvement was encapsulated by the holistic approaches of the 1980s and was epitomized by the International School Improvement Project (ISIP). However, this first phase of school improvement tended to be 'loosely conceptualized and under-theorized. It did not represent a systematic, programmatic and coherent approach to school change'. There was also in this phase an emphasis upon organizational change, school self-evaluation and the ownership of change by individual schools and teachers, but once again these initiatives were not strongly connected to student learning outcomes. They tended to be variable and fragmented in conception and application. Consequently, these improvement practices struggled to impact significantly upon classroom practice (Hopkins, 2001).

b) Phase Two

The second phase of development began in the early 1990s. In these years, the school improvement tradition was beginning to provide schools with guidelines and strategies for implementation to promote classroom level change. This approach resulted from more systematic interaction between the school improvement and the school effectiveness research communities (Vinovskis,1996; Desimone,2002).There was a greater focus upon organizational and classroom change reflected in approaches to staff development premised upon models of teaching (Joyce,1995).

Furthermore, a desire to link school improvement to student learning outcomes was the main goal during this phase, which was pursued with varying degrees of intensity. In addition, there were two trends that emerged during this phase. The first trend was the expansion of site-based management within schools, which resulted in the reduction in power of local authorities and local boards of education. In England, New Zealand, Australia and the United States, national and state governments started to play a more active and central role in school improvement. The second trend during this phase was the growth, especially in the United States, of comprehensive models of school reform that could be adopted by individual schools. This 'whole-school design' approaches combined elements from the school effectiveness and school improvement research bases to focus upon curriculum and instruction as well as management and organizational

variables. Some of these approaches were designed to meet particular curriculum needs, which have subsequently been adopted in many other countries.

c) Phase Three

In many countries numerous resources have been targeted at programs and projects aimed at improving schools and raising standards of performance. The evidence supporting the relationship between school improvement and increased student achievement remains weak and contestable. As Hopkins (2001) noted ‘the achievement gap between pupils from disadvantaged backgrounds that seemed initially to narrow in the late 1980s, stayed the same or widened again in the 1990s, raising alarm among national governments in Canada, England, and the United States’.

The third phase of school improvement has arisen because of the relative failure of existing school improvement approaches to make a difference to school on a large scale. In response to previous limitations, the third phase of school improvement attempted to draw upon its most robust evidence and to produce interventions that were solidly based on tried and tested practices. Programs such as Improving Quality of Education for All (IQEA); High Reliability Schools (HRS), the Manitoba School Improvement project (MISP) and the Dutch National School Improvement project were all examples of projects in this third phase (Reynolds *et al.*, 1996; Hopkins, 1994).

Nevertheless, if one were to look at these exemplars of third wave school improvement as a group, it is clear that there has been an enhanced focus upon the importance of pupil outcomes. Instead of the earlier emphasis upon changing the processes of schools, the focus is now upon seeing if these changes are powerful enough to affect pupil outcomes. And hence, the learning level and the instructional behaviors of teachers have been increasingly targeted for explicit attention, as well as the school level.

d) Phase Four

Harris (2008) have argued that the fourth phase of school improvement is largely concerned with system level changes through collaboration and networking across schools and districts

.Moreover, they further suggest that district reform and network building (including professional learning communities) need to occur side by side, and they need to be linked.

A desire to link school improvement to student learning outcomes was the main goal during this phase, which was pursued with varying degrees of intensity. This has included a much richer and deeper appreciation of what the transition from a system based on teaching to one that embraces learning actually implies (Stoll *et al*, 2003). Such a system doesn't neglect the achievement of learning outcomes, but provides evidence that learning about learning can make a difference to school improvement (Watkins, 2010).

This phase reflects the growing recognition of the nested nature of school in systems and the frustration, especially of policymakers, of scaling –up and transferring more quickly the touted success stories of individual school reform. To speed the school improvement process, system changes are occurring at two levels.(1) system changes at national or state level, and (2) renewal and redefinition of the role and work of local education authorities.

e) Phase Five

This phase of school improvement focuses on systemic improvement. In the last decade, we have begun to learn far more about the features of an effective educational system, but are now only beginning to understand the dynamics of improvement at system level. It is this progression that enhances the appearance of this phase, the one most recently entered.

The review of the broader international school improvement experience is intended both to confirm the trends identified in the previous phases and also to highlight the importance of international comparisons and learning from international experience that is at the heart of the fifth phase. Two points are critical here; the first is the move from individual to local and now to systemic approaches to school improvement; and second the evident proposition that we can only learn about system change by studying systems and working on how to improve them. This is from secondary analyses such as Fenton (2009) *Lessons Learned: how good policies produce better schools* and the McKinsey (2010) studies *how the World's Most Improved School Systems Keep Getting Better*.

2.3 School Improvement Initiatives

Improving the quality of education is the hot issue in various parts of the world. In response to this, different countries have launched various initiatives for quality of education. Among these countries Ireland and Australia are the best examples. Ireland, raising schools standards Initiative (SSI) which focused on improving the identified weak schools. And, Australia launched school Excellence Initiative (SEI) which aims at improving the quality of education by making schools to attain high standards in students learning.

Regarding to quality education, Federal Democratic Republic of Ethiopia (FDRE) has focused on providing quality education and the Education & Training policy (ETP) of the 1994 paved a way for further quality of education. Based on objectives of ETP, the Ministry of Education (MoE) raised initiatives to improve quality of Education. This initiative called: General Education Quality Improvement Package (GEQIP) of 2007 which consists six programs. And hence, school improvement program is the fundamental one.

2.4 Types of School improvement program

Three main types of improvement programs were selected by country teams in different countries. These can be characterized by the initiator of improvement efforts (whether it came from within the school or outside) and the perceived need for improvement (felt by the school or defined by others):

- **bottom-up programs:** improvement programs fully initiated and implemented by the school, for example in Finland
- **top-down programs:** external improvement programs ‘forced’ on the school, including improvement programs supplied to schools with low results ‘aimed at solving the troubles that determined the low results’, for example in Italy
- **mixed programs:** improvement programs initially developed by external agents but subsequently voluntarily implemented in schools or adapted by them, for example, in Portugal where schools have some freedom to adjust nationally prescribed programs to their own contexts and needs.

There was no linear relation between the type of improvement program and the educational system in a country. It would be far too simplistic to say that relatively decentralized countries

only have bottom-up improvement, while relatively centralized countries only have top-down improvement. In addition, countries moving from a centralized system to more decentralization did not automatically show mixed approaches of school improvement. In theory, all types can occur in all countries, although of course the bottom-up approach is more likely to be found in countries where schools have some freedom to make their own decisions. On the other hand, freedom of schools does not guarantee effective bottom-up improvement.

The type of improvement that a school is involved in has consequences for the occurrence and the influence of the particular factors explored. For example, readiness for change and school ownership of improvement tends to appear more frequently in bottom-up approaches. The types of improvement we examined, therefore, did not lead to totally different sets of factors that may explain effective school improvement, but the role that these factors played in a specific situation varied. It was important for us to keep this context specificity of improvement efforts in mind in interpreting the influence of the factors included in the ESI framework.

2.5 The Domains and Elements of School Improvement

The progress of school improvement will be evident across its four domains: learning and teaching; leading and managing; student environment and community involvement. The domains represent the four key areas in which school improvement takes place. They describe the essential characteristics of an effective school. They form a structure with which schools can review, question and analyze their systems and processes. School improvement relies on having sound measuring, monitoring and reporting processes in place for each of the domains. Associated with each domain, there are three related elements that further inform the nature of research and planning required by a school committed to ongoing improvement. They are the core components of each domain and are designed to guide the school on what they must address in order to achieve sustained success within each domain.

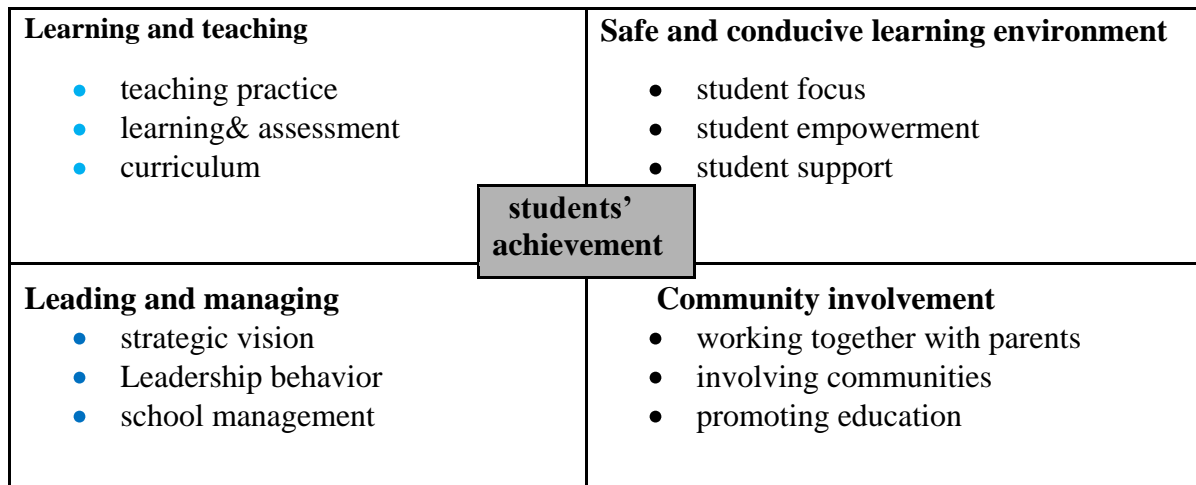


Figure 1: Major areas of School Improvement

a) Learning and Teaching Domain

The learning and teaching domain describes the context in which the curriculum is delivered. High quality learning occurs when teachers make appropriate decisions about what is taught, how to engage students in meaningful experiences and how progress will be assessed to inform future actions. The elements under this domain are: teaching practice, learning & assessment and curriculum. These elements describe how:

- teachers apply their contemporary and professional knowledge to establish highly effective learning environments
- teachers set expectations, plan for success and assess learning outcomes
- school curriculum design and delivery establishes explicit and high standards for learning.

b) Leadership and Management Domain

The leadership and management domain is concerned with communicating a clear vision for a school and establishing effective management structures. Leaders set directions and guide the school community in alignment of its purpose and practice. Effective leadership within the school

is collegial, student centered and teacher focused, promoting a collective responsibility for improvement. The elements of this domain are: strategic vision, leadership behavior & school management. The elements describe how:

- school vision is collaboratively developed to be realistic, challenging, and futures oriented
- leaders use reflective practices to appropriately manage people to achieve improvements
- the school's leadership team demonstrates effective resource management to achieve results.

c) Safe & Conducive Learning Environment Domain

The student environment domain describes the promotion of positive and respectful relationships which are stable, welcoming and inclusive. In safe and productive learning environments students willingly engage and participate in the broad range of learning opportunities. They contribute to decisions about their learning and their contributions are valued. The elements under this domain are: student focus, student empowerment and student support. The elements describe how:

- quality learning environments are created to focus on student needs and foster potential skills and interests
- schools create opportunities for students to develop into self regulating learners within and beyond the classroom
- schools value participation, and support student expression of new knowledge and understanding.

d) Community Involvement Domain

The community involvement domain describes the development of quality ongoing community partnerships and networks. Schools are responsive to community expectations, value diversity and encourage contribution. Positive futures and cultures of success are promoted as educational outcomes. The elements of this domain are: working together with parents, involving communities and promoting education. The elements express how:

- Schools develop effective relationships with parents/careers to support student engagement with learning
- the school enriches the curriculum through partnerships activities involving the local community and resources

- the school celebrates successful learning and teaching outcomes and promotes its achievements across the wider community.

2.6 Conditions for School Improvement

When we talk of the conditions for school improvement; we are referring to a set of prerequisites which enable an incremental growth in school effectiveness to take place. We are seeking to define a set of conditions which need to be developed and maintained to make those schools more effective. For school improvers, the development and maintenance of these conditions, and of a school's capacity to improve, are critical elements in school improvement. Accounts of such conditions have focused on the national, district, school and classroom levels. These accounts identify three main categories of condition:

a. Climatic conditions: describe a set of circumstances, often external to educational systems, in which a 'systemic, sustained effort' is likely to take place. These may consist of global developments, like the revolution in information technology, to which educational systems are expected to respond. Climatic conditions are important because they often act as triggers for cultural and systemic changes, where there is a national educational system with an infrastructure to implement change down to the level of the school and regulatory structures which can strongly influence teaching in individual classrooms.

b. Systemic conditions: describe the logistical arrangements necessary for school improvement to take place. These arrangements are formal, and are maintained by managerial control through established procedures and lines of communication. Systemic conditions are visible, tangible, institutionalized and bureaucratic. Because of this, they can be changed more easily and more quickly than cultural conditions. Changes in systemic arrangements can (slowly) impact upon cultural conditions.

c. Cultural conditions: describe the informal arrangements necessary for school improvement to take place. They are not dependent for their maintenance solely upon managerial relations. Relations are cross-hierarchical, "bound by the rhythms of development" (Jackson, 2000). Cultural conditions are invisible, intangible and fluid. They are less open to manipulation and management than systemic conditions. Their existence can expedite or block systemic change.

For this reason, school improvers have shown great interest in the cultural conditions at the school and classroom levels.

John (2001) summarized the three above mentioned supportive conditions for the implementation of school improvement in figure as follows:

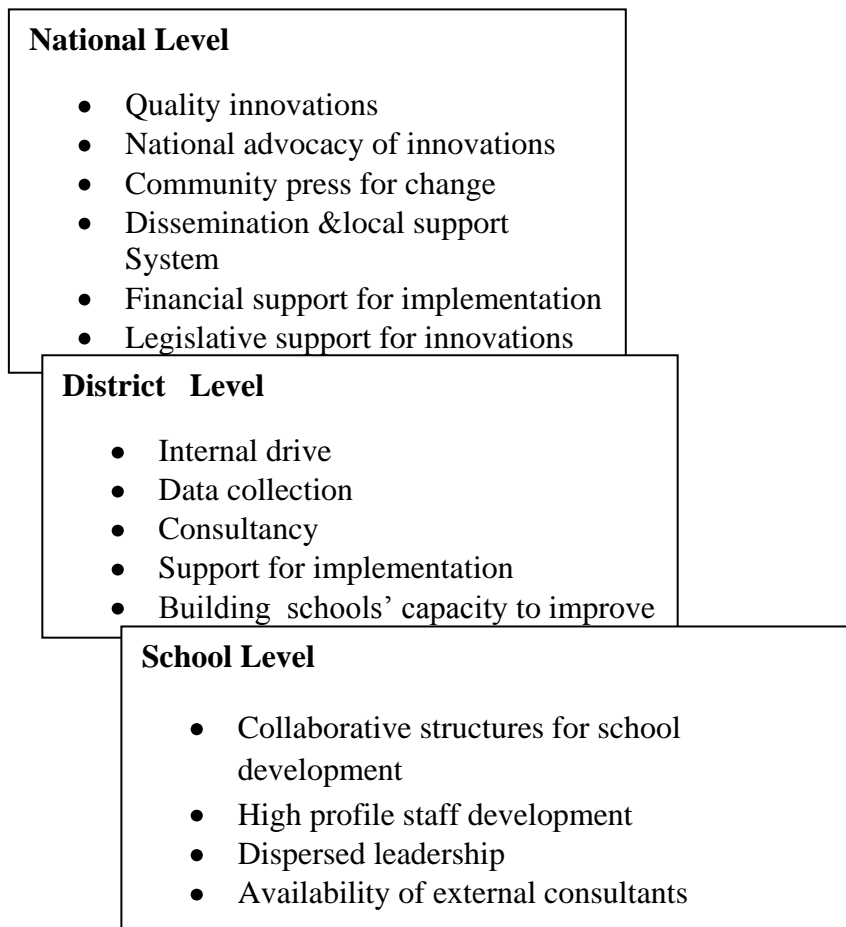


Figure 2: Climatic, Cultural and systemic conditions for school improvement

2.7 The Influence of Factors of School Culture on Implementation of SIP

The term culture has been defined in various ways by many authors. Schein, a longtime leading expert in the field of organizational culture, describes culture as a relatively stable pattern of organizational behavior that lies outside the immediate awareness of the organization's members and reflects the shared behavioral, emotional, and cognitive learning the group has undergone over time (Schein, 1992).

An examination of school culture is important because, as Goodland's study (1984) points out, each school has an ambience (culture) of its own and, further, its ambience may suggest to the careful observer useful approaches to make it a better school. In his study, he also postulates that " the key to program implementation and continuation is "the interactive relationships that teachers have worked out together regarding 'how we gets things done here.

Culture can assist school improvement efforts or act as a barrier to change (Deal,1982).When schools seek to improve, a focus on the values, beliefs, and norms of both the school and the environment outside the school is necessary (Sarason,1982; Deal,1990). Schools organized around democratic and collaborative cultures produce students with higher achievement and better levels of skills and understanding than do traditionally organized schools (Darling, 1997).

In addition, Fullan (1998) reported "Students' achievement increases substantially in schools with collaborative work cultures that foster a professional learning community among teachers and others focus continuously on improving instructional practice in light of student performance data, and link to standards and staff development support.

A school with an effective learning culture...

- a) Maintains the image of a "professional community". Teachers pursue a clear, shared purpose, engage in collaborative activity, and accept a collective responsibility for student learning (Newman, 1995).
- b) Has a clear mission. Teachers value the interchange of ideas with colleagues. Strong values exist that support a safe and secure environment. There are high expectations of everyone, including teachers. There is strong, not rigid, leadership (Deal, 1990).
- c) Encourages teachers to work collaboratively with each other and with the administration to teach students so they learn more (Fullan, 1993).
- d) Is a place where both teachers and students learn (Rosenholtz, 1989). All these contribute for the implementation of school improvement program.

Generally, Schools with a favorable culture for improvement will start and continue improvement efforts more easily than schools that constantly try to avoid changes and are fearful of improvement.

The improvement culture can be considered the foundation of all improvement processes in the school. Of course, as important as school culture is to school improvement, one must not overlook the fact that shaping a school's culture is a complex process...a mixture of leadership, relationships, trust, student focus, values, beliefs, etc. developed and nurtured over months and years.

AS indicated in Fullan (1991), the culture of the school will be viewed as the existence of interplay between three major factors: the attitudes and beliefs of persons both inside the school and in the external environment, the cultural norms of the school, and the relationships between persons in the school. Each of these factors may present barriers to change or a bridge to long-lasting implementation of school improvement.

2.7.1 Attitudes and Beliefs

The effect of school culture on school improvement efforts is significant. The attitudes and beliefs of persons in the school shape culture create mental models of what schooling is and how others in the school should and will respond to events and actions. It is from these attitudes and beliefs that the culture of the school is created. These includes attitudes about schooling, attitudes regarding at-risk students, attitudes among people in the external environment & attitudes of teachers ,students and community toward change.

2.7.2 Cultural Norms that Influence School improvement

Researchers have found particular cultural norms that can facilitate school improvement. Norms such as introspection, collegiality, and a shared sense of purpose or vision combine to create a culture that supports innovation (Fullan, 1991). Deal (1990) list from their experience twelve norms of school culture that support significant, continuous, and widespread improvements in instruction. Some of these include norms that encourage: high expectations, use of the knowledge bases, involvement in decision making, collegiality, trust and confidence, tangible support, appreciation & recognition and open communication. The degree to which these norms are strong makes a difference in the ability of school improvement activities to have a lasting, or even any, effect. A widely shared vision and a norm of involvement in making decisions discussed below.

a) A widely Shared Vision

A norm of protecting what is important evolves from a shared vision of what things are important. Numerous researchers have found that sharing a common vision increases the likelihood that school improvement efforts will succeed (Miles, 1990).

A shared vision among students, faculty, parents, and the external community is a feature of schools in which all students are most likely to succeed academically. If this shared sense of purpose exists, members of the school community are able to spell out what constitutes good performance in a relatively precise and consistent way. Without a shared vision, students, teachers, administrators, and parents do not know what is expected of them (Fullan, 1991). A shared vision helps point out what is important to develop and protect in the school.

A shared vision is one to which many people are truly committed, because it reflects their own personal vision. A vision that is not consistent with values by which people live continuously will fail to inspire and often will foster cynicism (Sarason, 1982).

b) A Norm of Involvement in Making Decisions

Many researchers have found that participation in decision making by those affected directly or indirectly by the school improvement effort is essential to successful implementation and institutionalization (Miles, 1990). A cultural norm supporting the involvement of teachers in decisions or plans that will affect them heightens the possibility that changes will be appropriate in a particular setting. Involvement makes it more likely that responsibility will be assumed and not be attributed to others (Sarason, 1982).

By providing the opportunity for participants to discuss and plan changes, leaders help to assure a higher quality innovation along with greater commitment to and ownership of the innovation. Teachers want their students to be successful, in part, because they want their own ideas and efforts to be successful (Fullan, 1991). Participation in decision making helps people acquire the knowledge and skills needed to change their behavior and contribute to successful implementation (Rosenholtz, 1989).

c) Relationships

Relationships between persons and groups of persons are part of the school culture that can either facilitate or impede school improvement. The relationships teachers have with each other, their students, and the community affect change. In like manner, the relationships between students and their peers, teachers, and the school as a whole can help or hinder school improvement efforts.

Developing collaborative work cultures helps reduce the professional isolation of teachers, allows the sharing of successful practices and provides support. Collaboration raises morale, enthusiasm, and the teachers' sense of efficacy and makes teachers more receptive to new ideas (Fullan, 1991).

Collegial relationships in the school facilitate change. These relationships assist in learning the new practices of the school improvement effort and reduce isolation. If teachers choose not to participate in collegial relationships, or decision making, school improvement initiatives will not enjoy sustained implementation. The creation and nurturance of a school culture that encourages and supports these types of cooperative relationships falls on those who lead the school improvement effort.

The relationships between students and teachers and students and their peers can facilitate or impede change. When teachers are interested in students and demonstrate respect for them, a community of caring is nurtured. A connection with the broader community outside the school is also needed to support the school improvement culture.

2.8 Over View of School Improvement in Ethiopia

Within the framework of the 1994 Education and Training Policy (ETP) the Government of Ethiopia launched the first five year Education Sector Development Program (ESDP-I) in 1997 as part of a twenty-year education sector indicative plan which has been translated into a series of national ESDPs. The main thrust of ESDP is to improve educational quality. Of course, efforts made to improve the quality of education were offset by the greater push given to increasing enrolment during the first two ESDPS.

However, during ESDP III greater emphasis had been given to quality enhancement, quality assurance mechanisms put in place. It had been planned to conduct National Educational Assessments at the final grades of the first and second cycles of primary education so as to monitor progress in students' achievements and to identify major factors influenced the achievement for appropriate policy interventions. It was agreed that the National Learning Assessment (NLA) measures the quality of education and identifies factors that contribute to the outcome. With this context, the First NLA was carried out in 1999/2000 on grade 4 and 8 achievements and the Second NLA was conducted in 2003/04 on the same grades.

The main objective of the first NLA was to establish baseline data on students' learning achievements while the objective of the second one was to monitor its progress overtime. The Second NLA indicated that the development of students' attitude towards education, environmental protection, health care, civics & ethics is in the desired direction. However, the evidence suggested that students learning had not increased from 2000-2004. Although the average mark attained in grade 4 rose from 47.9 to 48.5, at grade 8 this number fell from 41.1 to 39.7(MoE,2005).

On the second year of ESDP III, the Ministry of Education had launched General Education Quality Improvement Package (GEQIP) which comprises six programs (MoE, 2007). School Improvement Program (SIP) was among the major ones. The launching of GEQIP showed that the government had found its attention to improve the quality of education.

As part of the quality enhancement endeavor, School Improvement Program had got attention to be implemented in the ESDPIII and IV. The major focus areas of the School Improvement Program were: school leadership and management, parent and community partnership, student-centered learning, professional development and collaboration and quality instructional program. To this end, a School Improvement Guideline, school improvement framework & school improvement program implementation manual were developed by ministry of education (MoE, 2010).

Throughout 2006-2007 the MoE developed a School Self-Assessment form (SAF) with assistance from REBs and teacher education institutions. The purpose of the SAF is to review

where the school is currently and to identify the area most in need of development. The school self-assessment was prepared, edited, and translated into English and Amharic. The SAF identifies four domains as the most significant areas in need of school improvement: learning and teaching, safe and conducive environment, leadership and management and community involvement.

Within each domain, focus areas are highlighted and standards of performance indicated. Indicators of practice are provided for the school to evaluate its performance in relation to each standard. The school is encouraged to identify evidence or data that supports their assessment of how well they are meeting each standard. The schools rate themselves. As part of the process each school is required to include all stakeholders in the assessment (i.e., teachers, students, parents, and community). The school assesses its strengths and weaknesses for each standard.

During 2007 training and materials in school improvement methodology were provided to the REBs, woredas and schools. In particular, schools were instructed in how to use the self-assessment instrument and how to apply the findings to develop a School Improvement Plan.

As noted in MoE (2008) over 80% of schools have been trained in the school improvement methodology and have a school improvement plan. Training included the school community, i.e. administrators, teachers, students, parents/caregivers, community representatives, supervisors and educational program experts.

CHAPTER THREE

Research Design and Methodology

This chapter deals with the research design and methodology, approach and source of data used to investigate the current practice & challenges of School Improvement Program implementation in preparatory schools of East Shoa Zone. It also included the population, sample size, sampling techniques, instrumentation & the procedures of data collection used for the study. Finally, how data analyzed was described briefly in the chapter.

3.1 Research Methodology

The major purpose of this study was to assess the existing practices and related challenges in implementing school improvement program (SIP) in the selected preparatory schools of East Shoa Zone. To achieve this objective, descriptive research design had been employed. Frankel (2003) argued that descriptive research design helps to describe and interpret the current condition of certain affairs. This research design was selected; because it enables to assess & obtain the current status of practices & challenges in implementing SIP in the identified preparatory schools.

3.2 Research Approach

A mixed approach was used in this study, combining both quantitative and qualitative components. Frankel (2003) described a mixed approach study as one containing both a quantitative and a qualitative portion. School improvement program activities have been run by different stakeholders. So, the researcher wanted to involve these stakeholders in the study. For this reason, he became interested to use mixed approach of study to compare results from quantitative data collection with results from qualitative data collection for triangulation. That is, statistical data were supported by qualitative themes. This helps to understand more about the practices and challenges in implementing SIP.

3.3 Sources of Data

In this study, both primary and secondary sources of data were used. The primary data were gathered from teachers, students, principals and PTA chairpersons of the selected preparatory schools. In addition to this, woreda and Zone education officers were involved as primary sources

of data. As secondary source of data; manuals, guideline, strategic and other plans of school improvement program were considered.

3.4 Population, Sample Size and Sampling Techniques

In East Shoa Zone of Oromia National Regional state, there are ten woredas and three town administration. Among these, only four woreda and two town administration (six in total) have one preparatory school each (East shoa zone education office,2013). Of these six schools, three target schools were identified for the study. These were: Wonji, Mojo and Oda Bokota preparatory schools. The schools are located in different woreda at different direction of the Zone. East shoa zone classified the six preparatory schools based on their general annual performance as top, medium and low. So, the schools were identified by random sampling from the three groups: Mojo(top) ,Wonji (medium) and Oda Bokota(low). The fact that 50% of the schools were involved in the study makes the data more reliable.

Teachers, students, principals and PTA chair persons of the identified schools constituted population of this study. Woreda and zone education officers were also part of the population. The population of target schools had been described in the table below:

Table 1: Number of Teachers and Students in School

Schools	Teachers				Students				No.of sections	No.of students/section	
	Male	Female	Total	%	Male	Female	Total	%		Minimum	Maximum
Mojo	21	2	23	33.8	302	241	543	34.2	12	43	57
Wonji	23	1	24	35.3	326	294	620	38.9	12	40	57
Oda-Bokota	20	1	21	30.9	244	183	427	26.9	8	50	58
Total	64	4	68	100	872	718	1590	100	32		

(East shoa zone, 2013)

To select respondents from teachers and students for this study, random sampling was used. Gay (2000) stated: Random sampling is the best way to obtain a representative sample. Although no

technique, not even random sampling, guarantees a representative sample, the probability of achieving one is higher for this procedure than for any other.

As reflected in the Table above, the total number of teachers in the selected schools was sixty eight. Thirty four teachers were identified by random sampling 12 from Mojo, 12 from Wonji and 10 from Oda Bokota School. This reveals that 50% of teachers from the total number in the target schools were involved in the study. Correspondingly, the share for each school is also 50%. Students had been already arranged in grades 11 & 12 and also to their respective sections. Of course, the numbers of students assigned to different sections in the identified schools vary.

As indicated in the table above, the minimum is 40 students & the maximum is 58 per section. 10% of students were selected by random sampling from each section in each school, which were 4-6 students per section. The total number of students in the target schools was 1,590. Accordingly, 159 students were participated in the study: 54 from Mojo, 62 from Wonji and 43 from Oda Bokota preparatory school.

The principals and chairpersons of PTA in the target schools are members of the SIP committee. They were selected by purposive sampling. Creswell (2003) states that, in purposive sampling technique the researchers purposely choose subject, who, in their opinion, is relevant to the project and the choice of respondents is guided by the judgment of the investigator.

The three woreda & one zone education officers were also selected by purposive sampling. The total sample size for this study was 203 respondents.

3.5 Instrumentation

Questionnaires & interviews are the two data gathering tools employed.

3.5.1 Questionnaire

Questionnaires were used to gather data from teachers & students. They can enable to obtain data from individuals about themselves & the work of larger social institutions like school (Gay, 2000). According to Creswell (2003), there are distinct advantages in using questionnaire vs an interview: questionnaires are less expensive and easier to administer than personal interviews; they lend themselves to group administration; and, they allow confidentiality to be assured. With these themes, the researcher selected to use questionnaires for the study. In the questionnaires

both close and an open ended question items were included. The questionnaires were self administered.

3.5.2 Interview

Interview was employed for the 3principals, 3PTA chairpersons, and 3Woreda & 1 zone education officers. The interview was semi structured. More relevant documents like manuals, strategic and other plans of the school improvement program were additionally consulted during the interview.

3.6 Procedures of Data Collection

A pilot test was conducted in one preparatory school found in East Shoa zone: at Boset preparatory School, wolenchity town. 12 teachers (10 males & 2 females) and 30 students (20 males &10 females) were selected & participated. The validity of the question items were pre-tested through SPSS statistical software from the pilot test response. Based on this, some corrections, instructional amendments and other adjustments were made.

The quantitative data and qualitative data were collected at the same time. The questionnaires were administered by the researcher and two assistants. Before administering the copies of the questionnaire, an appropriate rapport was established with the schools' management to create conducive environment to get reliable data. Finally, the questionnaires were administered out, after completed by the respondents they were collected by the researcher and the assistants.

Time was arranged with the school management for the interview. Since the selected interview type is semi structured, specified set of questions were developed that will help to draw information from the respondents. Before the interview, necessary arrangement was also made with the interviewees. Fundamentally, the respondents assured that their responses kept confidential. A professional but relaxed atmosphere was maintained in the interview. The responses were taken through hand written notes by the researcher himself.

3.7 Method of Data Analysis

The data that were collected from different sources had been broken down in to segments or patterns and analyzed and interpreted using quantitative (statistically) and qualitative (textual) research analysis. Nominal, frequencies and percentage values were used to analyze the demographic characteristics of respondents. The quantitative data were entered package for the

social science (SPSS version 16.0) software for analysis. Statistical procedures were performed on quantitative data. The responses given for open – ended question items and interviews were analyzed qualitatively.

CHAPTER FOUR

Presentation, Analysis and Interpretation of Data

This chapter deals with the demographic information of the sample population involved in the study and the information gathered from them. Accordingly, the respondents' responses are discussed in terms of age, Sex, educational qualification and work experience in the first part of the chapter. The second part deals with the result of the empirical data that was gathered through questionnaire and interview from preparatory school students, teachers, principals, PTA chairpersons and education officers.

4.1. Demographic Information of the Respondents

The study aimed at assessing the practices and related challenges of SIP implementation in preparatory schools of East shoa Zone, Oromia National Regional state. Questionnaire was distributed to 159 students and 34 teachers to fill in. Of course, the questionnaire distributed to students was translated to Amharic and Afan Oromo languages to minimize language barrier challenges.

Out of the distributed questionnaire, 184 copies (150 from students and 34 from teachers) were appropriately filled in and returned, producing an overall 95.3% return rate. Apart from questionnaire; 3 principals, 3 PTA chairpersons and 3 woreda and 1 zonal education officers were interviewed. The characteristics of the respondents are presented as follows under Tables 2 and 3

Table 2: Respondent Category by Age and Sex

		Teachers		Students		Principals		PTA ch/persons		Edu.officers	
		Freq	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
A G E	20 years & below	-	-	150	100	-	-	-	-	-	-
	21 – 30 years	13	38.2	-	-	-	-	-	-	-	-
	31 – 40 years	6	17.6	-	-	-	-	-	-	-	-
	41 years and above	15	44.1	-	-	3	100	3	100	4	100
	Total	34	100	150	100	3	100	3	100	4	100
S E X	Male	30	88.2	83	55.3	3	100	3	100	4	100
	Female	4	11.8	67	44.7	-	-	-	-	-	-
	Total	34	100	150	100	3	100	3	100	4	100

As indicated in Table 2, 38.2% and 44.1% of teacher respondents were within the age range of 21-30 years and 41 years and above, respectively. On the other hand, all principals, PTA chair persons and education officers were 41 years old and above. All students were in the age range of 20 years and below. This might imply that preparatory schools in east shoa zone of Oromia national regional state staffed with composition of significant number of young and senior teachers. This may also be a problem to school leadership in mobilizing these two groups of teachers together for effective implementation of SIP. On the other hand, if the school leadership give much attention and use major managerial knowledge and skills to organize these teachers together, it may facilitate the implementation of school improvement program in such a way that both groups of teachers would take responsibility to lead SIP efforts and activities as expected. Consequently, this attempt may result with better performance of SIP implementation. It is also depicted in Table 2, that 88.2% of teachers and all principals, PTA chair persons and education officers were males. Amongst the student respondents 55.3% were males. This may possibly reveal that the number of females was very low. Hence, it needs effort to qualify and empower them in every aspect.

Table 3: Respondents' Category by Educational Qualification & Work Experience

	Items	Teachers		Principals		PTA chairpersons		Education officers	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%
EDUCATIONAL/ QUALIFICATIO	Below grade 12	-	-	-	-	2	66.7	-	-
	certificate	-	-	-	-	-	-	-	-
	Diploma	-	-	-	-	1	33.3	-	-
	BA/BSC/Bed	30	88.2	-	-	-	-	4	100
	MA/MSC	4	11.8	3	100	-	-	-	-
	Total	34	100	3	100	3	100	4	100
WORK EXPERIEN	10 years & Below	14	41.2	-	-	-	-	-	-
	11-20 years	3	8.8	2	66.7	-	-	3	66.7
	21 years & above	17	50	1	33.3	-	-	1	33.3
	Total	34	100	3	100	-	-	4	100

Table 3 reflected that the majority (88.2%) of teacher respondents and all educational officers were first degree holders, whereas all principals and 11.8% of the teachers were master degree holders. This may indicate that the majority of teachers didn't hold the required qualification for teaching in preparatory schools as stated in ETP. Hence, it may possibly imply

that it would be problem for effective implementation of SIP, particularly the teaching-learning domain. On the other side, the principals hold the desired qualification to lead preparatory schools. This may help to plan and manage SIP activities in a better way especially to solve problems around leadership and management domain.

In connection with their work experience, table 3 indicated that 41.2% and 50% of teachers had served for 10 years & below and 21 years & above, respectively. It would therefore, be possible to infer that teachers with shorter years of classroom teaching experiences would face challenges on implementing learning and teaching domain which may ultimately hinder the smooth operation of SIP implementation in general and realization of its objectives as much as expected. Moreover, 66.7% of principals & 75% of education officers had between ranges of 11-20 years of work experience. This may possibly imply that the principals and the education officers had better experience to help the schools in SIP implementation.

4.2. SIP Implementation and Realization of Its Objectives

School improvement program has four major domains. So, SIP implementation focuses on these vital areas of school improvement. It needs the cumulative endeavor of all stakeholders. Implementation of School improvement program and realization of its objectives have strong connection.

School improvement program has the following major objectives. These are: improving students' learning, ethics and academic achievement, enabling school system to be transparent, participatory and accountable by realizing good governance and democratic system in schools in order to make the schools result full and enabling the schools to have managerial freedom by developing the leadership and management with decentralized system at school level (MoE, 2007).

Effective SIP implementation can result with better realization of its objectives. Therefore, it may be possible to say SIP implementation can help in the realization of its objectives. Of course; this depends up on the effort schools exert on SIP implementation. The objectives are general and many specific activities should be accomplished to achieve them. In relation to this, respondents were asked to indicate the extent to which SIP implementation helped the realization of the above

objectives. Accordingly, the responses given by the respondents summarized in the following table.

Table 4: Advantage of SIP Implementation in the Realization of Its Objectives

No	Items	Respondents				t
		Teachers (N=34)		Students (N=150)		
		M	SD	M	SD	
1	Improve students' academic achievement.	4.47	0.748	3.58	1.125	45.407
2	Helps to monitor students' achievement	4.21	0.687	3.24	1.151	40.595
3	understand how to improve students' academic achievement	4.24	0.819	3.53	1.213	41.995
4	give academic support for students based on their individual difference	4.21	0.770	2.97	1.318	32.732
5	creates conducive learning environment	4.12	0.880	2.85	1.340	30.767
6	maintain smooth relationships with parents	4.09	0.933	3.13	1.354	33.569
7	develops good practices of school leadership	4.06	0.19	3.43	1.223	40.198
8	decentralize school management	3.88	0.880	3.21	1.222	37.857

* Significance level: Alpha =0.05 (two tailed) *t_{critical}= 1.973

As reflected in Table 4, the students and teachers remarkably agreed that SIP helped to improve students' academic achievement, maintain smooth relationships with parents, decentralize school management, monitor students' academic achievement, develop good practices of school leadership and helped the teachers to understand how to improve students' academic achievement with mean value ranging from 3.13 to 4.47. The mean values obtained on all items showed statistically significant differences.

As the computed mean values showed, one may possibly state that the implementation of SIP in Preparatory schools under study helped in the realization of its objectives. Furthermore, interview was held with principals, PTA chairpersons and woreda and zone education officers on this issue. According to one of the principals, "schools have experienced SIP implementation and this helped the realization of its objectives. He also added that the extent to which implementation of SIP helped in the realization of its objectives was still at

medium level and need to work hard for better achievement”. Another principal said that “schools have been started to give emphasis for SIP implementation and this supported the realization of its objectives in a way that students’ academic achievement showed certain improvement.”

One of the woreda education officers responded that “much has been done for SIP implementation and this helped in the realization of its objectives even though it didn’t succeed as much as expected. But, the officer argued that the schools should encourage all stakeholders to contribute their idea, experiences and best efforts for successful implementation of SIP.” In this regard, another education officer explained that “SIP implementation can help in the realization of its objectives, but the main problem was on the school leadership and school SIP committee in playing their important role.” Besides, zonal education officer also responded that “there was no hesitation that SIP implementation helped in the realization of its objectives. The main point was how much all the concerned bodies and stakeholders contributed for the implementation of SIP as much as required.”

According to one of the PTA chairpersons, “after the government launched SIP the parents and entire community got more opportunity to discuss on school improvement issues. So, this helped to make schools’ management a little bit decentralized. He also added that previously they were wanted only for financial contribution.” Generally, from the themes of responses of the interviewees it may possibly imply that the SIP implementation helped in the realization of its objectives.

4.3. Supportive Conditions to Implement SIP

Different supportive conditions should be put in place to implement SIP. John (2001) described that, these conditions are expected to be put in place at various levels: at national, regional, zone, district, school and class room. In this regard, the researcher focused on investigating how much the support provided from woreda and school level was adequate to implement SIP. To this end, responses of respondent teachers and students on this issue were computed in the following Table

Table 5: Adequacy of Support at School Level to Implement SIP

No	Items	Respondents				t
		Teachers(N=34)		Students(N=150)		
		M	SD	M	SD	
1	provision of continuous trainings	3.18	1.267	2.47	1.241	27.764
2	Required Resources assigned	3.15	1.048	2.81	1.333	30.251
3	Regular monitoring system put in place	2.94	1.153	2.94	1.222	33.059
4	Best practices shared	3.03	1.167	2.83	1.108	34.806
5	Available technology used	2.79	1.225	2.34	1.289	25.555

* Significance level: Alpha =0.05 (two tailed) *t_{critical}= 1.973

As reflected in Table 5, with regard to students' response for provision of continuous trainings and using available technology, the mean values were below average which were 2.47 and 2.34 respectively. For the rest items, yet the mean results were average in both groups of respondents with the mean value ranging from 2.81 to 2.94. Both groups of respondents, therefore, indicated that the above supportive conditions for school improvement implementation had been put in place at school level with very minimum extent. Thus, from the mean values, it may be clear that these supportive conditions were not adequate. In line with this idea, one of the interviewed principals said that "schools have limited resources and capacity. So, it is difficult for schools to put the necessary supportive conditions to implement SIP and this pull back SIP implementation." But, two of the woreda education officers replied that "schools have shortage of capacity in mobilizing the resource but not inadequacy of resources to allocate for SIP implementation." The zone education officer answered that "schools and woreda education offices haven't put the desired supportive conditions in place may be due to lack of capacity or attention for SIP implementation." Moreover, from the responses of the interviewees it may possible to say that the supportive conditions hadn't adequately put in place at school level for SIP implementation.

Since the calculated values of t for all items in Table 5 are greater than critical value (1.973), there are significant differences between the mean values of the two groups of respondents.

Table 6: Adequacy of Support from Woreda Education Office

No	Items	Respondents				
		Teachers (N=34)		Students (N=150)		t
		M	SD	M	SD	
1	Regular technical support provision in SIP planning	2.59	1.234	2.64	1.183	30.000
2	support offered in mobilizing the community	2.50	1.212	2.57	1.228	28.345
3	Continuous consultation services	2.29	1.115	2.48	1.225	27.544

* Significance level: Alpha =0.05 (two tailed) *t_{critical}= 1.973

In Table 6, the computed mean values of responses of both teachers & students on provision of regular technical support in SIP planning and support offered in mobilizing the communities were average ranging from 2.50 to 2.64. But, the mean value of response for continuous consultation services was below average which is 2.29 and 2.48. This may imply that supportive conditions for school improvement from woreda level hadn't been adequately put in place to implement SIP. Two of the principals replied that "support from woreda education office for implementation of SIP was very low. Particularly, the two school principals said that the issue of SIP was left only for schools and the expertise from woreda education office come to school only for evaluation." One of woreda education officer responded that "the support given from education office was not ample, because the experts mostly restricted to official activities rather than support for schools. Of course, I trust this situation should be changed." Besides, one respondent from PTA chairpersons said that help from woreda education office particularly in mobilizing the wider community for SIP implementation was very low.

As the computed t- values for all items in Table 6 indicates, statistically significant mean value differences were observed between responses of teachers and students.

4.4 Factors of School Culture Influencing SIP Implementation

As Patterson, purkey, and parrer (1986) state, "culture can be beneficial, or counter-productive and an obstacle to educational success; culture can also be oppressive and discriminatory for various sub groups within the school." In relation to this, respondents were asked to give their views on whether the factors of school culture have influenced

implementation of SIP or not. The responses were computed by using t- test and presented below in table 7.

Table 7: Factors of School Culture Influencing SIP Implementation

No	Items	Respondents				t
		Teachers(N=34)		Students(150)		
		M	SD	M	SD	
1	Shared clear Vision to school community	3.12	1.200	3.31	1.380	32.929
2	Regular discussion forum	3.21	1.038	3.19	1.343	33.556
3	positive relationships among staff	3.56	1.050	3.41	1.342	36.077
4	shared SIP activities among staff	3.50	1.108	3.34	1.263	37.026
5	unanimously approved SIP plans	3.24	1.156	2.93	1.191	34.150
6	Taking ownership of SIP implementation decisions	3.12	1.320	3.37	1.324	34.096

* Significance level: Alpha =0.05 (two tailed) *t_{critical}= 1.973

As shown in Table 7, for all items the mean values were above average. Both teachers and students agreed that shared clear vision to school community, regular discussion forum, positive relationship among staff and shared SIP activities among staff had been commonly exercised in their respective school with mean value ranging from 3.12 to 3.56. They also agreed that taking ownership of SIP implementation decisions was experienced in their school. Indeed, both respondents implied that factors of school culture had influenced the implementation of SIP. Hence, the influence was positive or beneficial in which it helped the implementation of SIP. One of the education officers answered that “building effective school culture aided in decision-making, problem solving and other tasks of SIP implementation in our preparatory school.” The three principals told that having good school culture helped us in making the SIP implementation smooth. Therefore, it may possible to say that factors of school culture influenced the implementation of SIP. The computed t-values for all items in Table 7 were greater than t-critical. So, statistically significant mean value differences were observed between responses of teachers and students.

4.5. Major Challenges Encountered in Implementing SIP

Comprehensive implementation of SIP results in the successful attainment of its objectives. However, this demands the collaborative effort of all stakeholders. Despite their relentless effort in SIP implementation, East Shoa Zone Preparatory Schools have encountered some challenges.

These include challenges related to: learning-teaching domain, leadership & management domain, safe & conducive learning environment domain & community involvement domain. Respondents asked some questions on this issue. Accordingly, the results of responses were presented in the following four tables (Tables 8- 11).

Table 8: Challenges Related to Learning - Teaching Domain

No	Items	Respondents				t
		Teachers(N=34)		Students(N=150)		
		M	SD	M	SD	
1	Academic achievement prioritized.	3.82	1.114	3.95	1.195	45.234
2	Various teaching methods used.	3.53	1.107	2.81	1.379	29.332
3	Regular students' performance checked.	3.32	1.121	2.69	1.311	29.276
4	Provision of continuous feedback	3.65	0.917	2.83	1.338	30.949
5	Multiple evaluation method is employed.	3.85	0.925	3.19	1.302	35.461
6	Academic achievement Progress regularly monitored.	3.62	0.954	3.19	1.255	36.479
7	High expectation of students	3.32	1.065	2.73	1.384	28.607
8	Timely reporting of assessment results	3.56	1.186	3.59	1.307	37.895
9	Performance data was used to improve students' failure.	3.53	1.080	3.37	1.224	38.552

* Significance level: Alpha =0.05 (two tailed) *t_{critical}= 1.973

As shown in Table 8, students showed their feeling in such a way that using various teaching method, checking students' performance regularly, provision of continuous feedback and high expectation for students hadn't been exercised sufficiently in their schools. But, both teachers and students agreed that prioritizing students' academic achievement, employing multiple evaluation method, monitoring academic achievement progress, timely reporting of assessment results had been experienced well in their schools with mean value ranging from 3.19 to 3.95.

The t- values obtained on all items showed statistically significant mean value differences between the responses of teachers and students.

The computed mean values revealed that challenges related to learning- teaching domain were low. However, great variations had been observed between the mean values of teachers' and

students' response in most items. Consequently, the challenges related to this domain might impede the implementation of SIP.

Table 9: Challenges Related to Leadership and Management Domain

No	Items	Respondents				t
		Teachers(N=34)		Students(N=150)		
		M	SD	M	SD	
1	Leadership experience to realize Shared vision.	3.38	1.129	3.40	1.253	37.516
2	leadership dedication for SIP implementation	3.18	1.242	3.77	1.045	44.902
3	experience of good practices to promote transparency	3.44	1.211	3.39	1.219	37.930

* Significance level: Alpha =0.05 (two tailed) *t_{critical}= 1.973

In Table 9, the results showed that the mean values of all items raised were above average. Teachers and students agreed that leadership experience to realize shared vision, leadership dedication for SIP implementation and experience of good practices to promote transparency had been worked better in their school. This might imply that the challenges related to leadership and management domain were minimum.

The computed t- test values also showed statistically significant differences between the two groups of respondents on all items for the computed t- values are greater than the t-critical.

Table10: Challenges Related to Safe & Conducive Learning Environment Domain

No	Items	Respondents				t
		Teachers(N=34)		Students(N=150)		
		M	SD	M	SD	
1	Participation of Students in SIP activities	3.76	1.075	3.09	1.414	31.561
2	Favorable environment increased students' learning interest.	3.44	1.260	3.08	1.463	29.817
3	Open students – teachers relationship is developed	3.50	1.212	3.23	1.338	33.815
4	Students are encouraged for new innovation	3.85	0.925	3.01	1.400	31.542

* Significance level: Alpha =0.05 (two tailed) *t_{critical}= 1.973

For students to be successful in their academic performance, safe & conducive learning environment is one of the basic conditions. With this regard, students learning environment was given adequate attention in this research. As a result, the computed mean values in Table 10 indicated that schools involved in the study performed better to improve the problems around this domain. The teachers and students agreed that participation of students in SIP activities, open students-teachers relationships and encouraging students for new innovation had been in good position in their schools.

As the computed t-values showed there were statistically significant mean value differences between responses of teachers and students.

Table 11: Challenges Related to Community Involvement Domain

No	Items	Respondents				t
		Teachers(N=34)		Students(N=150)		
		M	SD	M	SD	
1	community Participation in planning SIP	2.79	1.298	2.77	1.362	27.974
2	community provision for SIP implementation	2.68	1.224	2.99	1.264	31.561
3	Good school-parent relationship has created	2.74	1.238	2.92	1.344	29.575
4	practice of promoting school achievement to wider community	2.85	1.374	2.69	1.291	28.261

* Significance level: Alpha =0.05 (two tailed) *t_{critical}= 1.973

The activities of SIP are very broad and need community participation at large. The level of community involvement was, however, limited to physical improvements of their schools and their involvement used to happen only when they asked or told by higher authorities. So, community involvement was challenge for SIP implementation. Both teachers and students showed their feeling that community participation in planning SIP, community provision for SIP implementation, good school-parent relationship and practice of promoting school achievement to wider community hadn't been in good position in their schools.

As shown in Table 11, the results of computed mean values were almost average (with in interval of 2.6 - 2.9) for responses of teacher and student respondents. This may indicate that the community involvement in SIP issues was very low. Furthermore, principals, PTA chairpersons and education officers also reported in the interview that the community participation for the SIP was below the expected level.

As the t- values obtained on all items in Table 11 showed there were statistically significant differences between mean values of teachers' & students' responses.

On the other hand, one open ended question item which refers to put the challenges in rank order was included in the questionnaire. Accordingly, the respondents reacted putting the challenges in rank order.

Table 12: Rank order of Challenges Encountered in Implementing SIP

No	Items	Rank Order							
		1		2		3		4	
		Freq	%	Freq	%	Freq	%	Freq	%
1	Challenges related to learning-teaching domain	48	26.1	61*	33.2	33	17.9	44	23.9
2	Challenges related to leadership & management domain	27	14.7	38	20.7	61*	33.2	57	30.9
3	Challenges related to students learning environment domain	74*	40.2	40	21.7	44	23.9	27	14.7
4	Challenges related to community participation domain	35	19.0	45	24.5	46	25	56*	30.4
	Total	184	100	184	100	184	100	184	100

As shown in table 12, the respondents indicated the descending order of the major challenges encountered in implementing SIP based on their prevailing rate. Hence, 40.2% of the respondents implied that the first serious challenges in implementing SIP in preparatory schools of East shoa zone are related to students learning environment. Similarly, 33.2% of respondents revealed that challenges related to learning teaching domain and challenges related to leadership & management domain have come to the second & third rank order respectively. But, 30.4% of the respondents indicated challenges related to community involvement were on the fourth order.

CHAPTER FIVE

Summary, Conclusions and Recommendations

This last chapter of the study deals with the summary of the findings, conclusions drawn and recommendations forwarded based on the findings.

The purpose of the study was to assess the practices and challenges of SIP implementation in preparatory schools of East Shoa Zone, Oromia National Regional State. Hence, based on the identified problems, possible solutions were forwarded. In order to meet the objectives; the study was guided by the following basic questions of the research.

1. To what extent has the implementation of SIP helped in the realization of its objectives in preparatory schools of east shoa zone?
2. How adequate supportive conditions have been put in place to implement SIP?
3. Have factors of school culture influenced implementation of SIP?
4. What are the major challenges that encountered in implementing SIP?

The study was carried out in three woreda and mainly three preparatory schools included. Accordingly, 150 students, 34 teachers, 3 principals, 3 PTA chairpersons and 3 woreda and 1 zone education officers were involved in the study. Therefore, the total sample had been consisted 193 respondents. The data were collected from students and teachers through questionnaire. Interview was employed to collect data from the principals, PTA chairpersons and education officers.

5.1. Summary of the Major Findings

- Although, there were statistically significant differences observed as the computed t-tests revealed, teachers and students indicated that SIP implementation helped to improve and monitor students' academic achievement, teachers to understand more how to improve students' academic achievement and to give academic support for students based on their individual difference. The result also showed that SIP implementation helped the schools to develop good practices of school leadership and to decentralize school management. In addition to this, the interviewed principals, PTA chairpersons, woreda and zone education officers also confirmed that realization of SIP objectives could become true through implementation of SIP. In fact, they didn't deny

that the extent was still at medium level and had to work for better achievement. Generally, the finding of the study showed that implementation of SIP helped in the realization of its objective and the extent was at medium level.

- The result of the study revealed that supportive conditions such as: provision of continuous training, resource allocation, regular technical support in planning SIP, support in mobilizing wider community & continuous consultation services were not adequately put in place at school level and in woreda education office to implement SIP.
- The finding of the study showed that factors of school culture like: shared vision, relationships, collaboration and ownership have influenced the implementation of SIP in preparatory schools of east shoa zone. The Computed mean values were above average and this indicated that the influence was positive (beneficial). The principals, PTA chairpersons and education officers also strengthened that the factors of school culture have influenced the implementation of SIP in such a way that staffs have been working together and also take ownership for the SIP activities.
- Regarding the challenges encountered in implementing SIP, the finding of the study showed that the challenges are related to the four domains of SIP. These are: learning- teaching, leadership and management, safe & conducive environment and community involvement. The challenges related to each domain are different in their prevailing rate. However, the respondents had put the challenges in rank order as follows:

1st. Challenges related to safe and conducive learning environment domain

2nd. Challenges related to learning- teaching domain

3rd. Challenges related to leadership and management domain

4th. Challenges related to community involvement

5.2. Conclusions

Connected thoughts taken from the review of related literature and analyzed data of quantitative and qualitative part of the study helped to draw the following reasonable conclusions about the findings.

- The critical role of SIP implementation in the realization of its objectives is irrefutable. Effective implementation of the School Improvement results with achieving and sustaining SIP objectives. Schools which give focus for effective implementation of SIP are expected in performing better realization of its objectives than those schools that do not.
- SIP implementation requires a supportive environment where conditions for school improvement adequately put in place. Excellent schools direct their energies and resources towards the implementation of school improvement program to maximize achievement and realize the potential of all students. However, it was attested by the responses obtained through questionnaire & interview that putting these supportive conditions seemed under emphasized in East shoa zone, particularly from woreda education office. Therefore, it may be possible to conclude that facilitating supportive conditions at school level and assistance from woreda education office was not adequate enough to implement SIP as much as expected.
- School culture is crucial to the implementation of SIP. Because, school improvement needs the collaborative effort of all stake holders. If focus is given to it, culture becomes the cohesion that bonds these stake holders together. Hence, factors of school culture can influence positively by putting a bridge to long-lasting implementation of SIP or influence negatively by presenting barriers to it. Based on this, MoE emphasized the need to develop teamwork in schools.
- The domains of SIP represent the four key areas in which school improvement takes place. The challenges related to each domain have their own nature of existence & prevailing rate. Having these challenges as a whole put great hindrance for implementation of SIP. Despite of the fact that SIP has been implemented for around seven years in east shoa zone preparatory schools, the objectives hasn't been effectively realized.

5.3 Recommendations

- Schools with high experience of implementation of SIP may have better opportunities for success in the realization of its objectives than those with low or no experience in implementing SIP. So, east shoa zone & woreda education offices and schools need to develop certain mechanisms to make the schools successful in this regard. The recommended mechanisms could be:

- a) Zone and woreda education offices ought to be a catalyst for effective implementation of school improvement by understanding and acting on their role.
 - b) Schools need to put students learning first and focus on improvement of students' academic achievement in their plans and process of implementation.
 - c) Schools should emphasize on fostering good practices of leadership (transparency, participatory approach & accountability) and decentralization of school management by participating the staff in every school activities.
- Effective implementation of SIP required to have supportive conditions in place; so that schools can cope up the challenges, adopt new ways of solving SIP problems and can provide support to all stakeholders. Cognizant of this fact, it would be important for east shoa zone preparatory schools and woreda education offices to put adequate supportive conditions in place for effective implementation of SIP.
 - a. Woreda education offices should focus on schools capacity building through continuous training and professional consultation.
 - b. Woreda education offices need to help the schools in mobilizing the wider community through the government structures: woreda & local kebele administrations.
 - c. Schools should work to capacitate the staff, monitor the implementation of SIP on regular basis, facilitate best practice during the implementation and provide opportunities to staff for communicating by using SIP committee of the school.
 - d. Schools should give emphasis to allocate resources (money, equipment and materials) by discussing with school board and PTA.
 - In order to attain objectives of SIP in general and quality education in schools in particular, MOE and regional education bureaus are exerting their utmost effort in setting different training & preparing manuals those help the schools to develop good school culture. The MoE has also given more emphasis to strategy of developing team work among teachers, students and the entire school community which can result with better school culture in implementing SIP. However, this was not fully implemented by zone and woreda education offices. Therefore, it would be better for the MoE and regional education bureau to assist zone and woreda

education offices to work on the strategy in developing fertile ground for better school culture in schools such as: to work on structures and processes exist in schools to support shared leadership, facilitating staff's collective responsibility for student learning and staff's focus on continuous improvement.

- The study indicated that most of the challenges in implementing SIP are related to the four domains of school improvement. Therefore, east shoa zone and woreda education offices should give much attention to how the challenges can be solved according to the situation of the preparatory schools in the zone.
 - a. The staff should get continuous shared & common understanding about the four domains of SIP, the practices and its implementation through regular discussions with experts.
 - b. The schools should encourage teachers to be committed to collaborate, participate as decision makers and leaders of efforts of SIP implementation and solve SIP problems by giving responsibility and reward for better performance.
 - c. Students, teachers, school leadership, parents and the wider community should have common continuous discussions about SIP & its implementation to solve the challenges on spot.

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Appendix -A
Addis Ababa University
College of Education
Department of Educational Planning and Management
Questionnaire to be filled by teachers

General Direction

Dear Respondents:

The purpose of this questionnaire is to gather relevant information about the practices and challenges of implementing School Improvement program in preparatory schools of East shoa Zone of Oromia Regional State. The information that you will be providing will be used only for a research purpose and will remain highly confidential. Your genuine responses to the items of questionnaire will contribute to the successful completion of this study. You are, therefore, kindly requested to provide frank information. Your co-operation is very much appreciated.

Please note that:

- Do not write your name.
- Indicate your responses by putting a thick (√) mark against each of your choices for close ended items.
- Give your responses briefly in writing in open ended items.

Thank you in advance for your concern and cooperation.

A. Demographic Information

1. Name of the Woreda _____
2. Name of the School _____
3. Sex: Female Male
4. Age: 20 & below 21 – 30 31 – 40 & above
5. Educational Background:
 Diploma BA/Bsc/Bed degree M/MSc degree
- 1.5 Work Experience in years:
 10 & below 11 – 20 & above

B. Issues pertaining to the practice in implementing SIP in your school.

Please indicate your level of agreement on the items listed below.

The scale is underscored as follows:

Strongly agree=5 Agree =4 Not Decided =3 Disagree = 2 strongly Disagree =1

No	Items	Rating scales				
		5	4	3	2	1
1	SIP helped the students to improve their academic achievement.					
2	SIP helped in using multiple sources of evidence in monitoring students' achievement.					
3	SIP helped the teachers to understand how to improve students' academic achievement.					
4	SIP helped teachers to give academic support to students according to their individual difference.					
5	SIP helped in creating Conducive learning environment.					
6	SIP helped to maintain smooth relationships with parents to improve students' discipline.					
7	SIP helped to develop good practices of school leadership.					
8	SIP helped to decentralize school management.					
9	Continuous training to school staff has been provided.					
10	Required resources such as money, equipment & materials are properly assigned.					
11	Regular monitoring system for Implementation of SIP has been put in place.					
12	Best practices of SIP implementation shared among departments.					
13	Available technology has been made use of in SIP implementation.					

14	Regular technical support has been offered by woreda education office in SIP planning.					
15	Woreda education office has mobilized the community for the successful implementation of SIP.					
16	The Woreda education office has provided continuous consulting services for SIP implementing schools.					
17	Clear vision has been discussed among the school staffs before launching SIP implementation.					
18	Regular discussion forum on SIP implementation exist among the staff.					
19	Positive relationship among staff in place.					
20	SIP activities shared among the staff.					
21	The school community commonly has approved the plans for SIP.					
22	Staff has taken ownership of all SIP decisions to change them into practice.					

C. Issues related to major challenges in implementing SIP

No	Items	Rating Scales				
		5	4	3	2	1
1	Improvement of students' academic achievement has first priority.					
2	Various methods of teaching are used to meet the needs of individual learners.					
3	Day to day students' performance is checked.					
4	Continuous feedback is provided for students.					
5	Multiple evaluation methods are implemented to assess students' academic achievement.					
6	Students' academic achievement progress is monitored regularly.					
7	There is high expectation for students.					
8	Assessment results are reported to students in a timely manner.					
9	Students' performance data are used to take timely measure to improve students' failure.					
10	The leadership works hard to fully engage the school staff to own the Shared vision.					
11	The leadership has devoted its time for successful implementation of SIP plan.					
12	Good practice of leadership is shared to the school staff to further promote transparency.					
13	Students are given rooms to participate in different SIP activities frequently.					
14	Conducive learning environment has increased students' interest to learn.					
15	Open students – teachers relationship is developed.					

16	Students are encouraged for new innovation.					
17	Community participates during SIP planning.					
18	Community provides the necessary support for SIP implementation.					
19	Good school-parent relationship has created conducive learning environment.					
20	Promoting school's achievements to wider community has been practiced.					

D.

1) What is your school experience in terms of implementing SIP? Please explain briefly.

2) Please put the major challenges encountered in implementing SIP at your school in rank order.

- a) Challenges related to learning- teaching domain
- b) Challenges related to leadership & management domain
- c) Challenges related to students learning environment domain
- d) Challenges related to community participation domain

1) _____

2) _____

3) _____

4) _____

Appendix-B

አዲስ አበባ ዩኒቨርሲቲ

የሥነ-ትምህርት ኮሌጅ

የትምህርት ዕቅድና አስተዳደር ዲፓርትመንት

በተማሪዎች የሚሞላ መጠይቅ

አጠቃላይ መመሪያ

ውድ ተማሪዎች ፡-

የዚህ መጠይቅ ዋናው ዓላማ በምስራቅ ሸዋ ዞን መሳናዶ ት/ቤቶች የትምህርት ቤት ማሻሻል ፕሮግራም ትግበራ አፈፃፀምና ተግዳሮቶችን አስመልክቶ ተጨባጭ መረጃዎችን ለመሰብሰብ ነው። የምትሰጡት መረጃ ለዚህ ጥናት የሚውልና ሚስጢሪናቱ በከፍተኛ ደረጃ የተጠበቀ ነው። እነንተ ለጥያቄዎቹ የምትሰጡት መልሶች ለጥናቱ በስኬት መጠናቀቅ ትልቅ አስተዋጾ ያበረክታል። በዚህ ምክንያት ትክክለኛ መረጃ እንድትሰጡ በርህራሄ ትጠየቃላችሁ። ትብብራችሁ በጣም ይደነቃል።

- ስማችሁን አትፃፉ።
- ለዝግ ጥያቄዎች መልሶቻችሁን በ “√” ምልክት በምርጫዎቻችሁ ትክክል በማስቀመጥ አመልክቱ።
- ለክፍት ጥያቄዎች መልሶቻችሁን በግልፅ ፃፉ።

ስለ ትብብራችሁ ና ትኩረታችሁ በጣም አመሰግናለሁ።

ሀ. አጠቃላይ መረጃ

1. የወረዳው ስም -----
2. የት/ቤቱ ስም -----
3. የታ ሴት ወንድ
4. ዕድሜ 20 እና በታች 21-30
5. የክፍል ደረጃ
11ኛ 12ኛ

ለ. በት/ቤታችሁ ውስጥ ከት/ቤት ማሻሻል ፕሮግራም ትግበራ ጋር የተያያዙ ጉዳዮች

ከዚህ በታች ለተዘረዘሩት ሀሳቦች የምትስማሙበትን ደረጃ አመልክቱ። ስኬሉ በሚከተለው መልክ ውጤት ተሰጥቶታል።

በጣም እስማማለሁ = 5 እስማማለሁ = 4 አልወሰንኩም = 3 አልስማማም = 2 በጣም አልስማማም = 1

ቁጥር	ጥያቄዎች	ስኬሎች				
		5	4	3	2	1
1	የት/ቤት ማሻሻል ፕሮግራም ተማሪዎች የትምህርት ውጤታቸውን እንዲያሻሽሉ ረድቷል።					
2	የት/ቤት ማሻሻል ፕሮግራም የተማሪዎችን ውጤት ክትትል ለማድረግ ብዙ የመረጃ ምንጮችን ለመጠቀም እንድቻል ረድቷል።					
3	የት/ቤት ማሻሻል ፕሮግራም መምህራን የተማሪዎችን ውጤት እንዴት ማሻሻል እንደሚቻል እንዲገናዘቡ ረድቷል ።					
4	የት/ቤት ማሻሻል ፕሮግራም መምህራን የተማሪዎችን የችሎታ ልዩነት መሠረት በማድረግ ትምህርታዊ ድጋፍ እንድያደርጉላቸው ረድቷል።					
5	የት/ቤት ማሻሻል ፕሮግራም የት/ቤት ምቹ የመማሪያ አካባቢ በመፍጠር ረድቷል።					
6	የት/ቤት ማሻሻል ፕሮግራም የተማሪዎችን ሥነ-ምግባር ለማሻሻል ከወላጆች ጋር ንቁ ግንኙነት እንዲኖር ረድቷል።					
7	የት/ቤት ማሻሻል ፕሮግራም የት/ቤት አመራር መልካም አሰራሮች እንድንገነባ ረድቷል።					
8	የት/ቤት ማሻሻል ፕሮግራም የትምህርት አስተዳደር ሥርዓቱ በት/ቤት ያለውን ማህበረሰብ ያሳተፈ እንዲሆን ረድቷል ።					
9	ለት/ቤቱ ማህበረሰብ የት/ቤት ማሻሻል ፕሮግራምን አስመልክቶ ተከታታይ ስልጠና ተሰጥቷል ።					

10	ለት/ቤት ማሻሻል ፕሮግራም ትግበራ ገንዘብና አስፈላጊ መሣሪያዎች ተመድበዋል።					
11	የትምህርት ቤት ማሻሻል ፕሮግራም ትግበራ መደበኛ በሆነ መልኩ ክትትል ተደርጓል።					
12	የት/ቤት ማሻሻል ፕሮግራም ሲተገበር የተገኙ መልካም ተሞክሮዎች ተደራጅተዋል።					
13	የት/ቤት ማሻሻል ፕሮግራምን ለመተግበር በት/ቤት የተገኘው ቴክኖሎጂ ስራ ላይ ውሏል ።					
14	የትምህርት ቤት ማሻሻል ፕሮግራም ዕቅድን ለማቀድ በወረደው ት/ቤቶች ጽ/ቤት ቴክኒካዊ ድጋፍ ተደርጓል።					
15	የት/ቤት ማሻሻል ፕሮግራምን ለመተግበር ሰፊውን ህዝብ በማንቀሳቀስ በኩል በወረደው ት/ቤቶች ጽ/ቤት ድጋፍ ተደርጓል።					
16	በወረዳ ት/ቤቶች ዕ/ቤት ለት/ቤቱ ተከታታይ የምክር አገልግሎት ተሰጥቷል።					
17	የት/ቤቱ ማህበረሰብ በት/ቤት ማሻሻል ፕሮግራም ጉዳይ ላይ ግልፅ የጋራ ራዕይ ይዟል።					
18	የት/ቤቱ ማህበረሰብ የት/ቤት ማሻሻል ፕሮግራምን ለመተግባር በሚደረጉ ውይይቶች ተሰትፏል።					
19	በት/ቤቱ ማህበረሰብ መካከል መልካም ግንኙነት አለ።					
20	የት/ቤቱ ማህበረሰብ የት/ቤት ማሻሻል ፕሮግራም ስራዎችን በህብረት እየሰራ ነው።					
21	የት/ቤት ማሻሻል ፕሮግራም ዕቅድ በት/ቤቱ ማህበረሰብ ሙሉ ድጋፍ አግኝተዋል።					
22	የት/ቤቱ ማህበረሰብ የት/ቤት ማሻሻል ፕሮግራምን አስመልክቶ የሚደረጉትን ውሳኔዎች በጋራ ሐላፊነት ይመለከታቸዋል።					

ሐ. ከት/ቤት ማሻሻል ፕሮግራም ትግበራ ተግዳሮቶች (challenges) ጋር ግንኙነት ያላቸው ጉዳዮች

ቁጥር	ጥያቄዎች	ስኬሎች				
		5	4	3	2	1
1	የተማሪዎች ውጤት ማሻሻል ጉዳይ ቅድሚያ አግኝቷል።					
2	የተለያዩ የማስተማሪያ ዘዴዎች የእያንዳንዱን ተማሪ የመማር ፍላጎት መሰረት ባደረገ መልኩ እየተተገበሩ ነው።					
3	የተማሪዎች ሥራ በየዕለቱ በደንብ እየታየ ነው።					
4	በሥራቸው ላይ ለተማሪዎች ተከታታይ ማስተካከያዎች እያተሰጣቸው ነው ።					
5	የተማሪዎችን መማር ለመገምገም የተለያዩ ዘዴዎች ሥራ ላይ ውለዋል።					
6	የተማሪዎች ውጤት ለውጥ በመደበኛነት ክትትል ተደርጎበታል ።					
7	ለተማሪዎች ትልቅ ትኩረት ተሰጥቶአል።					

8	ተማሪዎች የምዘና ውጤቶቻቸውን በወቅቱ እንዲያዩ ተደርጓል ።					
9	የተገኙ የተማሪዎች የምዘና ውጤቶች የተማሪዎችን መማር ለማሻሻል በመረጃነት ጥቅም ላይ ውሏል።					
10	የት/ቤት አመራር የት/ቤቱ ማህበረሰብ የጋራ ራዕይ ይዞ መስራትን ልምድ አደርጎ እንዲሄድ ሰርቷል ።					
11	ለት/ቤት ማሻሻል ፕሮግራም ትግበራ የት/ቤቱ አመራር ትኩረት ሰጥቷል።					
12	ግልፅነትን ለማሳካት የአመራር መልካም አሰራሮች ሥራ ላይ እየወለ-ናቸው።					
13	ተማሪዎች ጥሩ የት/ቤት ማሻሻል ፕሮግራም ስራዎች ውስጥ እንዲሳተፉ ተበረታተዋል።					
13	ምቹ የመማሪያ አካባቢ መኖር የተማሪዎችን ፍላጎት ጨምሯል።					
15	ዉጤታማ የተማሪዎች - መምህራን ግንኙነት እየተገነባ ነው ።					
16	ተማሪዎች ለ አዳዲስ ፈጠራዎች እየተበረታቱ ነው ።					
17	ሀብረተሰቡ የት/ቤት ማሻሻል ፕሮግራም ዕቅድ በማቀድ ውስጥ ተሳትፏል ።					
18	ሀብረተሰቡ ለት/ቤት ማሻሻል ፕሮግራም ትግበራ በቂ ድጋፍ እየደረገ ነው።					
19	የተማሪዎችን መማር ለመደገፍ ከወላጆች ጋር ጥሩ ግንኙነቶች ደብረዋል።					
20	የት/ቤትን ውጤታማ ሥራዎች ለሰፊው ሀብረተሰብ ማስተዋዋቅ የሁል ጊዜ ልምድ እየሆነ ነው ።					

1) ስለ ት/ቤት ማሻሻል ፕሮግራም ትግበራ አፈፃፀም በት/ቤታችሁ ውስጥ ካለው የሥራ ባህል ጋር አያይዘህ/ሽ ምን ትላለህ ? በአጭሩ አብራራ/ሪ።

2) በት/ቤታችሁ ውስጥ ባለው ሁኔታ ከዚህ በታች ያሉትን የት/ቤት ማሻሻል ፕሮግራም የትግበራ ተግዳሮቶችን(challenges) በቅደም ተከተል አስቀምጡ።

ሀ) ከመማር ማስተማር አብይ ጉዳይ ጋር የሚያያዙ ተግዳሮቶች

ለ)ከት/ቤት አመራር ና አስተዳደር አብይ ጉዳይ ጋር የሚያያዙ ተግዳሮቶች

ሐ)ከ ምቹ የመማሪያ አካባቢ አብይ ጉዳይ ጋር የሚያያዙ ተግዳሮቶች

መ) ከሀብረተሰብ ተሳትፎ አብይ ጉዳይ ጋር የሚያያዙ ተግዳሮቶች

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Appendix -B

Yunivarsiitii Finfinnee

Koolleejjii Baruummaa

Diippatimantii Karoorsuu fi bulchiinsa barnootaa

Gaafannoo barattootaan guutamu

Qajeelfama waliigalaa

Jaallatamoo barattoota:

Kaayyoon guddaan gaafannoo kanaa Manneen barnootaa Qophaa'inaa Godina shawaa Bahaa keessatti argaman keessatti raawwii fi gufuuwwan hojii irra oolmaa SFMB ilaalchise odeeffannoo sirrii ta'e funaanuuf kan ooluudha. Odeeffannoon isin kennitan dhimma qo'annoo fi qorrannoo kanaaf qofa kan oolu ta'ee icitiin isaa sirritti kan qabamu ta'a. Deebiin keessan milkaa'inaan xumuramuu qo'annoo fi qorrannoo kanaatiif gumaacha guddaa gumaacha. Kanaaf , odeeffannoo sirrii ta'e akka kennitan gaafatamtu. Deeggarsi keessan baay'ee dinqisiifama.

Kanneen armaan gadii hubadhaa:

- Maqaa keessan hin barreessinaa.
- Deebii keessan mallattoo (✓) kanaan filannoo kessan jalatti kaa'aa.
- Gaaffilee barreeffamaan deebii barbaadaniif barreeffama ifa ta'een deebii keessan kennaa.

Deeggarsaa fi ittidhimamuu keessaniif guddaa galatoomaa.

A. Odeeffannoo waliigalaa

1. Maqaa Aanaa _____
2. Maqaa Mana barnootaa _____
3. Saala: Dubartii Dhiira
4. Umrii: 20 fi gadi 21 – 30
5. Kutaa barnootaa :
11^{ffaa} 12^{ffaa}

B. Mana barnootaa keessan keessatti dhimmoota hojii irra oolmaa SFMB irratti xiyyeeffatan .

Gaaffilee armaan gaditti dhiyyaataniif Sadarkaa itti waliigaltaniin ibsadhaa.

Iskeeliin isaa akka armaan gadiitti safaramee jira.

Baay'ee ittin waliigala =5 ittin waliigala =4 hin murteesine =3

itti walii hin galu =2 baay'ee itti walii hin galu=1

Lak k	Gaaffilee	Iskeeliwwan				
		5	4	3	2	1
1	SFMB barattoonni qabxii isaanii akka fooyyeffatan gargaaree jira.					
2	SFMB qabxii barattootaa to'achuuu keessatti maddoota ragaa heddu akka fayyadamun danda'amu gargaaree jira.					
3	SFMB barsiisonni akkamitti barattoonni qabxii fooyyeefachuu akka danda'an akka hubatan gargaaree jira.					
4	SFMB barsiisonni barattootaaf dandeetii isaanii irratti hundaa'uun deeggarsa barnootaa akka godhaniif gargaaree jira.					
5	SFMB naannoo mijaawaan barachuu M/barnootaa keessatti akka uumamu gargaaree jira.					
6	SFMB amala barattootaa fooyyessuuf maatii wajjiin walitti dhufeenyi cimaan akka jiraatu gargaaree jira.					
7	SFMB gochaawwan hooggansaa gaariin akka ijaaraman gargaaree jira.					
8	SFMB bulchiinsi mana barnootaa kan hawaasni mana barnootaa irratti hirmaatu akka ta'u gargaaree jira.					
9	Hawaasa m/barnootaatiif leenjii walitti – fufiinsaan dhimma SFMB irratti kennamee jira.					
10	Qabeenyoonni (maallaqni , meeshaaleen) hojii irra oolmaa SFMB ramadamanii jiru.					
11	Hojii irra oolmaan SFMB haala idileen to'atamee jira.					
12	Hojii irra oolmaa SFMB keessatti muxxannoon gaggarii jiran mummeewwan waliif hiranii jiru.					
13	SFMB hojii irra oolchuuf teekinoloojiin jiru itti fayyadamamee jira.					
14	SFMB karoorsuuf deeggarsi teekinikaa WBA tiin kennamee jira.					
15	WBA hawaasa bal'aa hojii irra oolmaa SFMB sochoosee jira.					
16	Gorsi walitti fufaan waajjira barnoota aanaatiin m/barnootaaf kennamaa jira.					
17	Hawaasni mana barnootaa SFMB irratti mul'ata waliinii kan ifa ta'ee waliin qabatee deemaa jira.					
18	Hawaasni mana barnootaa mariiwwan hojii irraa oolmaa SFMB irratti himaachaa jira.					
19	Hawaasa mana barnootaa gidduutti waliigalteen gaariin uumamee jira.					
20	Hawaasni mana barnootaa hojiiwwan SFMB waliif goodanii hojjetu.					
21	Karoorri SFMB hawaasa mana barnootaa guutuudhaan Mirkanaa'ee Jira .					
22	Murtiiwwan dhimma SFMB raawwatamaniif hawaasni mana barnootaa itti gaafatamuma waliinii fudhatee hjii irra oolchuuf jira.					

C. Dhimmoota gufuwwan gurguddoo hojii irra oolmaa SFMB tti hidhata qaban

Lakk	Gaaffilee	Iskeelliwwan				
		5	4	3	2	1
1	Fooye'insi qabxii barattootaa dhimma dursa argatee ta'ee jira.					
2	Fedhii barataa tokkon tokkoo bira ga'uuf malootni barsiisuu adda addaa faayidaa irra oolaa jiran.					
3	Hojiin barattootaa guyyaa guyyaatti bifa gahaan ilaalamaa jira.					
4	Sirreefamni walitti fufiinsaan barattootaaf keennama jira.					
5	Barachuu barattootaa madaaluuf malootni adda addaa faayidaa irraa oolaa jiru.					
6	Jijjiiramni qabxii barattootaa idileedhaan to'atama jira.					
7	Barattootaaf xiyyeeffannoon guddaan nikennama.					
8	Bu'aawwan madaallii barattootaaf yeroodhaan ibsamaa jiru.					
9	Ragaan qabxii barattootaa barachuu barattootaa fooyyessuuf oolaa jira.					
10	Hooggansi mana barnootaa mul'atni waliinii yeroo hundaa akka baratamu hojjetee jira.					
11	Hooggansi mana barnootaa hojii irra oolmaa karoora SFMB tiif xiyyeeffannoo guddaa kennee jira.					
12	Iftumaa babalisuuf gochaaleen gaariin hooggansaa hojii irra oolaa jiru.					
13	Barattoonni hojiiwwan SFMB keessatti akka yeroo hunda hirmaatan godhamaa jira.					
14	Haalli mijaa'aan barnootaa jiraachuun fedhii barattootaa dabalee jira.					
15	Waliigalteen cimaan barattoota fi barsiisotaa jidduutti uumamee jira.					
16	Barattoonni beekkumsa haaraa ibsachuu keessatti jajjabbeefamaa jiru.					
17	Hawaasni karoora SFMB karoorsuu keessatti hirmaatee jira.					
18	SFMB hojii irra oolchuu keessatti hawaasni gargaarsa barbaachisaa godhee jira.					
19	Barattootaf deeggarsa barnootaa gochuuf walitti dhufeenyi gaariin maatii wajjiin uumamee jira.					
20	Hojiiwwan bu'a qabeessa ta'an kan mana barnootaa sirni ittiin hawaasa bal'aaf beeksifamu yeroo hunda raawwatamaa jira.					

1) Waa'ee raawwii hojii irra oolma SFMB aadaa hojii mana barnootaa kee keessa jiru wajjiin wal-qabsiiftee maal jetta? Ifa godhi ibsi.

2) Gufuuwwan ijoo hojii irra oolmaa SFMB mana barnoota keessan keessatti

mul'atan armaan gaditti ibsaman tartiiban kaa'i.

a. Gufuuwwan dhimma ijoo baruu- barsiisuu wajjiin hidhata qaban

b. Gufuuwwan dhimma ijoo- hooggansaa fi bulchiinsa wajjiin hidhata qaban

c. Gufuuwwan dhimma ijoo haala mijaawaa naannoo barnootaa waajjin hidhata

d. Gufuuwwan dhimma ijoo hirmaannaa ummataa wajjiin hidhata qaban

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Appendix- C
Addis Ababa University
College of Education
Department of Educational Planning and Management

Interview Questions presented For PTA Chair-persons, School Principals and Woreda & zone Education officers

- 1) Did the implementation of SIP in your preparatory school helped in the realization of its objectives? To what extent?
- 2) What were the conditions for school improvement put in place for the implementation of SIP in your School?
 - From woreda level
 - At school level

DO you think they are adequate?

- 3) Did the factors of school culture influence the implementation of SIP in your preparatory School? How?
- 4) What are the major Challenges you encountered in implementing SIP in your School ? Can you put in rank order?

Appendix-D

Statistical Tables Values (t- test values)

i) t- test Values Of SIP Implementation in the Realization of Its Objectives

Items	Teachers			Students			Degree of freedom	t	95% confidence Interval of the Difference	
	Mean	Std. Deviation	No	Mean	Std. Deviation	No			Lower	Upper
	1	4.47	0.748	34	3.58	1.125			150	183
2	4.21	0.687	34	3.24	1.151	150	183	40.595	3.25	3.58
3	4.24	0.819	34	3.53	1.213	150	183	41.995	3.49	3.83
4	4.21	0.770	34	2.97	1.318	150	183	32.732	3.00	3.39
5	4.12	0.880	34	2.85	1.340	150	183	30.767	2.88	3.28
6	4.09	0.933	34	3.13	1.354	150	183	33.569	3.12	3.50
7	4.06	0.19	34	3.43	1.223	150	183	40.198	3.37	3.72
8	3.88	0.880	34	3.21	1.222	150	183	37.857	3.16	3.51

ii) t- test Values of Support at School Level to Implement SIP

Items	Teachers			Students			Degree of freedom	t	95% confidence Interval of the Difference	
	Mean	Std. Deviation	No	Mean	Std. Deviation	No			Lower	Upper
	1	3.18	1.267	34	2.47	1.241			150	183
2	3.15	1.048	34	2.81	1.333	150	183	30.251	2.69	3.06
3	2.94	1.153	34	2.94	1.222	150	183	33.059	2.76	3.12
4	3.03	1.167	34	2.83	1.108	150	183	34.806	2.71	3.03
5	2.79	1.225	34	2.34	1.289	150	183	25.555	2.24	2.61

iii) t- test values of Support from Woreda Education Office

Items	Teachers			Students			Degree of freedom	t	95% confidence Interval of the Difference	
	Mean	Std. Deviation	No	Mean	Std. Deviation	No			Lower	Upper
2	2.50	1.212	34	2.57	1.228	150	183	28.345	2.38	2.73
3	2.29	1.115	34	2.48	1.225	150	183	27.544	2.27	2.62

iv) t- test Values of Factors of School Culture Influencing SIP Implementation

Items	Teachers			Students			Degree of freedom	t	95% confidence Interval of the Difference	
	Mean	Std. Deviation	No	Mean	Std. Deviation	No			Lower	Upper
2	3.21	1.038	34	3.19	1.343	150	183	33.556	3.00	3.38
3	3.56	1.050	34	3.41	1.342	150	183	36.077	3.25	3.62
4	3.50	1.108	34	3.34	1.263	150	183	37.026	3.19	3.55
5	3.24	1.156	34	2.93	1.191	150	183	34.150	2.82	3.16
6	3.12	1.320	34	3.37	1.324	150	183	34.096	3.13	3.52

v) t- test Values of Challenges Related to Learning - Teaching Domain

Items	Teachers			Students			Degree of freedom	t	95% confidence Interval of the Difference	
	Mean	Std. Deviation	No	Mean	Std. Deviation	No			Lower	Upper
2	3.53	1.107	34	2.81	1.379	150	183	29.332	2.74	3.14
3	3.32	1.121	34	2.69	1.311	150	183	29.276	2.62	2.99
4	3.65	0.917	34	2.83	1.338	150	183	30.949	2.79	3.17
5	3.85	0.925	34	3.19	1.302	150	183	35.461	3.13	3.49
6	3.62	0.954	34	3.19	1.255	150	183	36.479	3.09	3.44
7	3.32	1.065	34	2.73	1.384	150	183	28.607	2.65	3.04
8	3.56	1.186	34	3.59	1.307	150	183	37.895	3.40	3.77
9	3.53	1.080	34	3.37	1.224	150	183	38.552	3.23	3.58

Vi) t- test Values of Challenges Related to Leadership and Management Domain

Items	Teachers			Students			Degree of freedom	t	95% confidence Interval of the Difference	
	Mean	Std. Deviation	No	Mean	Std. Deviation	No			Lower	Upper
2	3.18	1.242	34	3.77	1.045	150	183	44.902	3.50	3.82
3	3.44	1.211	34	3.39	1.219	150	183	37.930	3.22	3.75

Vii) t- test Values of Challenges Related to Learning Environment Domain

Items	Teachers			Students			Degree of freedom	t	95% confidence Interval of the Difference	
	Mean	Std. Deviation	No	Mean	Std. Deviation	No			Lower	Upper
2	3.44	1.260	34	3.08	1.463	150	183	29.817	2.94	3.35
3	3.50	1.212	34	3.23	1.338	150	183	33.815	3.09	3.47
4	3.85	0.925	34	3.01	1.400	150	183	31.542	2.97	3.37

Viii) t- test Values of Challenges Related to Community Involvement Domain

Items	Teachers			Students			Degree of freedom	t	95% confidence Interval of the Difference	
	Mean	Std. Deviation	No	Mean	Std. Deviation	No			Lower	Upper
2	2.68	1.224	34	2.99	1.264	150	183	31.561	2.75	3.11
3	2.74	1.238	34	2.92	1.344	150	183	29.575	2.69	3.08
4	2.85	1.374	34	2.69	1.291	150	183	28.261	2.53	2.91

DECLARATION

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

Name: ABU SHIGUTE

Signature_____

ADDIS ABABA UNIVERSITY
GRADUATE STUDIES
DEPARTMENT OF EDUCATIONAL
PLANNING AND MANAGEMENT