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**College of Education and Behavioral Studies Department of  
Educational Planning and Management**

**PRACTICE OF SCHOOL IMPROVEMENT PROGRAM  
IMPLEMENTATION IN THE SELECTED SECONDARY SCHOOLS IN  
LIDETA SUB-CITY**

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IMPLEMENTATION IN THE SELECTED SECONDARY SCHOOLS IN  
LIDETA SUB-CITY**

**MA Thesis**

**By: Tadege Abebaw**

**A THESIS SUBMITTED TO DEPARTMENT OF EDUCATIONAL  
LEADERSHIP AND MANAGEMENT IN PARTIAL FULFILLMENT  
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**June 2024**

**Addis Ababa University, Ethiopia**

## **Declaration**

I, the undersigned, declare that this study entitled “Practice of school improvement program implementation in the selected secondary schools in Lideta sub-city” is my original work and has not been presented for a degree in any other university, and that all sources of materials used for the study have been duly acknowledged.

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## **Certificate**

This is to certify that study, “Practice of school improvement program implementation in the selected secondary schools in Lideta sub-city”, undertaken by Tadege Abebaw for the partial fulfillment of the requirements for the award of Degree of master of arts in school leadership, is an original work and not submitted earlier for any degree either at this University or any other University.

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**ADDIS ABABA UNIVERSITY  
COLLEGE OF GRADUATE STUDIES**

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**By: Tadege Abebaw**

**Approved by Examiners**

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## **ACRONYMS**

ESDP:	Education Sector Development Program
ETP:	Education and Training policy
GEQIP:	General Education Quality Improvement package
MAP:	Management and Administration Program
MoE:	Ministry of Education
PTA:	Parent Teacher Association
SIC:	School Improvement Committee
SIP:	School Improvement Program
TDP:	Teacher Development Program
WEO:	Woreda Education Office
CSA:	Central Statistics Authority
E.C:	Ethiopian Calendar
ICT:	Information Communication Technology
MDG:	Millennium Development Goal
IQEA:	Improving the quality of education for all
OECD:	Organization for economic Co-operation and development
PASDEP:	Plan for Accelerated and sustained Development to End Power
SEGE:	Student Achievement Gap Elimination
UNDP:	United Nation Development program

## Abstract

*The purpose of the study was to assess the Practices of School improvement Program for implementation in Lideta sub-city. Methodologically descriptive survey design and mixed research method was employed. Quantitative and qualitative data was used. The study was conducted in three secondary schools. From each sampled schools, teachers are selected in simple random sampling whereas principals, supervisors, School Improvement Committee, Woreda Education heads and PSTA members was selected in purposive sampling technique. For this study data collection Instruments included questionnaires, interview, and observation check list and document review. 122 respondents are participated in the study, including close-ended and open- ended questionnaires are distributed for teachers, SIP committee, and principals and the data obtained from questionnaires were analyzed using statistical tools such as frequency count, percentages, weighted mean score and chi square test. Additionally the qualitative data obtained through interviews, checklist and observation were analyzed qualitatively to substantiate the result of quantitative analysis.*

**Key word:** *School improvement program, stakeholders, school improvement committee*

# CHAPTER ONE

## 1. Introduction

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

### 1.1 Background of the study

Education is a tool that can produce citizens who are suitable for the universal development of a country and changes the society attitude in the desired direction by introducing new technological results and scientific discovers, it is a tool that accelerates economic, social and cultural developments in terms of development. It is known that excellent result have been recorded at all levels. On the other hands, significant activates have been carried out to improve the quality of education. Empowering teachers, regularity testing and improving the curriculum, decentralizing education and training leadership of districts and school to increase the competence of districts and schools to increase the competence of education and training leadership, increasing the sense of ownership and participation of the community in the education work, increasing the supply of educational equipment and especially the delivery of the education with the help of technological resources in general, great efforts have been made to provide the education in schools and institutions with better quality and in an appropriate way.

Education is recognized as a key instrument for over all development of every nation. It is the backbone of economic, social and political development of a country. It is the bedrock of all forms of development of any nation (UNESCO, 2005:94; Firdissa, 2008: 2; Abebe, 2012:1). It is also currently becoming the most important contributor to national economic growth (Ayalew, 2009:9; Derebssa, 2009:3). It is a means of change and development. Education is a corner stone of economic and social development. It improves the productive capacity of societies and their political, social and economic institutions (Lockheed and Verspoor, 1991:50). Therefore, quality of education is the base for all rounded development of any nation who has a dream of change. This is the reason why Ethiopia has given due attention to the educational sector as part of the

millennium development goals and transformation of the country's economy. However, at the early time, the majority of Ethiopia society had no access to education.

The overall objectives of education delivered in the school are to shape the generation, to produce industrious and ethical citizens. The Education and Training Policy which was launched in 1994 (TGE,1994) focused on: expanding equitable access to primary and vocational education to meet the demands of the country. MOE has issued General Education Quality Improvement Program (GEQIP) which was formulated in 2006 and has been implemented to meet these objectives since 2007. This package consist 6 major programs. Of them school improvement program is the pillar of other programs in realizing the improvement of overall practices of school and students achievement. Different bodies need to organize in different ways so as to implement the program to be effective and successful. Schools need to update their system in accordance with the needs of parents, students, teachers and other school communities. They need to raise standards and improve the quality of their services (Harris, 2005). To be effective, schools need not bring all students to identical levels of mastery, but it must bring an equal percentage of its highest and lowest social classes to minimum mastery. In order to equip students with relevant skills to contribute to the development of the nation, communities and families. It is important to improve the quality of education in schools of the nation.

School improvement is a distinct approach to educational change that aims to enhance student outcomes as well as strengthen school's capacity for managing change (Hopkins, 2001:12). School improvement is making school better places for learning. It is a systematic approach that improves the quality of schools. Hopkin (2005) also defined "School improvement is the process of improving the way a school organizes, promotes and supports learning. It includes changing aims, expectations, and organizations, ways of learning and methods of teaching and organizational culture" (p: 12).

The school improvement program (SIP) is one of the GEQIP elements among others.

General education quality improvement programs (GEQIP) design is based on findings from school effectiveness research .The school effectiveness approach is particularly suitable for GEQIP given the particular and fiscally decentralized structure of the Ethiopian education

system, and in which quality improvement will depend on the capacity of school leadership to work with teachers ,parents and students to diagnose constrain and implement change to improve results .One of the most important challenges of GEQIP is able to integrate all the various components of the program which increased the completion rates and secondary school entrance (UNICEF,2009).

School improvement means making schools better places for learning. This relies on changes at both school level and within classrooms. Which in turn depend on schools being committed to fulfilling the expectations of children and their parents thus school improvement is a process by which schools carry out self-assessment to know their status and improve educational inputs and process in order to improve students achievement to high standards.

Improving teacher qualifications, skills and training, improving learning conditions to support all students, improving school leaders' qualification, improving teacher's qualification, improvement teacher's working conditions, supporting and improving the competencies of school support staff, raising .

The purpose of school improvement planning is improve the quality of teaching and learning in the school which make students to achieve excellent results in the core academic fields. In addition, it enables to analyze problems and to address instructional issues in a school which hinders students' progress in the school. School development planning allows the school to achieve its aims and objectives and determine the pace of change .Involving in school improvement planning process supports and assists the teachers, pupils and parents in developing and implementing the school improvement plan. The major concern of SIP is raising students achievement by focusing on the teaching and learning process and conditions that support the process(Hopkins,2002).An effective improvement plan needs the involvement of teachers, parents and other community members, and working together to gather and analyze information about the school and its students to determine what needs to be improved in their school. School improvement planning is a collective effort on the part of stakeholders at school and it is a never ending and cyclical process aimed at achieving the vision of the school.

The implementation of school improvement program holds significance for educational institutions. Here are some key reasons

- Enhancing student achievement;- SIP focuses on improving teaching practices, curriculum design and support services. By addressing these areas, schools can enhance student learning outcomes.
- Data –driven decision making;- SIP encourage schools to collect and analyze data related to student performance, teacher effectiveness and resource allocation. This data informs strategic decisions and helps identify areas for improvement.
- Accountability and transparency;-SIP establishes clear goals and performance indicator. Schools can track progress, evaluate effectiveness and demonstrate accountability to stakeholders, including parents, policymakers and the community.
- Resource optimization;- effective SIP ensures that resources are allocated efficiently. Schools can prioritize initiatives that have the greatest impact on student success.

## **1.2 Statement of the problem**

MOE has issued General Education Quality Improvement Program (GEQIP) which was formulated in 2006 and has been implemented to meet these objectives since 2007. School improvement program is one of the six programme and consisting four sub domains namely Teaching and Learning, Conducive Environment, community participation and school leadership. To implement this program school leaders and educational officer need to have knowledge, skill and experience in the area of it.

Leithwood (2002) cited in Marshane (2011:95-97) states that a critical aspect of educational reforms is linking the schools internal structure, strategies, capacities and process in a coherent manner to advance students achievement in schools. Even if the MoE(2008:9-10) shifted its focus to comprehensive quality improvement of education, schools are facing a number of problems including a change in technology, low motivation of students to learn, lack of attractive environment, lack of qualified teachers in both academic knowledge and methodology, lack of skilled principals and others. In relation to this Sumara and Rajani(2010:13) states that some students finish secondary school education without the necessary knowledge, attitude and

skills in life. The researcher observed all these problems in the Woreda in its real practices and no study has been conducted on SIP . This is the reason that why the researcher has studied about the practice and challenges of school improvement program in secondary school of Lideta Sub-city. Educational problems cannot be solved only by showing concern about the issue. This study, therefore aimed to assess the current practice and challenges of the school improvement program in secondary schools of Lideta Sub-city.

The researcher observed shortage of text books, classroom, lack of qualified teachers, lack of awareness in implementing the program, shortage of educational finance, limited support to the implementation of SIP.

It is a very serious issue studying practice of school improvement program implementation. Because it helps to improve the inputs and process of schools this facilitate the teaching learning process of the school to promote academic performance of the students the study is going to fill out major challenges that affects implementation of SIP and to what extent school improvement program domains have been implemented in the schools and also practical challenges in implementing SIP.

Research in education at different corner of the country is also as important as the pressing need for expanding educational opportunities and for improving the quality at all levels as well as, for planning ,implementing ,monitoring and evaluation the performance of education system. The Ethiopia education and training policy (ETP) April 1994 also points out research in education as one of its specific objectives (MoE, 1994).

The Ethiopian Government's commitments and efforts to improve the access, quality and efficiency of the countries education system since, the adaption of the policy in 1994, it was observed the major achievement of the policy was in access , implying that much has to be done to improve the quality.

The Ethiopian Federal Ministry of Education (MoE) has currently become aware of the problems that hinder the provision of quality education and has become cognizant of the importance of launching the improvement program (SIP). The Ethiopian school improvement program (SIP) was introduced in 1999 E.C. as one component of six pillars identified for the general education

quality improvement package (GEQIP), when a new program is introduced it may face many challenges in its implementation since SIP is also a new program under implementation, we cannot say that it is being implemented perfectly.

Even if we assume that it is being implemented perfectly, an assessment of the achievements, challenges and prospects is essential.

### **1.3 Basic Research Questions**

The researcher selected the following basic questions to be answered at the end of this study.

1. To what extent school improvement program domains have been implemented in the schools?
2. What are the major challenges that affect implementation of SIP in Lideta Sub-city secondary schools?

### **1.4 Objectives**

#### **1.4.1 General Objective**

The general objective of this study was assess the major practices of school improvement program implementation in the selected secondary schools in Lideta Sub-city.

#### **1.4.2 Specific Objectives**

1. To investigate the extent to which SIP domain activities will be implemented in Lideta Sub-city secondary schools.
2. To identify the major challenging SIP implementation.
3. To suggest the possible measures that should be taken to solve the problems that exists in practice of SIP implementation in Lideta Sub-city secondary schools.

### **1.5 Significance of the study**

In the educational system where school improvement program should be implemented and it is useful to study how the program is implemented and identifying those major factors that affect the implementation of the program. Assessing the practices and challenges of implementing school improvement program is necessary for secondary schools of Lideta Sub-city. Analyzing the existing conditions is also important to determine major differences that affect the

implementation of the school improvement program and also help to provide appropriate solution to form actual practices. The finding of the study will have the following benefits:-

- ➔ It may create awareness /provide information for principals, teachers, students, parents and other stakeholders at different levels on how SIP will plane and implement in secondary schools.
- ➔ It might encourage /motivate different stakeholders at different levels to increase their participation in planning and implementing of SIP.
- ➔ It helps the principals, school improvement committee/teams, supervisors, educational officers at different level in the woreda and other stakeholders to identify/point out challenges observed in the implementation of SIP and to take possible solutions.
- ➔ It hopefully improves the practice of teaching and learning which contributes to the success of students.
- ➔ It provides some insight and initiates other researchers to extend the study in-depth to make similar study at other levels

### **1.6 Delimitation of the study**

The study is delimited to sample of three selected general secondary schools of Addis Ababa in Lideta sub-city with regard to the practice and challenges of school improvement program implementation in secondary schools. Since SIP has four domains, the study is also delimited to the variables under the four domains and their respective elements of framework. The study was also delimited and conducted at government secondary schools to make the research manageable and identify the challenges of SIP implementation.

### **1.7 Definition of Key Terms**

**Principals** - people who are responsible for leading secondary schools through planning, directing, organizing, evaluating and reporting (MoE, 2002).

**Teacher** - qualified personnel's who are planning a great role in the teaching and learning process in secondary schools ( MoE, 2002).

**Stakeholders**- Participants who are expected to be involved in planning, implementation and evaluating of school Implementation Program including teachers, principals, students, parents and local community (MoE, 2004).

**Educational Officials** - are personnel found in the woreda and responsible for leading and managing overall educational activities in the woreda.

**Learning environment** - the term refers to the physical environment of the school and has an important influence on the behavior of both teachers and learners. The environment of the school can help to establish and maintain a sound culture of learning and teaching (UNICEF, 2010:13).

**Awareness** -understanding of different stakeholders on the school improvement program.

**School improvement Committee** -It is committee which established from the school community and parents to support implementation of SIP in the schools (MOE, 2006).

**School Improvement Program (SIP)** - is an educational program which includes major components like management and leadership, teaching and learning, learning environment, and community involvement (MOE, 2009:7).

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

**Instructional leadership** - the term has to do with the principals' responsibility to ensure that effective teaching and learning is taking place in the school (Leithwood, 1999:7-8).

**Challenges** – are problems which faced in the process of planning, implementing, monitoring and evaluating of the SIP in secondary schools of lideta sub-city.

## **1.8 Organization of the Study**

This study would be organized into five chapters. The first chapter deals with the introduction, back ground of the study, statement of the problem with its basic questions objective of the study, significance of the study, delimitation of the study, operational definition of key terms and

organization of the study. The second chapters deals with the review of related literature that used to provide detailed information related to the practices and challenges of school improvement program. Third chapters deals with research design and methodology includes research design, methods, source of data, sample population, sampling techniques, instrument for data collection procedures of the study and method of data analysis. The fourth chapter focus on data presentation, analysis and interpretation. Finally, the last chapter presents summary, conclusion, and recommendation of the study.

## CHAPTER TWO

### 2. REVIEW OF RELATED LITERATURE

#### 2.1 The concept and definition of School Improvement Program

School improvement means making schools better places for learning. This relies on changes at both school level and within classrooms, which in turn depend on schools being committed to fulfilling the expectations of children and their parents in other words; school improvement refers to a systematic approach that improves the quality of schools.

The school improvement program is a plan – initiated education program based on our long experience of supporting basic education in the developing world.

School improvement is about strategies for improving the school’s capacity for providing quality education by focusing on pupils learning. School improvement is the process to make the school a place that affects the pupils to stay in to learn and success in their education. In relation to this Vein Hulpia and Valck (2004) states school improvement is a dynamic, planned and rational change process with structural and cultural aspects.

School system is a dynamic system where input, throughput, and output process are continually. This continually changing feature of school system demands it for continuous improvement.

In many literatures different authorities come up with different definitions of school improvement. For example, for Barends (2004) quoted in MOE (2006:3) school improvement is explained as “the process of altering specific practices and policies in order to improve teaching and learning” office of standard education (1995), on the other hand defines school improvement as means by which schools promote learner moral, social and cultural development through the process of socially up their standard, quality and efficiency.

The most commonly accepted definition of the school improvement has two senses in which the phrase is generally used, the first common sense meaning is which relates to general efforts to make schools better places for students to learn. This is a sensible interpretation of the phrase or specific way in which the place is used in that school improvement is a distinct approach to

educational change that enhances student achievement as well as strengthening school capacity for meaning change (Hopkins, 2005; Lee and Williams, 2006; Bolan, 2006; Choke and Dempster, 2006 and Hopkins, 1994).

This definition has also got recognition by ministry of education guide lines those further emphasizes school improvement as timely essential concept which stressed self-evaluation of schools against each issue of concern and improvement of educational input to enhance student achievement (MOE, 2006 b and MOE, 2002 a-c) in general, the main essence of the concept is geared to general effort to make schools better places for enhancing quality teaching and learning process with the ultimate goal of maximizing the level of learners achievement.

## **2.2 Rationale of School Improvement Program**

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 outcomes through school improvement program. According to plan international (2004) school improvement is making schools better place for learning which relies on changes in students learning and school capacity and schools being committed to fulfilling the expectation of children and their parents. It is a systematic approach that improves the quality of education. It also supports the program initiatives of government and others in achieving the goals of education for all. SIP helps in planning, enhance quality of children's basic education, to achieve quality of access to school and enhance the enrollment, completion and attendance rate of students in the schools.

## **2.3 School Improvement Planning and Strategy**

### **2.3.1 School Improvement Planning**

When we are going to plan SIP, first it is better to create awareness about the importance of planning SIP to the different stakeholders and get agreement on it (Ann Vanston, et al 2000). According to him school improvement planning is a process through which schools set goals for implementation and make decisions about how and when these goals will be achieved. School improvement planning is a road map that set out the change. A school needs to improve the level

of students learning and their outcomes and show how and when these changes will be made. The purpose of school improvement planning is to improve the quality of teaching and learning in the school which makes students achieve excellent results in the core academic fields. In addition, it enables to analyze problems and to address instructional issues in a school which hinders students' progress in the school. School development planning allows the school to achieve its aims and objectives and determine the pace of change. Involvement in school improvement planning process supports and assists the teachers, pupils and parents in developing and implementing the school improvement plan. The major concern of SIP is raising students' achievement by focusing on the teaching and learning process and conditions that support the process (Hopkins, 2002).

### **2.3.2 School Improvement Strategy**

Different schools can be used different approaches in implementing and planning school improvement program. In relation to this Harris (2002) states that successful school improvement can occur only when schools apply those strategies that best fit their own context and particular development needs. In addition, he explained school improvement improvement strategies will lead to cultural change through modifications of the school conditions based on the school

The strategies to ensure effective school improvement whether a school has effective improvement or development plans in place is a major contributing factor to the judgments made of leadership at all levels, from the director or principal through to subject coordinators along with accurate and realistic self – evaluation, the impact of school development strategies paints a clear picture of whether a leadership team has the capacity to improve provision. The MOE has revised and improved the school improvement program (SIP). It is important for all committee members to have a good understanding of the SIP framework as it has been developed specifically to improve students' results.

### **2.4 Guiding principles of School improvement program**

The implementation of school improvement program has a systematic approach that follows its own principles. School leaders and other school communities should follow the basic principles of school improvement in order to improve students' achievement to create conducive learning

conditions and improve schools in general. School improvement process is a system School improvement is a systematic approach that follows its principles, in relation to the guiding roles of each school domain. Luning and Ornstein (1991:294-5) have listed the following principles that need to be followed in the school improvement process. School should employ a set of goals and missions which are easy to understand; schools need to help all the student's especially low achievers to be tutored and enriched programs should be appended for highly talented students; Principals and the staff should be actively involved in continuous capacity building to update their knowledge; information and to develop positive thinking; every teacher needs to contribute to successful implementation of the SIP; Teacher must involve actively in staff development by planning and implementing it; school environment has to be safe and healthy; School community relationship should be strengthened so that community and parents need to involve in school improvement program implementation and school leadership should be shared among staff, students and parents approach that follows its own principles

## **2.5 General Education Quality Improvement Program (GEQIP)**

When we saw the education system of Ethiopia, it brings achievement in access but it is under question in quality. In response to this the MoE have placed a high priority on improving the quality of education in 2007 and developed a new package that is General Education Quality Improvement Program (GEQIP) to remedy identified weaknesses of education(quality) at both the primary and secondary levels.

## **2.6 Domains of School Improvement Program**

Domains of school improvement refer to those critical issues that influence the ultimate goals of school improvement-student learning outcomes (MOE, 2007). They are key areas of concern for improvement activities in which its main focus is enhancing students learning outcomes. High performing school support students learning through best practice across arrange of elements within four domains of schooling. The domains includes; Teaching and Learning, School Leadership, Learning Environment and Community Participation (MOE, 2006).

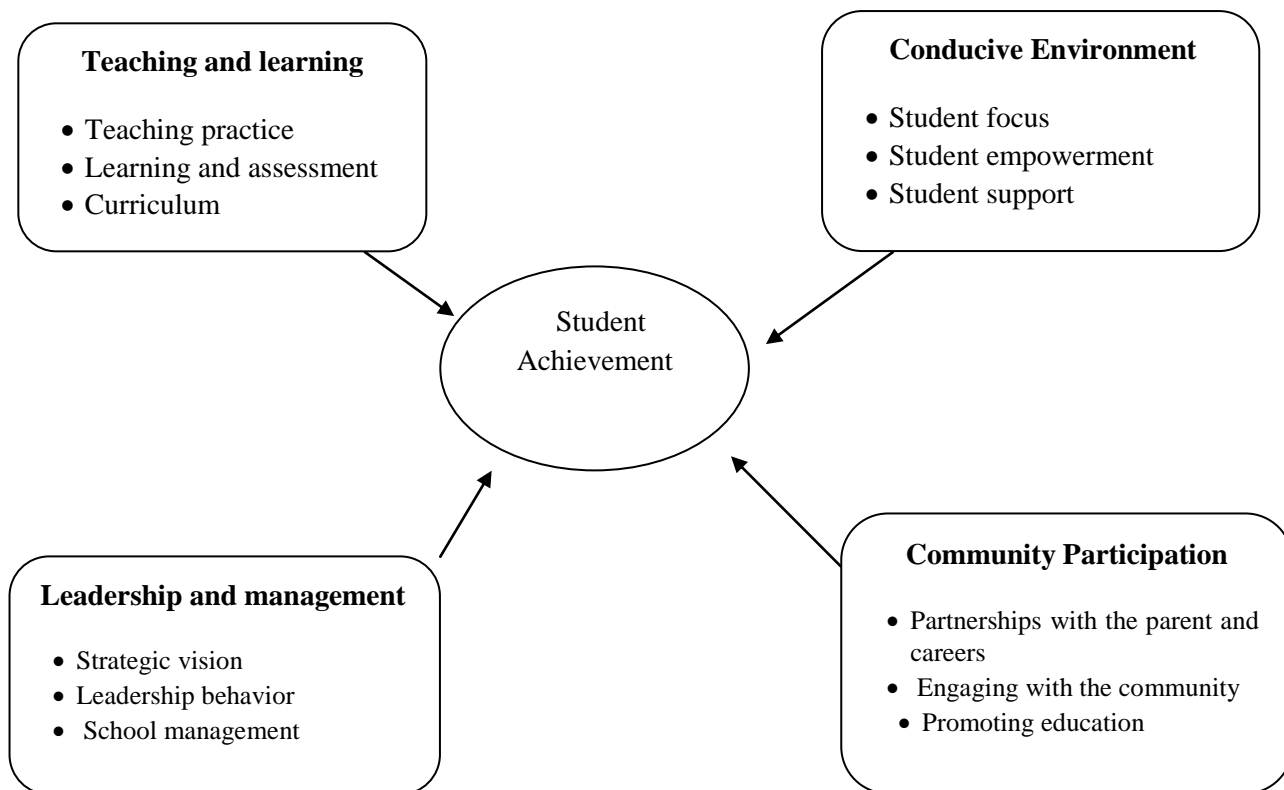


Figure 1 Source: MOE 1999E.C: school improvement frame work

### 2.6.1 Teaching and Learning

It consist three elements namely teaching practice, learning and assessment and curriculum (MOE, 2006).It describes the context in which the curriculum is delivered. High quality learning occurs when teachers make appropriate decision about what is thought, how to engage students in meaningful experience and how progress will be assessed to inform future actions and decisions. The teaching and learning process in the classroom is the main determinant of educational outcomes (Harris, A., 2005). In development and implementation of curriculum teachers are the fundamental agent and direct in an institutional delivery and evaluation of the curriculum. In the teaching learning process, student centered approach and taking continuous assessment has a paramount role in improving student’s result and school development.

Assessment help teachers to understand the level of pupil’s achievement improve teaching techniques and give constructive feedback to the students. It also helps teachers and students to decide what to learn and help pupils how to learn.

### **2.6.2 Conducive Learning Environment**

It consist the following elements; student support, student focus and student empowerment (MoE, 2006). It describes the promotion of positive and respectful relationship which are stable, inclusive and welcoming environment. Students willingly engaged and participated in schools when there is a safe and conducive learning environment. Conducive learning environment should stimulate purposeful students' activity and allow for a depth and ranges of activities that facilitate learning. Safe and conducive learning environment plays a significant role in student learning outcomes, school improvement and for quality of education in general. MoE (2007:7) states when there is suitable school environment in teaching-learning process, it contributes a lot for quality of education.

### **2.6.3 Community Participation**

It consist elements of working together with parents, participating the society and promoting education (MoE, 2006). Schools are more effective and caring places when they are an integral part of the community. Schools must enhance family and community involvement in order to be a good and safe place for learners which enable high performance of pupils, reduce discipline problems, wise use of resources and high staff morale (Adelman and Taylor, 2007).

Community participation has a great role in school management, planning, decision making, monitoring and evaluation of school improvement.

### **2.6.4 School Leadership and Management**

This domain includes three elements which are school management, strategic vision and leadership behavior (MoE, 2006). Schools as an organization need strong leadership and strong management for optimal effectiveness. Management process reduce uncertainty and stabilizes the organization by implementing the vision and direction provided by the leaders, coordinating and staffing the organization and handling the day to day problems while the leadership process creates uncertainty and change in the organization ( Luncenburg, 2011). Bass (2010:5) explains that in today's dynamic workplace, we need school leaders to challenge the status quo, to inspire and persuade the school community. In addition, school leaders also assist in developing and maintaining a smoothly functioning of school as a work place.

## **2.7 School Improvement Initiatives and the Need for SIP in Ethiopia**

### **2.7.1 School Improvement Initiatives in Ethiopia**

School improvement means making schools for learning and bringing change at both school level and within classroom which in turn depends on school being committed to fulfilling the expectations of the children and their parents. It is a systematic approach that improves the quality of school (Plan International, 2004). School improvement supports the program initiatives of government and others in achieving the goals of education for all.

The education system in Ethiopia achieved remarkable results in access, but the quality of education encountered serious problems. As MoE (2005) described the national primary and secondary learning examination results for most subject is below average. The school improvement program aims to enhance school standards and student achievement(out comes) through improving community participation, improving school management and leadership style, creating conducive environment for learners and enhance teaching and learning process in schools.

### **2.7.2 The Need of School Improvement Program in Ethiopia**

School improvement is a systematic and sustained effort aimed at a change in learning conditions and other related internal conditions in one or more schools with the ultimate aims of enhancing pupils' progress, achievement, and development and then accomplishing educational goals more effectively. The main focus of SIP in Ethiopia is to enhance student achievement by improving the students' learning and other conditions associated with in (MoE, 2007:8). It is an important aspect of the school system and contributes a lot for the efficiency of education or quality of educational provision.

School improvement is becoming an increasingly important future on educational land scope in the area of globalization studies confirm that school improvement is the major concern of many countries including countries at better education quality and development.

The importance of school improvement program is thus worldwide movement. In this regard Barnes (2004) cited in MOE (2006:6) noted that "...even highest ranked schools will always

need improvement, because the condition under which adults educate and children learn are always changing the work of improvement is always with us". The increase in expansion and development of science and technology has compelled the exchange for technology between countries. Therefore, the program is essential aimed at over all student learning and achievement, school improvement program. School Improvement Program (SIP) has special importance in our country. Implementing school improvement program helps in different ways. Firstly, the teachers to be responsive to diverse learning need of students in their teaching and learning approaches; secondly, it enhances the involvement of parents and community in school affairs. Third, the program improves initiation, capacity and efficiency of school leadership and helps to create learning environment that is conducive for students' better achievement. Finally, the SIP helps mobilize community and NGOs for support to meet the need for educational inputs so as to insure quality education (ACT government, 2004; MOE, 2006a and MOE,2007b) In short, school improvement helps realize the provision of quality education needed to enhance student's achievement by making all practice and functions.

## **2.8 The school improvement cycle**

MOE has also developed school improvement cycle, a system consists of several tools and processes by which schools able to conduct self-enquiry, develop strategic plan, implement the plan, monitor and control the progress and report to the stakeholders.

The SIP framework identified that, the process of SIP is not only continuous, and cyclical but also modified on the basis of information obtained from both external evaluation and self-enquiry which the school itself conducted at the end of each year as well as at the end of three years. The strategic plan of school improvement program covers three years.

There are activities to be performed as per years. The following figure briefly depicts activities to be performed within three years.

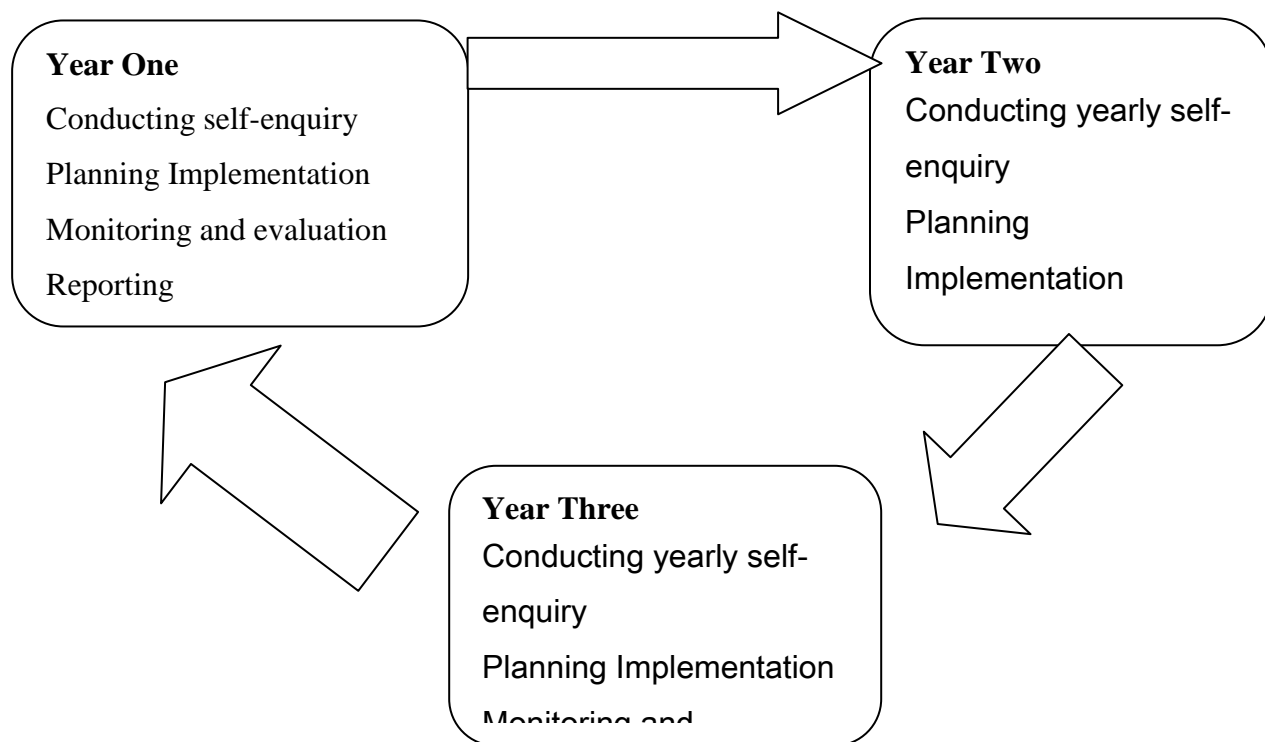


Figure 2 Source: MOE, 1999E.C.School improvement framework

In the first year of the SIP such major activities as: preparation, collection of information, system survey, deciding performance level of the school, designing SIP plan, implementation of the plan, monitoring and evaluation as well as reporting are conducted by participating all stakeholders (parents, students and teachers etc). In the second year, schools evaluate the improvements achieved in line with the goals set and priorities identified. To this end, new issues or priorities that might be considered will be identified and modification of the plan will be made. Besides, standards on which self-enquiry was not conducted in the first year will be selected and finally, report will be prepared and presented. In the third year, while the implementation is on effect, schools monitor those improvements observed through self-enquiry. Moreover, external bodies evaluate the performance of schools and provide them with the feedback. (MOE 1999, E.C)

## 2.9 Experiences of other Countries

**United States:** In the United States different states have been implementing school improvement programs. The Boston school improvement program is one such improvement initiative focusing

on the six essential issues namely: School wide instructional focus; Student work and data; Professional development plan; Learning and best teaching practices and Alignment of resources with international focus and involvement of parents and community (MOE, 1998E.C) Another example of school improvement program implemented in the United States is the Chicago school improvement program with focuses on five school domains in contrast to that of Ethiopia and Australia which have four domains. The domains are: Schools management; Community support; Student catered learning environment; Professional development and quality learning experience. Self-evaluation is conducted on the basis of the five domains (MOE, 1998E.C)

**Kenya:** school improvement in Kenya is a program based on the assumption that effective change consists of a focus on the individual school, clinical methods of teacher development, and improved school management. An evaluation of this program by collecting data through class room observation; semi structured interviews with project administrators, teachers and parents; informal interviews with project manager's staff and teachers; surveys of teachers of parents; and pupil tests has shown that on the over all, the program was found to be highly successful. However, it was also recommended that the program need to ensure that professional development strategies remain in place, improve the coast effectiveness of clinical staff development, and provide more focused training of head teachers. The emphasis on individual schools and child –centered learning were effective. In addition, the new teaching strategies did not lead to lower standards of student attainment and facilitate student's development of non-cognitive and social skills (Harry B., 2000).

## **2.10 School Improvement Program in Ethiopia**

Ethiopia has embarked on a new education and training policy which was issued by the transitional government of Ethiopia (TGE) following the demise of the military regime in 1991 (MoE, 2008). In its attempt to ensure the quality of education in the country, the government of Ethiopia has been engaged in formulating and implementing different policies and programs. One of the programs recently developed and currently under implementation is the general education quality improvement package (GEQIP) which has the following six important pillars: teacher development program (TDP), school improvement program (SIP), civic and ethical

education, curriculum improvement program(CIP), information and communication technology (ICT), and management and administration program (MAP).

Even though there are six different pillars as indicted above, all of the other five pillars are there to strengthen school improvement program because all of them are inputs for school improvement program which is reflected by student achievement. The school improvement program comprises four domains, 12 elements, 29 standards and 150 indicators; all of which are targeting at improving students' performance to achieve the educational goal (MoE, 2007c). The other program is that the 1994 education and training policy which the government of Ethiopia launched was the first education sector development program

(ESDP-I) in 1997. The objective of launching education sector development program was to improve educational quality, relevance, efficiency and equity and expand access to education giving it special emphasis on primary education in rural and undeserved areas, as well as the promotion of education for girls as a first step to achieve universal primary education by 2015 (MoE, 2005). As to the document, the education sector's vision is "to see all school age children got access to quality primary education by the year of 2015 and realize the creation of trained and skilled human power at all levels who may be driving forces in the promotion of democracy and development in the country".

Different evaluations on the implementation of education sector development program have shown that Ethiopia made significant progress in education as a result of ESDP I, II and III (MoE, 2005). As to the document, challenges are faced and lessons are learned at different levels of the implementation. MoE (2010) also points out that access at all levels of the education system increased at a rapid rate in line with a sharp increase in the number of teachers, schools and institutions. There were also important improvements in the availability of trained teachers and some other inputs which are indispensable for a high quality education system, challenges, however, in order to realize quality and internal efficiency. Hence, the focus of education policies under ESDP-IV shifts towards priority programs which address these challenges. As to the MoE (2007c) document, it was necessary to shift attention to quality concerns in general and to those inputs and processes which translate more directly into improved student learning and which help change the school into a genuine learning environment in particular. In order to improve the

shortcomings related to quality, MoE launched the general education quality improvement package (GEQIP) in 2007.

Hence, school improvement program is among the programs designed to improve quality of education in the country. The SIP being implemented in Ethiopia to improve quality of education was adopted from the Australian school excellence initiatives and it consisted of four domains and twelve elements (MoE, 2007c).

## **2.11 The Practice and Challenges of School Improvement Program**

### **2.11.1 The Practices of School Improvement Program**

In order to improve the quality of education, much effort has been exerted in our country, Ethiopia. Many efforts were made to assess the experience of the best performing school within the country and experience of other countries in times of supervision of the program. This effort in implementing the education and training policy give various promising results especially in access. But still there are problems related to quality, equity and relevance as well as in leadership and management which requires critical interventions. Accordingly, the MoE has developed the General Education Quality Assurance Package in 2007 so as to ensure the equitable provision of quality education. In addition different guidelines and frameworks were developed and awareness raising training was conducted at different levels (MoE, 2007).

School improvement program is one of the six programs included in GEQIP which aimed to bring about a desirable influence up on the promotion of quality education and enhance the academic performance of student. It also enables schools to undertake self-enquiry regarding their performance using centrally established indicators of successful schools. Thus, schools are expected to successfully implement the school improvement program so as to maximize student academic result and learning capabilities, making schools effective through ensuring good governance and democratic procedures, and creating a system that promotes participation and accountability to their stakeholders.

### **2.11.1.1 The Role of School Improvement Committee in the Implementation of SIP**

Effective implementation of school improvement program needs collaborative efforts of different stakeholders starting from plan preparation up to implementation and evaluation process.

School principals' needs to establish school improvement committee in the first step. In relation to this Barnes (2004) suggested that the way to start school improvement is to create school improvement team and the team is a group of people who work together to develop, lead and coordinate the implementation of school improvement process. The committee members composed of selected teachers, students, management personnel, parents/community and principals of each school work together as a committee chairman (MoE, 2006).

### **2.11.1.2 The Role of Principals and school Community in the Implementation of SIP**

Different school community members have an impact/positive or negative /on school and student in schools. School principal play multiple roles with in a school organization in implementation of SIP which includes engaging and managing staff, leading and monitoring curriculum delivery, effectively allocate resources for implementation, responding the demands of external stakeholders in collaboration with the committee (Hanover Research, 2014). Effective school leadership has long identified plans as a central to any school improvement process. Effective school leaders create and sustain conditions for excellence, as well as drive and lead their school cultural change (Fullan, 20011; OECD, 2016).

According to Virtman & Fullan (2016) Effective school leaders have to develop the following behavior for successful school improvement. It includes:-

- Focus on team and over self
- Challenge the status quo
- Set high expectations
- Build trust through effective communication
- Create a community owned plan for success
- Have a high sense of urgency for improving student outcomes.

Evidence suggests that effective leaders alone may struggle to drive successful and sustainable improvement processes, whole school commitment, action and efforts are also needed (CESE, 2014). Building a culture that is underpinned by a set of shared values, beliefs, commitment and understanding is significant in supporting the school improvement process. School improvement process can be more effectively undertaken when school communities are receptive to change and actively participate in a process of continuous learning and improvement (Kools and Still, 2016). Schools may benefit from using a variety of publically available resources and measures to help collect baseline data which is important to prioritize areas focus and develop improvement plans. In this regard CESE (2014) suggests that improvement plans are most effective when they are developed in consultation with parents and the broader school community, and shared throughout the entire school.

### **2.11.2 Challenges for School Improvement Program Implementation**

The increased competitions between schools at global and national levels create the need for continuous school improvement to help schools to compete. Improving educational quality could enable schools to become effective focused for sustained school improvement in every aspect of schools (MoE, 2008). In addition, improving the quality of secondary schools through school improvement program is considered important for educating the needed work force for different sectors in the country which results to growth of consciousness of Ethiopian people and the demand of access in education. In turn it creates the need to improve and build more schools and classrooms in order to expand access and opportunities in the country (MoE, 2010).

Even if there have been much effort exerted for access of education, but it doesn't bring a change in improving quality of education and school improvement. There are many challenges that exist in the effort to provide quality education and implementing SIP in secondary schools. Challenges to the school improvement program may vary in accordance with the unique features of schools as well as with the external environment in which schools are operating (Hussein and Postethwore, 1994).

The continuous transfer of teachers, principals and education administrators at the local level puts pressure on the program to continuously train new staff who may not serve in schools for long (Plan Sudan, 2006).

MoE (2007) has noted that besides the commitment of the country to access in education, the SIP has launched aiming at improving the quality of education through enhancing student learning achievement and outcomes. But, it becomes difficult to achieve the expected results due to the following challenges which includes; lack of different stakeholders' participation, lack of conducive learning environment in schools, lack of educational inputs and lack of commitment of teachers and school leaders

## **CHAPTER THREE**

### **3. Research design and methodology**

This chapter deals with the research design, research methodology, sources of data, sample population and sampling techniques, procedures of data collection, validity and reliability of data collection instruments, methods of data analysis, research ethics, budget schedule, time breakdown and references will be discussed in detail.

#### **3.1 Research design.**

The study was descriptive survey in order to assess the major practices and challenges of SIP implementation in secondary schools with its real existing practices and to point out possible measures that will be taken to tackle the challenges of school improvement program, it is best to use descriptive survey design.

Descriptive survey design is helpful to get able and relevant information from a variety of groups on the actual implementation of the issue under investigation. It also involves in acquiring information one or more group of people perhaps about their characteristics, attitude, opinion or previous experience by asking those questions and put their answers in tabulating (Leedy and Ormrod, 2005). In relation to this Kothari (2004) stated that descriptive survey design enables the researcher to make investigation with predictions, narration of events, comparisons and drawing of conclusions based on the information obtained from relatively large and representative sampling of the target population. Survey research design is useful to collect detailed description of the existing phenomena with the intent of employing the data to justify current conditions and practices (Parakash, 2005).

The main aim of the descriptive survey is to understand the research problem when a researcher wants to answers to the questions why, what, how where and when use descriptive research if helps a researcher gain a deeper knowledge of the research problem.

Descriptive survey research is an approach of descriptive research that blends quantitative and qualitative data to provide you with relevant and accurate information

The use of descriptive survey method was well supported by Best and Kahan(2005),“descriptive survey design is appropriate to describe condition that exist, opinions that are held, and processes that are going on, trends that are developing and also to assess large sample size”.

### **3.2 Research Methods**

In this study, used so as to collect extensive data and use to confirm findings from different data sources through separate or divide of data instruments and consequently to validate the generalize ability of the study. A mixed method approach incorporates multiple approaches in all stage of research from problem identification up to research question, data collection and data analysis (Taddlie and Teshkkori, 2003). The use of mixed method approach could neutralize or cancel the biases of any single method and it is used as a means for seeking convergence and integrating quantitative and qualitative data (Creswel, 2009).

Qualitative research is primarily exploratory in nature, and helps a researcher better understand motivations, needs processes and rationale for behavior ( among other things) quantitative studies rely on personal accounts or documents that illustrate in detail how people think or respond with in society. Whereas quantitative studies rely on numerical or measurable data .it can help to assess hypotheses from qualitative research adding a quantitative approach to qualitative research can provide a more holistic and quantifiable view of the subject matter you are researching.

Using a combination of qualitative and quantitative data can improve an evaluation by ensuring that the limitations of one type of data are balanced by the strengths of another. This wills that understanding is improved by integrating different ways of knowledge.

### **3.3 Data sources**

The data for this study were collected from both primary and secondary sources. Because, collecting data from both sources have a great advantage in order to decrease biases and to get reliable information about the study.

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

Data collected from principals, teachers, cluster supervisors, woreda education officers, and school improvement committee (SIC) and parent student teacher association (PSTA) for this study.

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

To get additional information about the study, the researcher used document analysis about students' achievement data on assessments and school improvement guidelines, frame work plans, reports and others were.

### **3.4 Sampling and sampling design**

The study site and population the site of the population of this study is limited to three secondary schools of Lideta sub-city.

The three secondary school in the study are Africa Hibretr, Balcha and Hidase.

### **3.5 Sampling size and techniques**

There are six high schools in Lideta sub-city. from the total of six schools three of them would be taken as a sample. The sample selected based on random sampling or lottery method because of the intention to give equal chance for all target schools. The teachers also selected using random sampling. Because to give equal chance for all target respondents and to avoid biased.

The researcher will use samples rather the populations. Because sample is a smaller part of the larger group. As such, this smaller portion is meant to be representative of the population as a whole. so the researchers will use a simple random sample because it is a subset of a statistical population in which each member of the subset has an equal probability of being chosen. A simple random sample is meant to be an unbiased representative of a group researchers can create a simple random sample using methods like lotteries or random draws So as to give an equal probability of each member being chosen.

Principals, cluster supervisor all SIP committee members, PSTA representatives of the secondary schools and student representatives would be chosen purposively with their supposed

purpose to serve the research objective as well as the research validity and reliability that they are working with the research's focus area.

The purposive sampling would be used to get key informants. This is because these are people who are believed to be relevant and knowledgeable to insure relevant information concerning bodies.

### **3.6 Population, Sampling population and Sampling Techniques**

According to Johnson & Christensen (2012) population refers to the large group of people to which a researcher wants to generalize the sample results and the complete set of case. It is important to be clear on what is the study population before data collection takes place. It was difficult and unmanageable to include all population in the study. But, it is useful and advisable to use representative sample and generalized the findings to the population. Accordingly simple random sampling, purposive sampling and available sampling techniques would be used to select the representatives of the population. The study population comprises principals, teachers, school improvement committee (SIC), parent student teacher association (PSTA), cluster supervisors and woreda education office experts were included in the study.

There are 6 secondary schools in Lideta sub-city. From those schools, 3(50 %) secondary schools were taken 25% using simple random sampling techniques. The total number of teachers are 258(25%) taken 64 teachers, 50(78%) male and 14(22%) female were selected through random sampling techniques. The study included all three school principals using available sampling techniques, because principals are the core actors in the implementation process of SIP and facilitate the teaching learning process in the school. Out of 18 education office experts, 9 (50 %) were selected through purposive sampling techniques. The total numbers of supervisors are 10(100%) and all included in the study using available sampling. The study was included all 21(100%) school improvement committee members using availability sampling techniques as they have a significant role in the process of SIP implementation. There are 9(100%) members of parent student teacher association (PSTA), out of them 9(%) were included in the study through using purposive sampling techniques. Table 1.1 below shows the total population and sample size which was taken from schools.

Table 1: Population and Sample size

No.	Population	Total Population	Sample size		Sampling technique	
			No.	%		
1	Schools	6	3	50%	Random Sampling	
2	Teachers	Africa Hibret	64	16	25%	Random Sampling Techniques
		BalchaAbanefso	112	28	28%	
		Hidase	80	20	25%	
Total Teachers		258	64	25%	Random sampling	
		M=187	M=50	27%		
		F= 71	F=14	20%		
3	Principals	9	9	100%	purposive sampling	
4	WEO	9	9	100%	Purposive sampling	
5	SIC members	21	21	100%	Purposive sampling	
6	Supervisors	10	10	100%	Purposive sampling	
7	PSTA members	12	9	75%	Purposive sampling	

Source: Lideta sub-city Education Office.

### 3.7 Data collection tools

The researcher used different data collection instruments which include questionnaires, interview observation, check lists and document analysis.

#### 3.7.1 Questionnaires

Questionnaires comprising both close ended and open ended item. It is important to collect the necessary data from the selected sample teachers, principals, supervisors and PSTA members. It also enables to collect significant information from large number of respondents with in short period of time. The questionnaire also included issues that help the researcher to assess the actual activities in the school on the issue under investigation and to suggest possible solution to

the implementation of school improvement program. The questionnaire administer to principals, teachers, members of PSTA, SI committee and supervisors. The researcher prepared questions and distributed to the respondents.

A questionnaire are an enquiry of data gathering provided or respond to statements in writing and used to get factual information, (Best and Kahan, 2005), so the researcher used questionnaires for similar cases. This study will use questionnaires for teachers and school principals' .The questionnaires a included open ended and close ended items which are basically aimed at exploring the implementation of school improvement program. The close ended items were formulated in five point liker scale (strongly disagree=1, Disagree=2, Undecided=3, Agree=4, and strongly agree=5) and open-ended items will provide for the respondents to freely express their ideas. The questionnaires have two categories: the respondents' personal characteristics and items relevant to the school improvement program

### **3.7.2 Interview**

Interview has great potential to release more in-depth information, provide opportunity to observe non-verbal behavior of respondents, give opportunities for clearing up misunderstanding and to meet many diverse situations (Abiy et al., 2009).It also important for collecting data on the actual practices of the issue, because it provides a chance to respondents to express their feeling freely. Within the limited time and resource, it helps to collect information by interviewing collectively individuals who share a common factor, in group in comfortable environment at a convenient venue rather than from a serious of individual interview (Koul, 2009:262). Interview in the study would be used to collect primary data about the school improvement program and deep information. Interview would be conducted with Principals, supervisors and WEO for two sessions. The interview would be conducted in Amharic language to avoid communication barriers which might occur using English language. It discussed in detail in the analysis part. Therefore, the study would be included interview questions so as to investigate the implementation and challenges of school improvement program in secondary schools ofLideta Sub-city

### **3.7.3 Observation**

Before conducting observation, the researcher noted that it is important to plan what to observe (Hamilton & Corbett-whittler, 2013). The researcher spent his /her time in field observation and recording events in the school with the intention to understand what has improved in the implementations of the school improvement program. Cipani (2009:7) reflects that observation can be used to secure information. Observation relies on the researcher seeing and hearing. It doesn't depend on getting data from somebody rather based on personal intuition. Observation is helpful in collecting important information that leads to draws a conclusion about the study.

### **3.7.4 Document Analysis**

Primary sources alone might not be enough to collect different data for the study. Relevant information would be included from second sources which help the researcher to cross check the data that would be obtained through primary sources (questionnaire, observation and interview). The researcher will review different documents which include school improvement program implementation plan, SIP committee minutes, reports, student rosters, principals and teachers portfolio, student attendances and other SIP practices record. Therefore document analysis increases the data collected from questionnaire, interview, observation and checklist.

## **3.8 Data Collection Procedure.**

By presenting the letter of cooperation written from Addis Ababa University from department of educational planning and management, the researcher will make contact with Lideta sub city Education Office to get permission to collect data and carry out the study in the Secondary schools of the Sub city. After receiving a permission letter from the Sub city Education Office, the researcher will go to the sample primary schools. The researcher then will contact with responsible person from each sample school before distributing the instruments.

Appointments would be arranged with the respondents especially for interview. At the end, the questionnaires would be collected and interviews would be held. During interview, short notes would be taken. Finally, all the data would be organized and arrange for analysis and interpretation.

### **3.9 Data analysis Techniques**

The goal of data analysis is to summarize, describe and extract the required information as accurately as possible. The researcher would be used both qualitative and quantitative analysis methods. The data which obtained from different sources would be checked, arranged, classify and organize according to their characteristics and variables, and prepare for analysis descriptive statistics through scoring, tabulating and coding procedures of raw data was used in the study. Measures of central tendency include mean and weighted mean, percentile and frequency methods of data analysis would be employed. Percentage helps to determine the extent to which SIP activities are being implemented and the mean value also helps to determine the major factors that affect the implementation of SIP significantly.

In order to see statistical significance difference and the relationship among the responses of two groups of variables who exactly the same questions about the practice, implementations and challenges of SIP.

In addition, qualitative data analysis method would also employ as supplementary data analysis techniques for triangulation and justification of data which would be collected through interview, document review and open-ended questions. Finally, the overall courses of the study would summarize with findings, conclusions and same possible recommendations.

### **3.10 Ethical Consideration**

Research works built on trust between the researcher and participants. The best possible finding to be found at the end of a given investigation is guaranteed if and only if this trust is developed between the researcher and other major and minor elements of the study. This happens when the researcher carry out things in a manner enriched with trustworthiness. Having this as a principle, problems are going to be dealt, literatures would be reviewed without idea theft, and sources of data will be treated fairly with balancing the reality not biased only to the measly purpose of the study while collecting, analyzing, interpreting, concluding and recommending major findings.

## **CHAPTER FOUR**

### **4. Analysis and Interpretation of Data**

This part of the study deals with the analysis and interpretation of the data obtained from the sample schools by using data gathering tools of questionnaire, interview, focus group discussion, observation and document analysis to find appropriate answers to the basic questions listed in chapter one.

This chapter contains two major parts. The first part presents the characteristics of respondents while the second part deals with the analysis and interpretation of the quantitative and qualitative data.

The presentation and analysis of data was conducted through use of the gathered data from school principals (9), teachers (64), SIP committee (21), PSTA members (9), supervisors (10) and WEO members (9) in sample secondary schools of Lideta sub-city. In order to gather data, questionnaires were distributed to the sample secondary school teachers, principals and supervisors in question. Interview was also used as an instrument to collect data from WEO members and supervisors. The questionnaires contained detailed close ended questions as well as open ended ones. From a total number of 122 questionnaires distributed to respondents 122 questionnaires were properly filled and returned. Analysis and interpretation of the data was made based on the responses obtained from respondents.

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

Necessary data were obtained from three secondary school principals, teachers, SIC members, PSTA members, supervisors and educational experts found in Lideta sub-city through questionnaires, interview and focus group discussion. In addition, observation and document analysis were used to enrich the data obtained through questionnaire and interview. Secondary school principals, teachers and SIP committee were involved in filling the questionnaire. Woreda education officers, supervisors participated and parent student teachers association (PSTA) in providing responses in the interview. From the total number of 122 questionnaire distributed 122(96%) were collected and used for analysis. Characteristics of the respondents give some basic information about the sample population.

Thus, the following table shows the general characteristics sex, age, qualification, work experiences and field of study of the respondents involved in the study

Table 1: Characteristics of the Respondents

No	Items	Respondents	Teachers		Principals		SIP		WEO		PSTA		Supervisor		Total	
			F	%	F	%	F	%	F	%	F	%	F	%	F	%
1	Sex	Male	50	78%	6	67	14	67	6	67	6	67	6	60	88	72
		Female	14	22%	3	33	7	33	3	33	3	33	4	40	34	28
2	Age in years	20-25	7	11%											7	6%
		26-30	33	52%											33	27
		31-35	15	25%	6	67	6	29	4	44	2	22			33	27
		36 and above	9	14%	3	33	15	71	5	56	7	78	10	10	49	40
3	Education qualification	Grade 8-10									3	16	3	17	6	5%
		Grade 11-12									2	22	3	17	7	2%
		Certificate														
		Diploma									2	22			3	2%
		BSc	43	67%	2	22	15	71	7	78	5	56	6	60	78	64
		MA/MSc and above	21	33%	7	78	6	29	2	22	1	11	4	40	41	34
4	Experience in years	1-3	4	9%	1	11									5	4%
		4-10	25	39%	6	67%	2	10	1	11	3	33	1	10	38	31
		11-15	19	30%	2	22%	10	47	5	56	5	56	5	50	46	38
		16 -20	11	17%			5	24	3	33	1	11	4	40	23	19
		21 and above	5	8%			4	19					1	10	10	8%

F=Frequency.      %=Percentages.

Item 1 of table 1 shows respondents' sex category. Accordingly, 50(78%) of teachers,6(67%)of principals, 14(67) of SIP committee, 6(67%) of WEO, 6(67%) of PSTA and 6(60%) of supervisors woreda education officers and 16(84%) Of PSTA members were males and 14(22%) of teachers, 3(33%) of principals, 7(33%) of SIP committee, 3(33%) of WEO 3(33%) of PSTA

and 4(40%) of supervisors were females. it indicates the participation of female was low. Therefore it needs attention to encourage the participation of females in education system.

The Age of respondents shown in item 2 of table 1, In accordingly, 7(11%) of teachers age were b/n 20-25, 33(52%) of teachers were age b/n 26-30, 15(23%) of teachers, 6(67%) of principals, 6(29%) of SIP committee, 4(44%) of WEO and 2(22%) of PSTA were the age of 31-35 years. The remain 9(14) of teacher, 3(33%) Of principals, 7(78%) of PSTA members 15(71%) of SIP committee, 7(78%) of PSTA members, 5(56%) of WEO and 10(100%) of supervisors were above years. 49(40%) of respondents were above 36 years, which is believed to be at their adult age. Hence they are likely in a good position to provide adequate response to the questions presented to them.

As table 1 item 3 showed, 2(22%) of PSTA and were completed grade 12 and 2(22%) of SIP committee have diploma, 43(67%) of teachers, 2(22%) of principals, 15(71%) of SIP committee, 2(22%) of WEO, 4(44%) of PSTA and 6(60%) of supervisors have BSC Degree. 21(33%) of teachers, 7(78%) of principals ,6(29%) of SIP committee, 2(22%) of WEO 1(11%) of PSTA and 40(40%) of supervisors have MA/ MSC Degree. This indicated that majority respondents qualified for secondary school. So it was important to get adequate response to the question.

As Table 1 item 4 above showed, 4(9%) of teachers and 1(11%) of principals had 1-3 years' experience. 25(39%) of teachers, 6(67%) of principals, 2(22%) of SIP committee, 1(11%) of WEO, 3(33%) of PSTA and 1(10%) of supervisors had 4-10 years' experience. 19(03%) of teachers, 2(22%) of principals, 10(47%) of SIP committee, 5(56%) of WEO, 5(56%) of PSTA and 5(50%) of supervisors 11-15 years' experience. 11(17%) of teachers, 5(24%) of SIP committee, 3(33%) of WEO, 1(11%) of PSTA and 3(30%) of supervisor s b/n 16-20 years' experience. The data implies that, the majority of respondents experience was above five years.

This shows that, they had a relatively better and deep understanding of the teaching profession and various programs carried out in schools including school improvement program. This in turn might enable them to provide genuine and correct responses to the questions presented to them. Besides, they might be in good stand to identify those major problems observed in the school improvement program.

Therefore, it would be possible to conclude that respondents possess relatively adequate qualification, ages and experiences to understand the questionnaires and give appropriate information for the study.

## **4.2 Analysis and Interpretation of the Data**

The objective of data analysis and interpretation is to describe and summarize the required information as accurately as possible. The researcher used both qualitative and quantitative analysis method. The data which obtained from different sources were checked, arranged, classified and organized according to their characteristics and variables, and analyzed through scoring, tabulating and coding procedures of raw data and used in the study. Measures of central tendency that included mean and weighted mean, percentile and frequency methods of data analysis were used. Thus, this section deals preparation phase of SIP, the level of stakeholders participation in the planning for SIP, assessing to what extent the SIP domains implemented in the schools, the major challenges that affect implementation of SIP and suggest possible solution to measurement.

### **4.2.1 Preparation phase of School Improvement Program**

The responses of respondents in regarding to preparation phase of SIP are presented as follow in table.

Table 2: Data obtained from principals, teachers and SIP committee on preparation phase of SIP

No.	Items	Respondents	Yes		No		Don't Know	
			F	%	F	%	F	%
1	Did you give any training on school improvement program?	Teacher	24	37%	40	63%		
		Principal	4	44%	5	56%		
		SIP	8	38%	13	62%		
		T	36	38%	58	62%		
2	Did you get adequate awareness from the training?	Teacher	18	28%	46	72%		
		Principal	5	56%	4	44%		
		SIP	7	33%	12	57%	2	10
		T	30	32%	62	66%	2	2%
3	Did the school organize a SIP committee?	Teacher	44	69%	15	23	5	8%
		Principal	7	78%	2	22		
		SIP	16	76%	5	24%		
		T	67	71%	22	23%	5	5%

F= Frequency      %=Percentage      M=Mean

In table 2 item 1, respondent were requested to did you give any training on school improvement program?. According to, 24(37%) of teachers, 4(44%) of principals and (38%) SIP committee were gave training on SIP, whereas 40(63%) of teachers, 5(56%) of principals and 13(62%) SIP committees were not gave training on SIP. From the total respondents, 58(62%) were not gave training. This show that the majority of stakeholders in schools have been working without training on SIP so it influence the teaching and learning process and student's result.

In item 2 of table 1, respondents were asked to get adequate awareness on training? In this regard, 46(72%) teachers, 4(44%) principal and 12(57%) SIP committee respond as they did not get adequate awareness on SIP. This show that teachers, principals, SIP committee and supervisors haven't enough knowledge and awareness about SIP which leads lack of confidence, to poor management and leadership and low students outcome.

As reflected in item 3 of table 2 respondents were asked to respond whether their school organized school SIP committee. In regarding to this statement, 44(69%) teachers, 7(78%) principal and 16 (76%) SIP committee participants were organized in schools.

Table 3: Data obtained from teachers, principals and SIP committee on Preparation phase of SIP  
(5= Very high 4= High 3= Moderate 2=Low 1= Very low)

N	Items	Respondents	Rating scale					F	SD	V	M
			5	4	3	2	1				
1	The degree to which school leaders motivate stakeholders to prepare the collective plan.	Principals	1	2	4	2		94	1.03	0.57	2.45
		Teachers		10	15	25	14				
		SIP committee		4	7	5	5				
		Total	1	16	26	32	19				
2	The extent to which school leaders provides frequent awareness about SIP for the school community.	Principals		1	2	5	1	94	0.94	0.89	2.41
		Teachers		7	25	20	12				
		SIP committee		4	5	7	5				
		Total		12	32	32	26				
3	To what extent school leaders participating SIP committee during the preparation of the school improvement plan	Principals		2	3	4		94	1.06	1.13	2.52
		Teachers		15	20	12	17				
		SIP committee		3	7	7	4				
		Total		20	30	23	21				
4	The extent to which school leaders identify priority before the planning school improvement program.	Principals		2	3	4		94	0.92	0.96	2.45
		Teachers		10	20	21	13				
		SIP committee		3	7	6	5				
		Total		15	30	31	18				
5	To what extent school leaders performing well in arranging adequate resources needed for school improvement?	Principals		2	2	5		94	0.92	0.85	2.45
		Teachers		6	20	25	13				
		SIP committee		5	9	5	2				
		Total		13	31	35	15				

6	Teachers have adequate awareness of the objectives of SIP and its implementation process	Principals		1	3	5		94	1.24	0.11	2.49
		Teachers	3	9	15	21	16				
		SIP committee	2	3	8	6	2				
		Total	5	12	26	32	19				
7	Considerable capacity building training were provided at your work place to ensure a wide understanding on how to implement the SIP to realize measurable gains in school performance.	Principals		2	4	3		94	0.98	0.97	2.40
		Teachers		8	15	25	16				
		SIP committee		5	7	6	3				
		Total		15	26	34	19				

M=mean F=frequency SD= Standard deviation V= Variance

M< 1.75 very low, M=2- 2.5 low, M=2.5- 3 moderate, M=3- 4.5 high and M 4.6 – 5 very high.

School leaders in school have to motivate and encourage stakeholders to prepare collective plan for school effectiveness. In relation to this respondents were asked to rate their degree of agreement on the extent to which school leaders encourages stakeholders to prepare the collaborative plan. Accordingly, 16(17%) respondents rated high, 26(28%) respondents rated moderate 32(34%) respondents rated low and 19(20%) respondents rated very low with the statements. The mean value and standard deviation (M=2.45 and SD=1.03) showed that the school leaders were not motivated the different stakeholders to prepare the collective plan and to work together.

As reflected in item 2 of table 2, respondents were requested to rate their level of agreement on the extent to which school leaders provides frequent awareness about SIP for the school community. Accordingly, from the total respondents 32(34%) rated moderate, 32(34%) rated low, 12(13%) rated high and 18(19%) rated very low on the statement. The mean value and standard deviation were 2.41 and 0.94 respectively. From this we can understand that the school leaders didn't provide frequent awareness about SIP for the school community. This means the school communities lacked a understanding on the implementation of SIP which resulted in not effectiveness of the program.

In item 3 of table 3, respondents were requested to rate their level of agreement on to what extent school leaders participate SIP committee during the preparation of the school improvement plan. In this regard, 30 (32%) respondents rated moderate, 23 (25%) respondents rated low, 21 (22%)

respondents rated very low and 20 (21%) respondents rated high and on the statement. The mean value and standard deviation was 2.52 and 1.06 respectively. From this we can understand that the school leaders didn't participate SIP committee during the preparation of school improvement plan.

As reflected in item 4 of table 3, respondents were asked to rate on the extent to which school leaders identify priority before the planning of school improvement program. Accordingly, from the total number of respondents 30(33%) respondents were rated moderate, 31(33%) were rated low 18(19%) were rated very low and 15(16%) respondents were rated high on the statement. The mean value and standard deviation was 2.45 and 0.92 respectively. This all indicates school priorities were not clearly identified by school leaders before the planning of school improvement program. Thus school leaders need to identify priority areas in school.

In item 5 of table 3, respondents were requested to show their level of agreement to what extent school leaders performing well in arranging adequate resources needed for school improvement? In relation to this, 13(14%) respondents rated high, 31(33%) respondents rated moderate, 35(37%) respondents were rated low and 15(16%) respondents were rated low on the statement. The mean score total respondent fall between 2.45 which was at low level and the standard deviation was 0.92. From this we can understand that the school leaders didn't arrange adequate resource in the school which in turn effects on students result and school improvement program.

In item 6 of table 3, respondents were requested to reveal their level of agreement on teachers have adequate awareness of the objective and its implementation process. Accordingly, 32(34%) respondents were rated low, 26(28%) respondents rated moderate, and 19(20%) respondents were rated very low 9 on the statement. The mean value was 2.49 this show which indicates the majority of respondents were rated moderate on student's awareness and understanding of their responsibilities in the program. As a result school leaders have to exert much effort on creating awareness to all students to understand their responsibilities

Teachers have adequate awareness of the objectives of the program and its implementation process. In relation to this, 12(13%) respondents rated high, 26(28%) respondents rated moderate, 32(34%) respondents were rated low and 19(20%) respondents were very low on the statement. The mean value was 2.49 which were at low level and the standard deviation was 1.24. From this we can understand that teachers did not have adequate awareness of the objectives of the program and its implementation process.

Considerable capacity building training have to provide in schools to ensure a wide understanding on how to implement the SIP to realize measurable gains in school performance. In this regard, 15(16%) respondents rated high, 26(28%) rated moderate, 34(36%) respondents rated low and 19(20%) respondents rated very low. The mean value and standard deviation was 2.40 and 0.98 respectively. From this we can understand that the majority of respondents didn't building capacity training

In relation to preparation phase of WEO and supervisors interview stated that; school Directors, said "Schools should assured the readiness of staff and Creating awareness to the school community i.e. teachers, students and parents". Secondary school, said that "School leaders have to arrange resources in the preparation phase of SIP".

The participants of focus group discussion putted the following general ideas on the preparation phase of SIP "All stakeholders should participate in the preparation phase of SIP, but only teachers and school leaders participate in preparation phase. Other stakeholders' participation is very low. We have to work together to enhance the participation of all stakeholders in preparation phase of SIP." weak collaboration among stakeholders, lack of capacity, building insufficient administrative services, limited commitment of school leadership, shortage on supplies that need as an teaching aid, lack of stakeholder engagement and commitment, teachers not satisfy by their salary, incentives most of the teacher out of the school compound offer the completion of the given period( not engage to sip,) lack of data and feedback SIP should use data to inform decision making, monitor, process and evaluate impact. They suggest that enhance stakeholders engagement and commitment, school should involves stakeholders in the implementation and evaluations the SIP and communicate the goals, benefits and exceptions, the government should give prior attention for teachers by improving the salary and maximize their incentives, teachers engage their full time and attention for the improvement of students and use data and feedback and use data effectively.

unwillingness of some students to learn, low level of respecting of students for their teachers and leaders, lack of school facilities, lack of parent participate and lack of training,

They suggest that schools should establish and use data management system that allows them to collect and, increasing/ improving students willing to learn by giving students some reinforcement, making students to have high respecting for their teacher and their leaders,

creating awareness, good relationship with teachers and school communities and giving a lot of training on SIP.

Planning, implementing, monitoring, evaluating, conducting SWOAT analysis, Creating an awareness in stages of SIP and forming SIP committee The majority interviewer said ‘Yes, they priorities and identified the school problem Planning, coordinating monitoring, implementing, evaluating, rewarding, organizing, Controlling, they need to have technical skills, communication skill, conceptual skills and human skills.

Attitude of the school community, lack of budget, less participation of parents, less awareness on the importance of implementing of SIP components, teachers dissatisfaction, and less student engagement, weak collaboration among stakeholders and lack of leadership commitment the major stakeholders not receive training. The main objectives of SIP are addressing four domains the documents are available in hard copy and soft copy. It makes the learning environment attractive and suitable. Different facilities were fulfilled Schools usually plan, organize, lead. Monitor and evaluate the activities at least once in six month. Lack of budget, work load on principal and lack of skill on planning on SIP.

#### **4.2.2 Assessing to what extent the SIP domains implemented in schools**

The level of SIP implementation in schools was assessed by the researcher by collecting data from principals, teachers and SIP committee. It assessed through the four domains of SIP as follow.

## Domain 1; Teaching and Learning

Table 4: Data obtained from teachers, principals and SIP committee on teaching and learning.

(5= very high 4= high 3= moderate 2= low 1= very low)

No.	Items	Respondents	Rating Scale					F	SD	V	M
			5	4	3	2	1				
1	Appropriateness of lesson planning and students' progress provision	Principals		2	3	3	1	94	0.86	0.75	2.83
		Teachers		18	20	26					
		SIP committee		5	8	6	2				
		Total		25	31	35	3				
2	The extent to which continuous professional development program is implemented in the school	Principals	1	2	2	3	1	94	1.01	1.02	2.49
		Teachers		10	20	22	12				
		SIP		4	6	5	4				
		Total	1	16	28	32	17				
3	The degree to which teachers identified students' achievement and give special support for low achievers.	Principals		2	3	3	1	94	1.01	1.02	2.32
		Teachers		10	7	27	20				
		SIP committee		3	12	5	1				
		Total		15	22	35	22				
4	Students centered method of teaching was practiced	Principals		2	4	3		94	1.03	1,97	2.49
		Teachers		12	15	24	13				
		SIP committee		4	7	5	5				
		Total		18	26	32	18				
5	Teachers were given Class work ,homework and check students exercise book regularly	Principals		3	5	1		94	1.06	1.04	2.44
		Teachers		11	17	22	15				
		SIP committee		4	5	7	5				
		Total		18	34	38	4				

6	Teachers used continuous assessment to measure progress of their students.	Principals	1	1	3	2	2	94	0.9	0.81	2.77
		Teachers		14	20	28	2				
		SIP committee		7	6	8					
		Total	1	22	29	38	4				
7	Laboratory services are provided to the students	Principals		4	3	2		94	1.002	1.00	2.76
		Teachers	3	9	20	24	8				
		SIP committee		8	5	8					
		Total	3	21	28	34	8				
8	Action research has been conducted by teachers	Principals		2	5	2		94	1.06	1.1	2.45
		Teachers		10	14	22	18				
		SIP committee	1	5	6	6	3				
		Total	1	17	25	30	21				
9	There is active participation of students in school clubs	Principals		2	5	2		94	0.95	0.9	2.43
		Teachers		10	15	25	14				
		SIP committee		4	7	7	3				
		Total		16	27	34	17				
10	Evaluation of curriculum has been made by teachers	Principals		2	3	4		94	1.10	1.2	2.48
		Teachers		15	12	20	17				
		SIP committee		6	7	5	3				
		Total		23	22	29	22				

M=mean F=frequency SD= Standard deviation V= Variance

M< 1.75 very low, M=1.75- 2.5 low, M=2.5– 3 moderate, M=3- 4.5 high and M=4.6- 5 very high.

In relation to this respondents were asked to rate their degree of agreement on the appropriateness of lesson planning and students' progress provision. Accordingly, 25(27%) respondents rated high, 31(33%) respondents rated moderate and 35(37%) respondents rated low with the statements. The mean value and standard deviation (M=2.83 and SD=0.86) showed that the appropriateness of lesson planning and students' progress provision were moderate.

As reflected in item 2 of table 2, respondents were asked to rate on the extent to which continuous professional development program is implemented in the school. From the total number of respondents 16(17%) respondents were rated high, 28(30%) were rated moderate, 32(34%) respondents were rated low and 17(18%) respondents were rated low on the statement. The mean value and standard deviation was 2.49 and 1.01 respectively. This all indicates the degree to which continuous professional development program was not implemented.

The degree to which teachers identified students' achievement and give special support for low achievers. In this regard, the majority of respondents were disagreed with the mean value and standard deviation 2.32 and 1.008 which showed that teachers were not identified students' achievement and didn't give special support schools. In item 4 of table 2, respondents were asked to rate on the Students centered method of teaching was practiced, 34% respondents were disagreed with the mean value of 2.49 and standard deviation of 1.03 which shows that the Students centered method was not practiced. On whether teachers were gave Class work, homework and check students' exercise book regularly. Accordingly, 18(19%) respondents rated high, 27(29%) respondents rated moderate, 30(32%) respondents rated low, 20(21%) respondents rated very low with the statements. The mean value and standard deviation (M=2.44 and SD=1.02) showed that the teachers gave regularly class work and home work for their student but they didn't check students exercise book regularly.

Teachers used continuous assessment to measure progress of their students. In this regard, 38(40%) respondents rated low, 29(31%) respondents rated moderate and 22(23%) respondents rated high and on the statement. The mean value and standard deviation was 2.77 and 0.9 respectively. From this we can understand that teachers used continuous assessment to measure progress of their students but were not provide support.

Laboratory services are provided to the students. Accordingly, 21(22%) respondents rated high, 28(30%) respondents rated moderate and 34(36%) respondents rated low with the statements. The mean value and standard deviation (M=2.76 and SD=1.00) showed that the laboratory services were not provided to the students.

In item 8 of table 2, respondents were requested to rate their level of agreement on to action research has been conducted by teachers. In this regard, 30(32%) respondents rated low, 25(27%)

respondents rated moderate, 21(22%) respondents rated very low and 17 (18%) respondents rated high and on the statement. the mean value and standard deviation was 2.45 and 1.06 respectively. From this we can understand that action research had been not conducted by teachers.

As reflected in item 9 of table 2, respondents were asked to rate on here is active participation of students in school clubs. In this regards, 16(17%) respondents were rated high, 29(31%) were rated moderate and 34(36%) respondents were rated low on the statement. The mean value and standard deviation was 2.43 and 0.96 respectively. This all indicates participation of students in school clubs was low.

Concerning item 10 of table 2, respondents were requested to rate the degree to which evaluation of curriculum has been made by teachers. 23(24%) respondents rated high, 22(23%) respondents rated moderate, 29(31%) respondents disagreed and 22(23%) respondents highly disagreed on evaluation of curriculum has been made by teachers. the mean value and standard deviation was 2.48 and 1.10 respectively. Thus, it is possible to conclude that evaluation of curriculum has been made by teachers were not satisfied teachers respondents, as they expressed not sure about evaluation of curriculum has been made by teachers.

## Domain 2; School Leadership and Management

Table 5: Data obtained from teachers, principals and supervisors on school leadership and management.

(5= Very High 4= High 3= Moderate 2= Low 1= Very Low)

No.	Items	Respondents	Rating Scale					F	SD	V	M
			5	4	3	2	1				
1	Shared vision, mission objectives and goals to improve student learning	Principals		3	3	2	1	94	1.04	1.08	2.38
		Teachers		1	14	24	16				
		SIP committee		4	7	5	5				
		Total		1	24	31	22				
2	The school leadership and management give positive responses to identified school improvement problems immediately	Principals		2	4	3		94	0.98	0.98	2.41
		Teachers		1	16	25	13				
		SIP committee		4	5	7	5				
		Total		1	25	35	18				
3	The school decision-making and administrative process are carried out effectively.	Principals	1	3	4	1		94	1.01	1.02	2.41
		Teachers		1	13	20	20				
		SIP committee		5	6	7	3				
		Total	1	2	28	30	23				
4	The degree to which school leaders develop strategic plan based on assessment.	Principals		3	4	2		94	1.05	1.11	2.47
		Teachers		1	14	23	17				
		SIP committee	1	5	6	7	2				
		Total	1	1	24	32	19				

5	School leaders communicating with the community on the program toward school implementation	Principals		2	3	4		94	1.10	1.22	2.47
		Teachers		1	12	22	16				
		SIP committee	2	3	5	7	4				
		Total		1	20	33	20				
6	Principals have been regularly supervising class room instruction to give constructive feedback for teachers	Principals	1	3	4	1		94	1.06	1.13	2.47
		Teachers		1	18	23	13				
		SIP committee	1	2	6	5	7				
		Total	2	1	28	29	20				
7	There is consistency in implementation of school activities	Principals	1	3	4	1		94	1.16	1.35	2.50
		Teachers		1	14	17	18				
		SIP committee		5	5	4	7				
		Total	1	2	23	22	25				
8	The school leadership and management discuss on the implementation of SIP.	Principals	1	2	5	1		94	1.07	1.15	2.47
		Teachers		1	16	20	14				
		SIP committee		3	5	7	6				
		Total	3	1	26	28	21				
9	School managers have acquired educational management capacity to effectively practices SIP implementation.	Principals	1	3	3	2		94	1.14	1.30	2.47
		Teachers		1	15	17	16				
		SIP committee		5	6	5	5				
		Total	1	2	19	24	24				
10	The extent to which school leaders	Principals	2	3	2	2		94	1.08	1.17	2.28
		Teachers		9	10	26	19				

	develop clear guideline for school.	SIP committee		3	5	5	6				
		Total	2	2	17	36	25				
11	Schools has effective communication about school improvement with teachers and students	Principals		2	3	3	1	94	1.04	1.08	2.34
		Teachers		1	16	21	17				
		SIP committee		4	5	6	6				
		Total		1	24	30	24				
12	Adequate training were given to enhance schools leadership capacity to implement SIP	Principals		2	2	3	2	94	1.04	1.09	2.49
		Teachers		1	18	22	12				
		SIP committee		6	5	5	5				
		Total		2	25	30	19				

M=mean F=frequency SD= Standard deviation V= Variance

M< 1.75 very low, M=2- 2.5 low, M=2.5- 3 moderate, M= 3- 4.5 high and M=4.6 – 5 very high.

As reflected in item 1 of table 3, respondents were asked to reflect their level of agreement on shared vision, mission objectives and goals to improve student learning. Accordingly, 17(18) respondents rate high, 24 (26%)respondents rate moderate, 31(33%)respondents rate low and 22(23%)respondents rate low on the statement, with the mean value of 2.38 and standard deviation of 1.04 From this we can understand that the school leaders were shared vision, mission objectives and goals to improve student learning.

As reflected in item 2 of table 5, respondents were asked to rate their level of agreement on the level of school leadership and management give positive responses to the identified school improvement problems immediately. Accordingly, the respondents 23(24%) respondents were moderate, 16(17%)respondents rate high, 35(37%) respondents rate were low, 18(19%) respondents rate were very low on the statement, with the total mean value and standard deviation of 2.41 and 0.98 respectively. This shows that the level of school leadership and

management in giving immediate responses on problems were low. As a result, it is important to solve this problem through training and education.

In connection with whether the school decision-making and administrative process are carried out effectively, 30% respondents were low with the mean value of 2.41 and standard deviation of 1.01 which reveals that the school administrative and decision making system was not satisfactory or weak communication. It means the different stakeholders in the schools weren't interested in the administrative system of the school and it needs improvement.

In regards to the extent to which school leaders develop strategic plan based on assessment, 34% respondents were low with the mean value of 2.47 and standard deviation of 1.05 which shows the school leaders develop strategic plan but it was not based on assessment rather arbitrary.

School leaders communicating with the community on the program toward school implementation. Accordingly, 19(20%) respondents rate were high, 20(21%) respondents rate moderate and 33(35%) respondents rate low with the issue. the mean value of 2.47 and standard deviation of 1.10 Thus, it conclude that school leaders communicating with the community on the program toward school implementation was good.

Principals have been regularly supervising class room instruction to give constructive feedback for teachers. In this regard, 15(16%) respondents rate were high, 28(30%) respondents rate moderate, 29(31%) respondents rate low and 20(21%) respondents rate very low with the issue. the mean value of 2.47 and standard deviation of 1.06 Thus, it conclude that principals hadn't been regularly supervising class room instruction to give constructive feedback for teachers.

As can be observed in item 7 of table 5, respondents were asked to respond whether there is consistency in implementation of school activities or not, 22(23%) respondents rate were high, 23(24%) respondents rate moderate, 22(23%) respondents rate low and 25(27%) respondents rate very low with the issue. the mean value of 2.50 and standard deviation of 1.16 Thus, it is possible to conclude that there is consistency in implementation of school activities in the study area low.

As reflected in item 8 of table 5, respondents were asked to reflect their degree of agreement on the school leadership and management has regular time to discuss on the implementation of SIP.

Accordingly, 18(19%) respondents rate were high, 26(28%) respondents rate moderate, 28(30%) respondents rate low and 21(22%) respondents rate very low with the mean value and standard deviation ( $M=2.47$ ;  $SD=1.07$ ) reveals that the school leadership and management hasn't a planned time to discuss on SIP implementation.

School managers and officials have acquired educational management capacity to effectively practices SIP implementation. In this regard, 21(22%) respondents rate were high, 19(20%) respondents rate moderate, 24(26%) respondents rate low and 24(26%) respondents rate very low with the issue. the mean value of 2.47 and standard deviation of 1.14. Thus, it conclude that School managers and officials have acquired educational management capacity to effectively practices SIP implementation was very low.

As reflected in item 10 of table 5, respondents were asked to reflect their level of agreement on the extent to which school leaders develop clear guideline for school. Accordingly, the majority of respondents (37%) were low on the statement, with the mean value of 2.28 and standard deviation of 1.08 which reveals the low level of school leaders in didn't develop school guidelines.

Schools have effective communication about school improvement with teachers and students. Accordingly, the respondents 24(26%) respondents were moderate, 16(17%) respondents rate high, 29(31%) respondents rate were low and 24(26%) respondents rate were low on the statement, with the total mean value and standard deviation of 2.34 and 1.04 respectively. This shows that a school has effective communication about school improvement with teachers and a student was moderate.

Item 11 of table 5, , 20(21%) respondents rate were high, 25(27%) respondents rate moderate, 30(32%) respondents rate low and 19(20%) respondents rate very low with the issue. the mean value of 2.49 and standard deviation of 1.04. Thus, it is possible to conclude that, training given to secondary school leaders in order to enhance their capacity for effective implementation of SIP is inadequate or low.

### Domain 3; Conducive Learning Environments

Table 6: Data obtained from teachers, principals and SIP committee on conducive learning environment

(5= very high 4= high 3= moderate 2= low 1= very low)

No	Items	Respondents	Rating scale					F	SD	V	M
			5	4	3	2	1				
1	School environment is safe, suitable and attractive for students	Principals	1	4	2	2		94	1.27	1.61	2.90
		Teachers	1	12	3	30	9				
		SIP committee	2	6	7	6					
		Total	1	22	1	38	9				
2	Class room are suitable for teaching-learning	Principals	2	2	3	2		94	1.14	1.13	3.0
		Teachers	6	20	6	26	6				
		SIP committee	2	7	5	7					
		Total	1	29	1	35	6				
3	There are adequate teaching and learning materials (e.g text book, teacher guides, reference books)	Principals		2	2	5		94	1.08	1.16	2.38
		Teachers		15	9	24	16				
		SIP committee		4	5	6	6				
		Total		21	16	35	22				

4	The school has laboratory room with the necessary materials to support practical learning	Principals	1	3		4		94	1.17	1.38	2.9
		Teachers	6	17	9	26	6				
		SIP committee	2	5	7	6	1				
		Total	9	25	1	37	7				
5	The school compound is highly safe and teachers and students feel secure in the school.	Principals	2	5		2		94	1.12	1.26	3.2
		Teachers	3	27	1	21	3				
		SIP committee	4	10		7					
		Total	9	42	1	30	3				
6	Health relationship between teachers, students and principal in the school	Principals	1	4	3	2		94	1.04	1.09	2.4
		Teachers		12	1	24	13				
		SIP committee		4	5	6	6				
		Total	1	21	2	34	20				
7	The school has pedagogical center with available teaching materials	Principals	1	4		3	1	94	1.18	1.41	2.5
		Teachers		17	1	15	17				
		SIP committee		7	3	6	5				
		Total	1	20	1	24	23				
8	Students have great satisfaction on their school	Principals		2	3	1	3	94	1.05	1.11	2.4
		Teachers		10	2	18	15				
		SIP committee		5	6	5	5				
		Total		17	3	24	23				

M=mean F=frequency SD= Standard deviation V= Variance

M < 1.75 very low, M = 1.75- 2.5 low, M = 2.5- 3 moderate, M = 3- 4.5 high and M = 4.6- 5 very high.

School environment is safe, suitable, supportive and attractive for students. Respondents were asked to rate their levels of agreement on classrooms are suitable for teaching-learning. Accordingly, the respondents 13(14%) respondents rate were very high, 22(23%) respondents rate high, 12(13%) respondent rate moderate and 38(40%) respondents rate low with the issue. The mean value of 2.90 and standard deviation of 1.27. Thus, it is possible to conclude that there is school environment was safe, suitable and attractive for students. As reflected in item 2 of table 4, respondents were asked to rate their levels of agreement on classrooms are suitable for teaching-learning. Accordingly, the respondents 14 (15%) respondents were moderate, 29(31%) respondents rate high and 37(37%) respondents rate were low on the statement, with the total mean value and standard deviation of 3.14 and 1.18 respectively. This shows that the schools were relatively suitable and have conducive environments for the teaching and learning process.

With regarding to table 4 of item 3, the respondents were asked teaching learning materials (text book, reference book, teacher guiding book) is adequate. Accordingly, the respondents 16(17%) respondents were moderate, 21(22%) respondents rate high, 35(37%) respondents rate were low and 22 (23%) respondents rate were very low on the statement, with the total mean value and standard deviation of 2.38 and 1.08 respectively. This shows that there were inadequate teaching and learning materials (e.g text book, teacher guides, reference books). On whether the school has laboratory room with the necessary materials to support practical learning, 44% of respondents were disagreed, with the mean value and standard deviation (M=2.90; SD=1.17) shows that the schools faced lack of adequate materials to support practical learning.

The school compounds have to be highly safe and teachers and students feel secure in the school. In this regard, the majority of respondents were agreed with the mean value and standard deviation (M=3.24; SD=1.23) which showed that schools have highly secured and safe environment for the teaching and learning process.

Health relationship between teachers, students and principal in the school. Accordingly, the respondents 23(24%) respondents were moderate, 20(21%) respondents rate high, 32(34%) respondents rate were low and 19(20%) respondents rate were very low on the statement, with

the total mean value and standard deviation of 2.47 and 1.04 respectively. This shows that the relationship between teachers, students and principal in the school was low.

In relation to, the school has pedagogical center with available teaching materials. Accordingly, the majority of respondents were disagreed on availability of teaching materials in pedagogical center and the mean value were 2.57 which shows even if governing rules were presence, their practicality were moderate.

Students have great satisfaction on their school. Accordingly, , the respondents 30(32%) respondents were moderate, 17(18%)respondents rate high, 24(26%) respondents rate were low and 23(24%) respondents rate were low on the statement, with the total mean value and standard deviation of 2.44 and 1.05 respectively. This shows that students not satisfy on their school.

#### Domain 4; School and Community Relationship

Table 7: Data obtained from teachers, principals and SIP committee on school and community relationship

(5= Very Highly 4= High 3= Moderate 2= Low 1= Very Low)

No	Items	Respondents	Rating Scales					F	SD	V	M
			5	4	3	2	1				
1	The extent to which parents follow up their children and involved in their teaching to improve their results.	Principals	1	2	3	3	1	94	1.160	1.345	2.66
		Teachers	3	11	10	23	17				
		SIP committee	2	5	6	8					
		Total	6	18	19	34	17				
2	The extent to which schools' motivates parents to support their child's school.	Principals		3		5	1	94	1.04	1.08	2.33
		Teachers		10	15	23	16				
		SIP committee		4	5	6	6				
		Total		17	20	34	23				
3	The extent to which parent,	Principals		2	3	3	1	94	1.06	1.14	2.36
		Teachers		11	16	20	17				

	teacher and students association have contributed for the success of the SIP.	SIP committee		4	3	7	6				
		Total		18	22	30	24				
4	Parents are involving in decision making process	Principals	1	3	1	2	2	94	1.20	1.45	2.65
		Teachers		20	15	15	14				
		SIP committee	2	4	3	7	5				
		Total	6	27	19	24	21				
5	The level of community involvement through the contribution of money, material and labor.	Principals		3	2	3	1	94	1.06	1.12	2.33
		Teachers		12	15	20	17				
		SIP committee		2	5	7	7				
		Total		17	22	30	25				
6	The extent to which parents with teachers discuss on students' learning achievement and discipline.	Principals	2	2	1	3	1	94	1.15	1.13	2.54
		Teachers	1	13	18	19	13				
		SIP committee		5	4	5	7				
		Total	3	20	23	27	21				
7	The degree of community participation in reducing dropout rate and repeating rate.	Principals		1	2	4	2	94	0.85	0.72	1.88
		Teachers		2	14	23	25				
		SIP committee		3	5	6	7				
		Total		6	21	33	34				
8	The level of parents discuss with school leaders on the process of teaching and learning	Principals		2	2	4	1	94	1.08	1.17	2.34
		Teachers		10	22	30	25				
		SIP committee	1	4	3	6	7				
		Total	1	16	22	30	25				
9	PSTA members is actively participate in school management	Principals	1	3		4	1	94	1.14	1.31	2.36
		Teachers		15	10	20	19				
		SIP committee		3	5	7	6				
		Total	1	21	15	31	26				
10	Parent teacher association have been very active in the school	Principals		3	1	5		94	1.06	1.12	2.38
		Teachers		12	15	20	14				
		SIP committee		3	5	6	7				
		Total	1	18	21	30	23				

M=mean F=frequency SD= Standard deviation V= Variance

M< 1.75 very low, M=2- 2.5 low, M=2.5- 3 moderate, M=3- 4.5 high and M 4.6 – 5 very high.

As reflected in item 1 of table 7, respondents were asked to rate their level agreement on the extent to which parents follow up their children and involved in their teaching to improve their results. In relation to this the mean value and standard deviation (M=2.66: SD=1.16) shows that parents follow up and involvement was at low level.

Concerning to the extent to which schools' encourages parents to support their child's school. In relation to this the mean value and standard deviation (M=2.33: SD=1.04) shows that the schools' encouragement of parent to support their children was low, it needs improvement.

Respondents were also asked to rate their levels of agreement on the extent to which Parent, Teacher and Student Association (PSTA) have contributed for the success of the SIP. Accordingly, respondents rated low with the mean value of 2.36 and standard deviation of 1.06 which shows the contribution of PSTA for the effectiveness of SIP was good and school have to give much attention to it.

Respondents were also asked to rate their levels of agreement on parents are involving in decision making process. Accordingly, respondents rated low with the mean value of 2.65 and standard deviation of 1.20 which shows that parents were involving in decision making process was good.

In regards to whether the community involve through the contribution of money, material and labor, respondents rated moderate with the mean value 2.33 and standard deviation of 1.06 which reveals the schools role in enhancing communities participation was low parents and teachers is important to discuss on students' learning achievement and discipline. In this regard, the majority of respondents disagreed with the weighted mean value of 2.54 and the standard deviation was 1.15 that reflects the level of discussion between parents and teachers on students' achievement and discipline was good.

Concerning to the degree of community participation in reducing dropout rate and repeating rate, respondents were asked to rate. Accordingly, respondents rated low with the total

respondents mean value of 1.88 which shows community participation in reducing dropout rate and repeating rate was low level.

In relation to the level of parents discussion with school leaders on the process of teaching and learning, respondents were requested to rate their agreement level. Accordingly, the mean value were a moderate (M=2.34) that reflects there were low relationship between parents and school leaders.

PSTA members are actively participating in school management. Accordingly, the respondents 21(22%) respondents were high, 15(16%)respondents rate moderate, 31(33%) respondents rate were low and 26(26%)respondents rate were very low on the statement, with the total mean value and standard deviation of 2.36 and 1.14 respectively. This shows that PSTA members was not actively participate in school management.

In addition to this, the data obtain through Interview of PSTA and interview question for school principals shows that PSTA members has not actively participate in the school management. From this it conclude that the participation of PSTA in the school management were unsatisfactory.

Parent teacher association have been very active in the school.. Accordingly, the respondents 18(19%) respondents were high, 23(24%)respondents rate moderate, 30(32%) respondents rate were low and 23(24%)respondents rate were very low on the statement, with the total mean value and standard deviation of 2.38 and 1.06 respectively. This shows that parent teacher association had been not active in the school.

### 4.2.3 The major challenge that affect the implementation of SIP.

Table 8: Data obtained from teachers, principals and SIP committee

(5= Highly Agree 4= Agree 3= Undecided 2= Disagree 1= Highly Disagree)

N	Items	Respondents	Rating scales					F
			5	4	3	2	1	
1	Less commitment of implementation.	Principals		3	2	4		94
		Teachers	12	27	18	6		
		SIP committee	5	10	2	4		
		Total	17	40	22	14		
2	Low stakeholders involvement in SIP implementation	Principals		4	2	2	1	94
		Teachers	16	32	7	9		
		SIP committee	5	12	2	2		
		Total	21	48	11	13	1	
3	Lack of school facilities.	Principals	3	2	3	1		94
		Teachers	12	29	13	10		
		SIP committee	4	10	3	3	1	
		Total	19	41	19	14	1	
4	Lack of teachers commitment to implement SIP	Principals	2	4		3		94
		Teachers	3	34	15	12		
		SIP committee	5	9	3	4		
		Total	10	47	18	19		
5	Lack training on the use of SIP guidelines to stakeholders.	Principals	1	4	1	3		94
		Teachers	12	28	12	12		
		SIP committee	5	9	3	3	1	
		Total	18	41	15	19	1	
6	Limited support from supervisors and woreda education office.	Principals	1	5		3		94
		Teachers	9	20	16	19		
		SIP committee	3	12	3	3		

		Total	13	37	19	25		
7	Lack of adequate budget to implement planned activities.	Principals		4	3	2		94
		Teachers	9	25	18	9	3	
		SIP committee	3	10	5	3		
		Total	12	39	26	14	3	
8	Poor school management and leadership.	Principals		2	2	5		94
		Teachers	9	30	15	10		
		SIP committee	6	10		5		
		Total	15	42	17	20		
9	Absence of guidelines to help effective implementation of SIP.	Principals		2	2	5		94
		Teachers	6	28	20	10		
		SIP committee		7	5	9		
		Total	6	39	25	24		
10	Lack of awareness among SIP implementation stakeholders.	Principals		2	2	5		94
		Teachers	10	28	15	11		
		SIP committee	2	5	3	8	3	
		Total	12	35	20	24	3	

F= frequency

%=Percentage

In item 1 of table 8, respondents were asked to rate their level of agreement on Less commitment of implementation. In this regard, respondents 40(43%) agreed with that reflects there was lack of commitment of teachers and principals.

Respondents were 48(51%) agreed in relation to low stakeholders involvement in SIP implementation which reveals there was low stakeholders involvement in SIP implementation.

Respondents were 41(44%) agreed in relation to lack of school facilities which reveals there was lack of facilities in schools.

In item 4 of table, respondents were asked lack of teacher commitment to implement SIP. In this regard, respondents 43(46%) agreed in the relation of lack of teacher commitment to implement SIP.

In regarding to lack of training on the use of SIP guidelines to stakeholders, 41(44%) were agreed. This shows that respondents rated schools have to didn't give training to stakeholders on SIP. In relation to limited support from supervisors and woreda education office, respondents 37(39%) were agreed which reflects supervisors and woreda were not gave adequate support to schools.

Concerning to whether lack of adequate budget to implement planned activities, respondents 39(41%) were agreed. This shows there was lack of adequate budget in implementing planned tasks. On the other hand respondents 42(45%) were agreed. This show that poor management and leadership in schools due to lack of education.

As reflected in item 9 of table 8, respondents were asked to reflect their level of agreement on whether absence of guidelines to help effective implementation of SIP. Accordingly, respondents 39(41%) were agreed which reveals that there was lack of adequate guidelines to help in implementing SIP. In regard to whether lack of awareness among SIP implementation stakeholders, respondents 35(37%) were agreed. This shows that there was a gap or lack of awareness of stakeholders in implementing SIP.

2.1 What were the major activities performed during the preparation phase of the SIP in the schools? (Including material and finance, awareness, organizational setup and technical support)

S1, s4, s5, s7, s8 and 9 said planning, implementing, monitoring and evaluating

S2 conducting SWOAT analysis, creating an awareness on stage of SIP and forming SIP committee.

S3, s6 and s10 said the major activities are identify the problems that need to be prioritize

W1, 4,5, 7, 8, 9 and 10 said self- assessment, planning, implementing, monitoring and evaluating.

W2, 3 and 6 said planning, implementing, monitoring and evaluating.

PSTA2, 3,5,8.and 9 said planning, implementing, monitoring and evaluating

PSTA1, 4,6 and 10 said planning, implementing, monitoring and evaluating

2.3 Do school leaders conduct self-assessment, prioritizes the problems, benchmarking the point of students and planning for the implementation of SIP.

S1, s4, s5,s6 s8 s9, and s10 said Yes, they prioritize and identified the schools problems.

S2, S3 and S7 said no

W1, 3, 5, 6, 7 and 9 said yes. W2, 4, 8 and 10 said no

PSTA1, 2,4 and 7 said yes . PSTA3, 5, 6, 8.9 and 10 said no

2.4 How do you value the implementation practices of SIP in achieving the goals of GEQIP in general and the goals of SIP in particular?( in improving the learning environment of the school, in providing sufficient resource and in participating different stakeholders at each level)

S1 and s2 said there is bad attitude in the school community and less emphasis was given by the woreda and sub-city education offices.

S3 s4, s5, s6 s7, s8, s9 and s10 said improve students result and discipline

W1, 3, 7,9 and 10 said improve learning environment. W2, 4, 5,6 and 8 improve students result and discipline

PSTA1, 3, 5, 6 and 8 said improve learning environment. PSTA2, 4, 7, 9 and 10 improve students result and discipline

2.5 Please tell me the managerial skills, leadership skills and the competence capacity of educational administrators including school principals for the SIP Implementation practices?

S1, s5 and s7 planning, coordinating, monitoring, implementing, evaluating and rewarding.

S2, s4, s6,s8 and s10 said conceptual skills, technical skills human skills

S3 and S9 said they need to have technical skill and communication skill

W1, 2, 4, 5, 7 and 8 said technical skills. W3,6,9 and 10 conceptual skill

PSTA2,4,5,7, 9 and 10 said conceptual and human skills. PSTA 1, 3, 6 and 8 technical skills

2.6 What are the major challenge for SIP implementation?

S1, s5, s7 and S9 said attitude of the school community, lack of budget and less participation of parents.

S2, s3, s4, s6, s8 and s10 said less awareness on implementing o SIP

W3,4,6,8,9 and 10 said lack of teacher commitment, lack of facilities and lack of awareness

W1,2, 5 and 7 said lack of supervisor support and poor management.

PSTA1, 3, 5,7,8,9 and 10 said lack of leadership skills, lack of collaboration among different stakeholders,

PSTA2, 4 and 6 said lack of training, lack of awareness and lack of commitment.

2.6 Did you receive any training on School Improvement Program? What do you think are objectives of the school improvement program?

S1, s2, s4, s5, s7, s8, s9 and s10 said no I didn't receive. S3 and s6 yes I received training on SIP

W1, 3, 4, 6, 8, 9 and 10 said yes, W2, 5 and 7 said no

2.7 Do all documents and guidelines of SIP available in the school? If not, what efforts have been made by the school to have it?

All supervisors said yes the documents are available in hard copy and soft copy.

W1, 4, 5, 7, 8 and 9 said available. W2, 3, 6 and 10 said not available

PSTA2, 5, 6, 8, 9 and 10 said available. PSTA1, 3, 4 and 7 said not available

2.8 What supports were given to the secondary school from Woreda education offices to facilitate the implementation of school improvement program? How do you evaluate students 'achievement after the program has been introduced into the secondary school?

S1, s3, s5, s7 and s9 said education offices cannot support and supervise secondary education.

s2, s4, s6, s8 and s10 said give technical support

W2, 3, 5, 7, 8, 9 and 10 said give technical support. W1, 4 and 6 said support finically

PSTA1, 3, 6, 7, 9 and 10 said support by training. PSTA2, 4, 5 and 8 said technical support

2.9 How successful is the school improvement program implementation in improving the learning environment of secondary schools? How do describe ways of planning, organizing, leading, monitoring and evaluation within the school improvement program?

S1, s2, s4, s5, s7, s9 and s10 said it makes the learning environment attractive and suitable.

S3, s6 and s8 said schools usually plan, lead, monitor and evaluate activities at least main 6 months at most once in a month but I cannot say they are successful in implementing the program.

2.10 What are the major problems that have been confronting the implementation of SIP in your school? What possible solutions do you suggest to overcome these and other problems for better results?

S1, s3, s5, s7, s8, s9 and s10 said lack of budget, work load on principal and lack of skill on planning SIP.

S2, s4 and s6 said teachers gap on how to develop SIP.

W1, 3, 4, 6, 7, 8, 9 and 10 said lack of awareness, lack of commitment and lack of budget

W2 and 5 said lack of training

PSTA2, 4, 5, 6, 8, 9 and 10 said lack of facilities, lack of training and lack of awareness.

PSTA1, 3 and 7 said lack of commitment.

In regarding to the possible solution to be taken for challenges, WEO, PSTA and supervisors suggested the following solutions;

“Creating awareness to all stakeholders before implementing SIP or at the beginning of the year.”

“The government should raise funds and other social services to schools.”

“Build common understanding on SIP guidelines and plans and share experiences. Assessing and monitoring schools implementation procedures in a continuous way and providing feedbacks.”

“On the basis of the research questions, the researcher used different data collecting instruments such as questionnaires, interview, document analysis and observation.”

“Develop a culture of collaborative planning and work on SIP.”

“Order and manage all stakeholders to participate on the implementation of SIP.”

2.11 What are the practical challenges in implementing school improvement programs?

S1, s4, s5, s7, s8 and s10 said lack of commitment, “Lack of facilities and adequate

S2, s3, s6 and s9 said lack of collaboration among different stakeholders and poor management of school leadership and lack leadership skills”.

W1,3,4, 6, 7,8, 9 and 10 said lack of awareness, lack of commitment and lack of budget

W2 and 5 said lack of training

PSTA2, 4, 5, 6, 8, 9 and 10 lack of facilities, lack of training and lack of awareness.

PSTA1, 3 and 7 said lack of commitment.

S1=Supervisor on W1 =woreda education office one

PSTA1= parent student teacher association one

Depends on observation Africa Hibret had strategic plan and report documents.

Balcha Abanefso and Hidase secondary schools had not strategic plan and report documents.

All schools class room facilities, learning facilities and school environment was good. but all schools did not give make up class, tutorial and special support for girls and they did not self assessment format. Lack of text book in three school.

## CHAPTER FIVE

### 5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this chapter deal with the summary of Major findings of the study, conclusion drawn on the basis of finding and recommendation to identifying that assumed the practices of school improvement program implementation in the selected secondary school in Lideta sub-city.

#### 5.1 Summary of Major Findings

The study was conducted in secondary schools of Lideta sub-city. Then the purpose of the study was to assess the practices and challenges of school improvement program implementation in government secondary schools. For the success of this purpose the following basic question were raised;

1. To what extent school improvement program domains have been implemented the schools?
2. What are the major challenges that affect implementation of SIP in Lideta Sub-city secondary schools?

The study was conducted in select 3 out of 6 secondary schools in Lideta Sub-city. In this study descriptive survey design and mixed research method was employed and both qualitative and quantitative data was used. The data gathered from both primary and secondary sources. The primary sources were obtained from teachers, principals, supervisors, WEO heads, SIP committee and PSTA members. The secondary sources were including documents reviews and observation was used.

The selected sampled schools were by using random sampling technique from Lideta Sub-city.

The total numbers of the respondents was 122. Out of this numbers 9 respondents“ Woreda education office heads were selected, 9 principals, 10 supervisors, 21 SIP committee and 9 PSTA members were selected purposive sampling and 64 teachers using simple random sampling technique. Data gathering instruments used in the study was questionnaire including both open-ended and close-ended items, interview, observation check list and document reviews were

employed to obtain sufficient information from different respondents. Concerning to the data collected was analyzed by mean score, standard deviation and percentage.

### **5.1.1. Respondent profile**

With respect to the characteristics of respondents, they were selected from the total respondents 88(72%) of male and 34(28%) of female, it indicates the participation of female was low. Therefore, it need attention to encourage the participation of female in education system. The majority respondents had adult stage. Hence, they are like in a good position to provide adequate response to the question presented to them.

With regard to educational background 78(64%) of had degree and 41(34%) of respondents MA/MSC Degree. This indicated that majority responsibility qualified for secondary school. So, it was important to get adequate response to the questions.

With regard to work experience the majority respondents had 11-15 years' experience. So, it was important to get adequate response to the questions.

### **5.1.2 Major finding**

Based on the analysis of basic questions and interpretations of data, the major findings of the study are summarized as follows.

- With regard to the preparation phase of SIP, the majority of respondents weren't gave any training on SIP. But, there was significance difference between respondents which is the majority of principals was gave trainings, but the majority teachers and SIP committee didn't give any training, school leaders were not motivated the different stakeholders to prepare the collective plan and to work together, organized school SIP committee and teachers did not have adequate awareness of the objectives of the program and its implementation process.

1. To what extent school improvement program domains have been implemented the schools?

- With regard to teaching and learning domain as frequency counts, percentages, weighted mean scores and standard deviation respondents reported that the appropriateness of lesson planning and students' progress provision were moderate, teachers were not identified students' achievement and didn't gave special support, teachers didn't regularly class work and home work for their student and they didn't check students exercise book regularly,

teachers used continuous assessment to measure progress of their students but were not provide support, action research had been not conducted by teachers, the participation of students in school clubs was low and evaluation of curriculum has been made by teachers were not adequate.

The result of interview and field observation also confirmed that the majority of secondary schools under the study were had laboratory room, on other hand, some schools had laboratories with enough equipment with chemicals and functional.

- With regard to domain of leadership and management, the school leaders were shared vision, mission objectives and goals to improve student learning, the level of school leadership and management in giving immediate responses on problems were low, As a result, it is important to solve this problem through training and education, the different stakeholders in the schools weren't interested in the administrative system of the school and it needs improvement, the school leaders develop strategic plan but it was not based on assessment rather arbitrary, school leaders communicating with the community on the program toward school implementation was good, principals hadn't been regularly supervising class room instruction to give constructive feedback for teachers, there is consistency in implementation of school activities in the study area low, the school leadership and management hasn't a planned time to discuss on SIP implementation, School managers and officials have acquired educational management capacity to effectively practices SIP implementation was very low, school leaders in didn't develop school guideline and schools has effective communication about school improvement with teachers and students was moderate.
- Concerning learning environment domain, school environment was safe, suitable and attractive for students, the schools were relatively suitable and have conducive environments for the teaching and learning, there were inadequate teaching and learning materials(e.g text book, teacher guides, reference books), the schools faced lack of adequate materials to support practical learning, schools have highly secured and safe environment for the teaching and learning process, the relationship between teachers, students and principal in the school was low and students not satisfy on their school.
- Concerning to the community participation domain, parents follow up and involvement was at low level, the schools' encouragement of parent to support their children was low, it needs

improvement, the contribution of PSTA for the effectiveness of SIP was good and school have to give much attention to it, parents were involving in decision making process was good, the schools role in enhancing communities participation was low, the level of discussion between parents and teachers on students' achievement and discipline was good, community participation in reducing dropout rate and repeating rate was low level, low relationship between parents and school leaders, PSTA members was not actively participate in school management, the participation of PSTA in the school management were unsatisfactory and parent teacher association had been not active in the school.

- All schools class room facilities, learning facilities and school environment was good But all schools did not give make up class, tutorial and special support for girls and they did not self-assessment format. Lack of text book in three schools.

## 2.What are the major challenges that affect implementation of SIP in Lideta Sub-city secondary schools?

In relation to the challenges for implementing SIP, the study point out the following major problems; lack of teachers and principals commitment on SIP implementation, low stakeholders involvement in SIP implementation, lack of school facilities which reveals there was lack of facilities in schools, lack of teacher commitment to implement SIP, supervisors and woreda were not gave adequate support to schools, lack of awareness of stakeholders in implementing SIP, poor management and leadership. The respondents were asked to list possible solutions through open ended and open ended questionnaire. Accordingly, creating awareness for stakeholders, supervisors, WEO and PSTA should support schools in a continuous way, allocating adequate financial resources, training teachers, students and other stakeholders, encourage the participation and contribution of parents, PSTA and SIP committee, creating partnership with NGOs and for all to work for SIP effectiveness were stated as possible solutions for the challenges faced while implementing SIP. In general the schools under investigation have more to improve student academic achievement. Based on the data the researcher felt they had not worked much to improve community participation and learning environment domain .This indicated that school did not use their efforts equally on the four domains. All the major challenges stated

above were resulted from poor implementation of school improvement program. Furthermore, the study implies SIP was not practiced in line with the framework under the sample schools.

## **5.2. Conclusion**

From the results of the study, it was implied that there were many factors that hinder effective implementation school improvement program in secondary schools of Lideta sub-city. In order to implement the program effectively, enhancing the involvement of community and providing awareness for all stakeholders is most important. Accordingly, the findings of research indicated that training given on SIP was unsatisfactory and less consistent. The allocated budget in the study area was not sufficient to promote teaching and learning process in line with the intended education policy. With regard to teaching learning domain there were poor evaluation of curriculum, conduct action research, practical work in laboratory and use of instructional media. There was also a shortage of reference books, computers, laboratories with adequate equipment and chemicals. Furthermore, the study revealed that there were low school management commitment for student achievement, poor community mobilization by school leaders, poor regular communication with stakeholders, and poor practices of community participation in SIP plan implementation. The study also shows most of educational leaders were not qualified in an area of educational leadership. Turnover of school leaders and less attractive salary were also lost commitment to implement SIP. Therefore, based on findings, it is possible to conclude that the implementations of school improvement program has not done much as indicated in SIP frame work in the sample schools .As a result, this clearly indicated that the school are not effectively addressing the needs of the learner. Generally, secondary schools of the study area were unsatisfactory in implementation of school improvement program.

Regards implementation of community participation domain of SIP, the findings showed that the practices in relation to community involvement in school were low. In addition to this, less

commitment of the community towards school and absence of strong relationship between the school and the communities were reflections of weak implementation of this domain of SIP. The communities were not effectively mobilized and well informed about the school activities by all concerned. This is a clear indication that SIP domain was not effectively implemented in the schools.

All schools class room facilities, learning facilities and school environment was good. but all schools did not give make up class, tutorial and special support for girls and they did not self-assessment format. Lack of text book in three schools.

2. What are the major challenges that affect implementation of SIP in Lideta Sub-city secondary schools?

Finally, the findings in this study showed that the major challenges that affect for the implementation of SIP at secondary schools in Lideta sub-city include lack of clarity of the school level policy and guidelines, lack of awareness of stakeholders, lack of school facilities, lack of collaboration among different stakeholders and poor management of school leadership and lack leadership skills”, lack of continuous support from supervisors and WEO”, lack of commitment among stakeholders and unaware of SIP guidelines and strategies are among the challenges of SIP.

### **5.3. Recommendations**

Based on the findings and conclusions from the study, the following recommendations are given.

1. In order to implement SIP in line with the frame work, creating awareness and provide sufficient training for all stakeholders by sub-city \*Education Departments and WEO to carry out their responsibilities and to implement effectively school improvement program.
2. To implement teaching learning process in line with the standard set in the SIP frame work, the school leaders discuss with all stakeholders (School community, parents, teachers, principals) regularly on implementation of school improvement program.
3. In order to solve teaching and learning problems the school leaders in collaboration with the school community, WEO experts, supervisors, PTA members , local political leaders and OEB

,it seems important to establish sufficient laboratory rooms with equipped materials, ICT rooms with excess computers, library with sufficient reference books and assign trained laboratory technician.

4. To solve academic problems of students; utilization of laboratory, evaluation of curriculum, use of instructional media and conducting action research would help to promote learners academic achievement. It is advisable that school leaders in collaboration with highest organ (WEO,SUB-CITY EDUCATION OFFICES and MoE) to facilitate training, motivate and encourage teachers for good practice.

5. The study indicated that community participation is low; this implies that school management practice less effort to enhance their participation in implementation of SIP. Therefore, the researcher felt to recommend that community participation should get more attention for supporting SIP implementation.

6. It is advisable to assign professionally qualified educational leaders in secondary schools, woreda education office with leadership position by WEO heads with different educational layers.

7. To put SIP in to practice, shortage of materials and financial resources, poor collaboration among stakeholders, low awareness and inadequate training, and difficulty to change the existing school culture were among factors that hampers SIP implementation. Therefore, concerned bodies (school principals, secondary school supervisors, WEO, ZED and OEB) should pay much attention for those negatively affect SIP implementation.

8. Secondary school leaders should be work collaborate with cluster supervisors should need to design a strategy to ensure sustainable participation of the community and create a strong awareness among stakeholders so as to get the involvement of stakeholders in all activities of SIP through seminars, workshops and various discussions for the realization of goals of SIP.

9. This study is not the final solution to solve the problems of SIP implementation of the study area, so the researcher recommends further researches.

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Appendix-I  
**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE**  
**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

Questionnaire to be filled by School Principals, Teachers and SIP committee.

Dear respondent,

My name is Tadege Abebaw, one of the students of Addis Ababa University in the department of EDPM. I am conducting a research for partial fulfillment of the requirement of for the completion of the masters of Degree program in School Leadership at the University of Addis Ababa. The title of the research is “The practice and challenges of school improvement program implementation in secondary schools of Lideta sub-city ”. The main objective of this research is to assess the major practices and challenges of school improvement program in secondary schools and to point out the possible measures to be taken in order to overcome the problems that exist and to propose some possible recommendations.

The purpose of this questionnaire is to collect first hand data about the practice and challenges which encountered during the implementation of School Improvement Program. As such, I would be grateful for if you will spend some minutes to answer the questions in this research and be assured that your responses in this research will be treated in full confidence and the aggregate analysis of the data collected will be used for research purposes only and will kept confidential. You are kindly requested to cooperate in providing accurate and reliable information as much as possible since the reliability and success of this study is depends on your response. Therefore, you are kindly requested again to offer your response based on the actual and genuine information.

Note:

- No need of writing your name.
- Follow specific instructions and provide appropriate response when filling out the questionnaire.

Thank you in advance for your cooperation and genuine response!

**Part- I Background Information**

- 1. Name of school-----
- 2. Sex : Male  Female
- 3. Age: 20-25 25-30 30-35 Above 35
- 4. Marital status: Married Unmarried Divorce
- 5. Qualification: Certificate Diploma First Degree Masters
- 6. Total Years of service: 1-3 4-10 10-15 16 and above
- 7. Current Position: Teacher Principal Supervisor WEO

**Part-II Preparation phase of school improvement program**

The following are activities that are expected to be carried out in the preparation phase of school improvement program. Please indicate your answer for the following items by circling the letter of choices provided below.

- 2.1 Did you receive any training on school improvement program? A. Yes B. No
- 2.2 If your answer for question No. 2.1 is ‘Yes’, did you get adequate awareness on SIP from the training? A. Yes B. No
- 2.3 Did the school establish a school improvement committee? A. Yes B. No C. I don’t know
- 2.4 If your answer for question No. 2.3 is ‘Yes’, do you think the formation of school improvement committee was made from the members representing key stakeholders(teachers, parents, students, principals and others) ?  
A. Yes B. No

Please use ‘√’ mark to indicate your answer for the following items.

( 5= very high 4= high 3= medium 2=low 1= Very low)

No.	Items	Rating Scale				
		5	4	3	2	1
1	The extent to which school leaders motivate stakeholders to prepare the collective plan.					
2	The extent to which school leaders provides frequent awareness about SIP for the school community.					
3	To what extent school leaders participate improvement committee during the preparation of the school improvement plan.					
4	The extent to which school leaders identify priority before the planning school improvement program.					
5	To what extent school leaders performing well in arranging adequate resources needed for school improvement?					
6	Teachers have adequate awareness of the objective of SIP it implementation process.					
7	Considerable capacity building training were provided at your work place to ensure a wide understanding on how to implement the SIP to realize measurable gains in school performance.					

**Part-III Assessing to what extent the SIP domains implemented in your schools.**

Please indicate your opinion to what extent the SIP domains are achieved by putting `√` mark in the appropriate box.

**Domain 1; Teaching and Learning**

(5= Highly Agree 4= Agree 3= Undecided 2= Disagree 1= Highly Disagree)

B`	Items	Rating Scale				
		5	4	3	2	1
1	Suitability and appropriateness of lesson planning and students progress provision					
2	The degree to which continuous professional development program is implemented in the school					
3	The extent to which teachers identified students' achievement and give special support (Tutorial) for low achievers.					
4	Students centered method of teaching was practiced					
5	Class work and homework's are regularly given by the teacher to the student.					
6	Teachers used continuous assessment to measure progress of their students and provide support accordingly					
7	Laboratory services are provided to the students					
8	Action research has been conducted by teachers					
9	There is active participation of students in school clubs					
10	Evaluation of curriculum has been made by teachers					

## Domain 2; School Leadership and Management

(5= Highly Agree 4= Agree 3= Undecided 2= Disagree 1= Highly Disagree)

No.	Items	Rating scale				
		5	4	3	2	1
1	Shared vision, mission objectives and goals to improve student learning					
2	The school leadership and management give valuable responses to the identified school improvement problems immediately.					
3	The school decision-making and administrative process are carried out effectively.					
4	The extent to which school leaders develop strategic plan based on assessment.					
5	School leaders communicating with the community on the program toward school implementation					
6	Principals have been regularly supervising class room instruction to give constructive feedback for teachers					
7	There is consistency in implementation of school activities					
8	The school leadership and management have regular time to discuss on the implementation of SIP.					
9	School managers and officials have acquired educational management capacity to effectively practices SIP implementation.					
10	The extent to which school leaders develop clear guideline for school.					
11	Schools has effective communication about school improvement with teachers and students					
12	Adequate training were given to enhance schools leadership capacity to implement SIP					

### Domain 3; Conducive Learning Environments

(5= Highly Agree 4= Agree 3= Undecided 2= Disagree 1= Highly Disagree)

No.	Items	Rating Scale				
		5	4	3	2	1
1	School environment is safe, suitable, supportive and attractive for the support for students					
2	Class room are suitable for teaching-learning					
3	There are adequate teaching and learning materials(e.g text book, teacher guides, reference books)					
4	The school has laboratory room with the necessary materials to support practical learning					
5	The school compound is highly safe and teachers and students feel secure in the school.					
6	Health relationship between teachers, students and principal in the school					
7	The school has pedagogical center with available teaching materials.					
8	Students have great satisfaction on their school					

#### Domain 4; School and Community Relationship

(5= Highly Agree 4= Agree 3= Undecided 2= Disagree 1= Highly Disagree)

No.	Items	Rating scale				
		5	4	3	2	1
1	The degree to which parents follow up their children and involved in their teaching to improve their results.					
2	The school encourages parents to support their child's school.					
3	The extent to which parent, teacher and students association have contributed for the success of the SIP.					
4	Parents are involving in decision making process					
5	The level of community involvement through the contribution of money, material and labor.					
6	The extent to which parents with teachers discuss on students' learning achievement and discipline.					
7	The degree of community participation in reducing dropout rate and repeating rate.					
8	The level of parents discuss with school leaders on the process of teaching and learning.					
9	PTA members is actively participate in school management					
10	Parent teacher association have been very active in the school					

**Part-V** The following are the major challenges that affect the practices of School Improvement Program implementation. Please indicate your opinion on the extent to which these challenges affect the practice of SIP in your school by putting `√` mark in the appropriate box.

(5= Highly Agree 4= Agree 3= Undecided 2= Disagree 1= Highly Disagree)

No.	Items	Rating Scale				
		5	4	3	2	1
1	Less commitment of implementation mainly teachers and principals.					
2	Low stakeholders involvement in SIP implementation					
3	Lack of school facilities.					
4	Lack of teachers commitment to implement SIP					
5	Lack of practical training on the use of SIP guidelines to stakeholders.					
6	Limited support from supervisors and woreda education office.					
7	Lack of adequate budget to implement planned activities.					
8	Poor school management and leadership.					
9	Absence of guidelines to help effective implementation of SIP.					
10	Lack of awareness among SIP implementation stakeholders.					

Additional suggestions/comments.

11. what are the main problems with the school improvement program implementation(in your view)?-----  
-----

12. What solutions do you suggest in order to overcome the problems that you have mentioned above? -----  
-----

Thank you for cooperation in filling these questions!

Appendix-II  
**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE**  
**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

An interview Guide for Woreda Education Officers (WEO), Supervisors and PSTA members

Dear respondents,

My name is Tadege Abebaw, one of the students of Addis Ababa University in the department of EDPM. I am conducting a research for partial fulfillment of the requirement for the completion of the masters of Degree program in School Leadership at the University of Addis Ababa. The title of the research is “The practice of school improvement program implementation in secondary school”. The main objective of this research is to asses the major practices and challenges of school improvement program implementation in secondary schools and to point out the possible measures to be taken in order to overcome the problems that exist and to propose some possible recommendations.

The purpose of this interview is to collect information on the major practice of school improvement program implementation Lideta sub-city in secondary schools. The success of this study is depends on the honesty, earnest and frankness of your response. The research would like to assure you that your responses are strictly confidential and will be used only for academic purposes.

Thank you in depth for your cooperation!

Part-I Background Information

- 1.1 Name of participant\_\_\_\_\_
- 1.2 Age of participant\_\_\_\_\_
- 1.3 Educational status\_\_\_\_\_
- 1.4 Experience of participant\_\_\_\_\_
- 1.5 Date of interview \_\_\_\_\_
- 1.6 Place of interview \_\_\_\_\_
- 1.7 Time of interview  
A. Starting time\_\_\_\_\_
- B. Ending time\_\_\_\_\_

## **Part-II**

- 2.1 What were the major activities performed during the preparation phase of the SIP in the schools? (Including material and finance, awareness, organizational setup and technical support)
- 2.2 Do school leaders conduct self-assessment, prioritizes the problems, benchmarking the point of students and planning for the implementation of SIP.
- 2.3 How do you value the implementation practices of SIP in achieving the goals of GEQIP in general and the goals of SIP in particular?( in improving the learning environment of the school, in providing sufficient resource and in participating different stakeholders at each level)
- 2.4 Please tell me the managerial skills, leadership skills and the competence capacity of educational administrators including school principals for the SIP Implementation practices?
- 2.5 What are the major challenge for SIP implementation?
- 2.6 Did you receive any training on School Improvement Program? What do you think are objectives of the school improvement program?
- 2.7 Do all documents and guidelines of SIP available in the school? If not, what efforts have been made by the school to have it?
- 2.8 What supports were given to the secondary school from Woreda education offices to facilitate the implementation of school improvement program? How do you evaluate students 'achievement after the program has been introduced into the secondary school?
- 2.9 How successful is the school improvement program implementation in improving the learning environment of secondary schools? How do describe ways of planning, organizing, leading, monitoring and evaluation within the school improvement program?
- 2.10 What are the major problems that have been confronting the implementation of SIP in your school? What possible solutions do you suggest to overcome these and other problems for better results?
- 2.11 What are the practical challenges in implementing school improvement programs?

Thank you for participating in the interview!

### **Part III document Review**

- School strategic plan /1 Year and 3 years
- Report document,

### **Observation check list**

- Classroom facilities
- Learning facilities
- School environment

### **Document Review**

No	Items	Availability	School name		
			Africa Hibret	Balcha	Hidase
1.	Vision and mission of school	yes	x	x	x
		No			
2.	Strategic plan	yes	x		
		No		x	x
3.	Annual plan	yes	x	x	x
		No			
4.	Makeup classes, tutorial and special support for girls	yes			
		No	x	x	x
5	Community contribution	yes	x		
		No		x	x
6	Report document	yes	x		
		No		x	x
7	Self-assessment document	yes			
		No	x	x	x
8	Student assessment format	yes			
		No	x	x	x

**Observation check list**

No	Items	Measurement	Sampling Schools		
			Africa Hibret	Balcha	Hidase
<b>I.</b>	<b>Classroom facilities</b>				
1	Student seat	V. good			
		Good	x	x	x
		Poor			
		V.poor			
2	Bright and airy room	V. good	x	x	x
		Good			
		Poor			
		V.poor			
3	Black board and chalk	V. good			
		Good	x	x	x
		Poor			
		V.poor			
4	Functioning plasma	V. good			
		Good	x		
		Poor		x	x
		V.poor			
<b>II.</b>	<b>Learning facilities</b>				
1.	Text book	V. good			
		Good			
		Poor	x	x	x
		V.poor			
2.	Laboratory equipment and chemicals	V. good			
		Good	x	x	x
		Poor			
		V.poor			
		V. good			

3.	Science kit	Good	x	x	x
		Poor			
		V.poor			
4.	ICT Room	V. good			
		Good	x	x	x
		Poor			
		V.poor			
5.	Access to internet	V. good			
		Good	x	x	x
		Poor			
		V.poor			
6.	Library with reference book	V. good			
		Good	x	x	x
		Poor			
		V.poor			
7.	Pedagogical center and teaching aid	V. good			
		Good	x		
		Poor		x	x
		V.poor			
<b>III.</b>	<b>School Environment</b>				
1.	Attractiveness of school compound	V. good	x		
		Good		x	
		Poor			x
		V.poor			
2.	Water supply	V. good			
		Good	x	x	x
		Poor			
		V.poor			
3.	Play ground	V. good			
		Good	x	x	
		Poor			x

		V.poor			
4.	First aid	V. good			
		Good	x	x	
		Poor			x
		V.poor			
5.	Notice board	V. good			
		Good	x	x	x
		Poor			
		V.poor			
6.	Toilet room for male and female	V. good			
		Good	x	x	x
		Poor			
		V.poor			
7.	Electric power	V. good	x	x	x
		God			
		Poor			
		V.poor			
8.	Facilities for disable students	V. good			
		Good	x	x	x
		Poor			
		V.poor			