

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**AN ASSESSMENT OF THE STATUS OF QUALITY OF
EDUCATION IN GOVERNMENT SECONDARY SCHOOLS OF
BOLE SUB-CITY IN ADDIS ABABA CITY ADMINISTRATION**

BY
ABIY FETENE

JUNE 2015

ADDIS ABABA

**AN ASSESSMENT OF THE STATUS OF QUALITY OF
EDUCATION IN GOVERNMENT SECONDARY SCHOOLS OF
BOLE SUB-CITY IN ADDIS ABABA CITY ADMINISTRATION**

ABIY FETENE

**A THESIS SUBMITTED TO SCHOOL OF GRADUATE STUDIES OF
ADDIS ABABA UNIVERSITY IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF ART IN
EDUCATIONAL LEADERSHIP AND MANAGEMENT**

**ADDIS ABABA UNIVERSITY
ADDIS ABABA, ETHIOPIA**

JUNE 2015

Addis Ababa University
School of Graduate Studies

This is to certify that the thesis is prepared by Abiy Fetene, entitled: An Assessment Of The Status Of Quality Of Education In Government Secondary Schools Of Bole Sub-City In Addis Ababa City Administration and submitted in partial fulfillment of the requirements for the degree of master of art in educational leadership and management complies with the regulation of the university and meets the accepted standards with respect to originality and quality.

Signed by the examining committee

Examiner _____ Signature _____ Date _____

Examiner _____ Signature _____ Date _____

Advisor _____ Signature _____ Date _____

Chair of Department or Graduate Program Coordinator

Acknowledgements

First of all I would like to express my deepest gratitude to my advisor Ato Ayalew Shibeshi (Associate Professor at AAU School of Education) for his unreserved guidance rendered from the conception to the completion of the study. Without his encouragement, insight, guidance and professional expertise, the completion of this work would not have been possible. I am also grateful to the staff of secondary schools of Bole sub-city and education bureau. Finally I am very much grateful to all of my friends who assisted me throughout the thesis work.

Table of Contents

	Pages
Acknowledgements.....	i
Table of Contents.....	ii
List of Tables	v
Abbreviation and Acronyms	vii
Abstract.....	viii
CHAPTER ONE.....	1
INTRODUCTION	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem	3
1.3 Objectives of the Study	5
1.4 Significances of the Study.....	6
1.5 Delimitation /Scope of the Study	6
1.6 Limitations of the Study	6
1.7 Definition of key terms	7
1.9 Organization of the Study	7
Chapter Two.....	8
Review of Related Literature	8
2.1 The Concepts of Quality in Education	8
2.2. Quality Standards in Education.....	9
2.3. Models of Quality As Applied to Education.....	9
2.3.1. Quality Control	9
2.3.2 Quality Assurance.....	10

2.4. Indicators of Education Quality	11
2.4.1. Quality Education and its Indictors in Ethiopia.....	13
2.5 The Costs of Quality	14
2.6. Barriers to Quality of Education	15
2.6.1 Household Barriers	16
2.6.2 Policy Barriers	16
2.6.3 Infrastructure Barriers.....	17
2.6.4 Community Beliefs and Practices.....	17
2.6.5 Educational Barriers	18
2.6.6 General Conditions for Failure	18
2.7. Importance of Secondary Education	19
2.7.1 Quality of Secondary Education.....	19
2.7.2. Secondary Education in Sub-Saharan Africa	21
2.8. Summary	22
Chapter Three.....	24
Research Design and Methodology	24
3.1. Methodology	24
3.2. Population of the Study/ Research Setting.....	25
3.3. TheSource of Data.....	25
3.4. Sampling Techniques	26
3.5. Instruments for Data Collection	26
3.5.1. Questionnaire.....	26
3.5.2. Interview	27
3.5.3Focus Group Discussion (FGD)	27

3.6. Procedure of Data Collection	27
3.7. Validity and Reliability of Data Gathering	28
3.8. Method of Data Analysis.....	28
3.9 Ethical Considerations.....	29
Chapter Four	29
Presentation and Interpretation of the Data	29
4.1 Background of the Respondents.....	29
4.2. School Management Competency Issues	32
4.3 Availability and Relevancy of Educational Facilities	37
4.4 Teaching and Learning Process and Teachers’ Qualification and Competencies	39
4.5 Teachers’ Training	41
7. Promotion and Incentives.....	44
4.7 Analysis of Major Significant Factors Affecting Quality of Education.....	45
4.9 Suggestions of the Respondents.....	46
Chapter Five.....	47
Summary, Conclusion and Recommendation.....	47
5.1 Summary	47
5.2 Conclusion.....	48
5.3 Recommendations	49
References.....	51
Appendixes	

List of Tables

	Page
Table 1: Characteristics of the respondents	29
Table 2: Supervisors (Background) secondary schools	30
Table 3: Teachers' and Directors' responses on School Management issues	32
Table 4: Students' responses on School Management issues	33
Table 5: Teachers and Directors responses on matters on Availability and Relevancy of Educational Facilities.....	36
Table 6: Students' responses on Availability and Relevancy of Educational Facilities	37
Table 7: Teachers and Directors responses on matters on Teaching and Learning Process and Teacher Qualification Competencies	38
Table 8: Students' responses on Teaching and Learning Process and Teacher Qualification Competencies.....	39
Table 9: Teachers' and Directors' responses on teachers' Training.....	40
Table 10: The magnitude of Dropout and Repetition in secondary schools of the study area....	41
Table 11: Teachers and Directors responses on matters on Promotion and Incentives	43
Table 12: Students' responses on Promotion and Incentives	43

LIST OF FIGURES

Figure 1: Total respondents	31
-----------------------------------	----

ABBREVIATION AND ACRONYMS

EDU	Education
EFA	Education for All
FGD	Focus Group Discussion
MDGS	Millennium Development Goals
MoE	Minister of Education
NER	Net Enrollment Rate
GER	Gross Enrolment Rate
UN	United Nations
UNICEF	United Nations International Children’s Emergency Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization

Abstract

The study focused on investigating quality of education in secondary schools in Addis Ababa particularly in in Bole sub-city. A case study of Bole sub-city secondary schools was explored using a sample of 365 respondents selected through simple random technique. Data were gathered by a combination of qualitative and quantitative methods defined as triangulation. Self-administered questionnaires for principals, teachers, and pupils and interviews for principals, teachers and supervisor was also the instruments employed for data collection. Analysis of the data was done using descriptive statistics. Findings were that quality of education was affected by inadequate supporting inputs and facilities, inappropriate teaching methods and unmotivated teachers. Finally, the researcher based on the finding recommended that strong collaboration among stakeholders is one of important tools to insure quality of education in Bole sub city.

CHAPTER ONE

INTRODUCTION

This chapter consists of the background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study, definition of the key terms and organization of the study.

1.1 Background of the Study

Education is one of the basic services offered by governments and other stakeholders to society. Authors like Miller (2001:30) suggest that education is a tool for economic development. If education is to meet this goal, it must be of high quality. The concept of quality of education is multi-faced, and is articulated differently by different scholars. It is also important to note that the debate on the attributes of quality of education is still in progress. Thus, with no conclusive position as to what makes quality of education, it is critical that as many views as possible are analyzed have a comprehensive grasp of the key beliefs of the quality of education. It is when a wider view of the quality of education is achieved that a fair attempt can be made in analyzing the internal efficiency of an education system, which is a key dimension of the quality of education. The quality debate has evolved over the years, with various definitions of quality coined at each stage, and several models used to analyses quality. Several indicators of quality have also been forwarded and a similar collection of barriers to quality has also emerged, which have challenged initiatives to institute quality of education in several countries.

Generally, quality education is historically and socially situated in a context made up of the social economic status of the community, cultural and religious factors and educational knowledge and supportive infrastructure. Parents, teachers, students and the overall policies of governments should be participants in the structure and operation of the education system in a country or state. Governments are held accountable for progressive realization of the right to quality education for all citizens.

UNESCO (2009) refers to quality education as an improvement of all aspects of learning and ensuring excellence so that recognizable and measurable learning outcomes are achieved by all learners especially literacy, numeracy and essential life skills such as appreciating and being able to accommodate others, that are necessary for responsible living.

Moreover, many reports from the UNESCO attribute to education an important role in determining economic growth. Studies have shown that there is a positive correlation between an increased access to education and economic growth as expressed by an increased per capital income and human development index (UNESCO, 2009). Strengthening this claim, Adams (1993) asserted that investment in human capital through education is at least as important as investment in physical capital for a country's long run economic success. There for, developing education in Ethiopia, with a focus on quality, can be an important strategy to ultimately fight poverty, increase productivity and bring about social and economic changes in the country. Bole sub-city is one of the largest in sub cities in Addis Ababa which was established on the basis of proclamation. According to 2008 census, the Bole sub-city population is 328,900. Bole sub-city is divided into 14 sub woredas. Regarding educational coverage, only 87% of has access to education.

According to (MoE, 2004) the major educational problems of the sub-city are inequitable educational distribution, poor efficiency and low quality of education. The efforts to improve education quality and efficiency to meet the needs of the population are also affected by limitations in financial and qualified human resources, as well as other resources and demographic condition. MoE also suggested different mechanisms alleviate the problem could be drawing on local resources and recruit the qualified teachers. After all local community's available resources are mobilized, to use the resources effectively and efficiently the Bole education office should be assigned strong leaders on different levels. This is because effective use of resources whatever available demands competent and strong leadership and management.

That means , to avoid or to minimizing some problems related to education such as the inadequacy of reliable resources and information on the teaching learning process, the existence

of little or no monitoring mechanisms and the rapid expansion and increasing complexity of educational service can be control by strong managerial function.

Quality is determined by achievement of set goals through adequate resources and appropriate process (Miller, 2001).like other Ethiopian districts and regions, in Bole sub-city goals of secondary education are to make everyone literate, to acquire basic scientific skill and attain pass mark (MoE, 2004).According to MoE, quality is realized among others, when pupils complete their learning program and attain pass mark. The secondary program last for two years in Bole. Therefore children who drop out of school or repeat a grade level regardless of whatever the cause is degrade the quality of education.

The decline of quality education affect against the success of the program of education for all (EFA) in Ethiopia as measures to refocus on quality created constraints for the people' access to education.

Education is a key investment in any country with enormous social and economic benefits accruing from it. The development of any country in the 21stcentury will be determined by the level and growth of its human capital which investment in education forms a major component. It is therefore important that every child, whether in rural or urban community, equally benefits from quality basic education in order to promote accelerated development in African countries including Ethiopia however the socio-political environment into which the country is/are exposed is determine the behavior of the education process and for all round development of behavior in a school. (MoE, 2004)

Addis Ababa is a multicultural city where teachers and students from diverse cultures and ethnic groups, teacher teach and the student learns together in the same school environment. Thus, the educational system is expected to be fair and equally responsive to all corresponding teachers and students regardless of their ethnic, cultural and others backgrounds. Apart from this the system has to concern on quality education even if it is not an easy task. This is due to quality of education can be affected by the input or process or output. (MoE, 2008)

1.2 Statement of the Problem

In the past ,the expansion of secondary school education in most African countries, including Ethiopia was so limited .however today many developing African countries including Ethiopia gave due attention for the expansion of education and considerable investment made by government has led to an impressive increase in the number of students in schools throughout Africa.(UNSECO, 2006).

This expansion of education resulted scarcity of resource jeopardized further the ability of developing countries to provide quality education. Therefore the quality of education governmental schools is low. The decline of quality manifests in low pass rates, high dropout rates, underdeveloped skills where pupils leave schools still unable to read, write and unready for self-employment or being employed (Adedeji, & Bamidele, (2003).

The school infrastructure and educational teaching materials are skill inadequate and poor despite government investment in these schools. Some schools still have untrained teachers while the qualified teachers are not motivated enough to successfully implement the curriculum. Poor schooling has proved to be the greatest barrier to political, social and economic transformation in many African countries. According to current estimates, by the end of four to six years of primary education, 30 to 50percent of secondary school levels cannot read or write confidently and lack basic numeracy skills. In Sub-Saharan African (SSA) countries in particular, 18percent of children, on the average, repeat a year of schooling as a result of poor quality of teaching. Poor quality of schooling is evident in many ways in the public school system, especially in the rural areas and is exhibited in the rate of absenteeism and the inability of children (primary school outputs) to read and write effect (Carron . and Chau . (1996), (Mulkeen, 2005).

Addressing this problem of secondary schools requires additional resources which could be expressed in human, material and financial terms. Furthermore they need other important

measures. The situation in Bole sub-city in Addis Ababa is not an exception to this problem of quality education.

In line with this ,generally there are at least five key elements that affect the quality of education such as what students bring to learning ,environment, content of education ,process, outcome quality education ,human security community development and national education.(Bergmann, H. (1996).

Research Questions

This research asks Bole government high schools teachers, Bole sub-city education bureau, students and other concerned bodies to assess quality education. Thus, a survey was conducted to address the following questions.

- a) Are input and process factors, academic qualification and teaching methods affect quality education?
- b) What are the roles of teachers and students on quality education?
- c) What are the roles of school management on quality education?

1.3 Objectives of the Study

General Objectives

This study is basically aimed at investigating quality of education in government schools at Bole sub-city in Addis Ababa.

Specific Objectives

The specific objectives of the study are

- To explore levels of quality education on selected government high schools
- Determine factors that contribute to the improvement of quality education
- To assess teachers and the society awareness on quality education
- To assess to what extent quality of education is affected by educational inputs, process and outputs
- To identity and to address the problems related on quality of education.

1.4 Significances of the Study

The prime objective of the study is assessing whether quality education realized on government schools and to address the problems of quality education. Thus, the following are among the contributions of the study.

- It may initiate educational officials to be aware of factors that affect quality education.
- It may initiate other interested researchers to carry out a more extensive study in the area i.e. it could encourage others for future investigation.
- It may contribute to a policy and planning strategy.
- It provides some idea to those interested on the contributions or output of quality education.
- It could enable educational officials and other authorities of the Bole sub-city to gain valuable information about quality of education.

1.5 Delimitation /Scope of the Study

The scope of the study was delimited to Bole sub-city government secondary schools. This is done to make the study manageable in terms of time and the selected sample areas involved in the study can represent the whole population. Moreover, the study will be delimited assessing on quality education and its related issues. The Bole sub-city was selected because of its large size both in land and population. Due to the existence similarities among sub cities and schools hence the findings will be applicable on other sub cities.

1.6 Limitations of the Study

This study had its own limitations. The following were some of the major factors that contributed to the limitations of the study.

- a) Lack of information due to limited capacity of the management information system.
- b) Difficulty to organize focus group discussion as anticipated because in availability of appropriate persons as scheduled.

- c) Dispersal geographical location of sample areas were inconvenient for transportation and data collection
- d) Financial and time constraints have also restricted the researcher's intention.

As a result, the scope and depth of the information desired were limited and thus, had an implication on the outcome of the study.

1.7 Definition of key Terms

Important term and phrases used in this study are defined on the context and relevance to the objective of the study.

Class size- refers to the number of students assigned in a specific class under the direction of specific teacher.

Community -the people living in the catchment area of a secondary school

Dropout- students leaving the school system before completing the year.

Repetition- students repeating a given level of schooling.

Pass - Proportion of students completing the two-year secondary school course (Transition - Proportion of students moving from Grade 9 to 10 and 10 to 11 in each year).

Quality education- means an education that enables school to produce the required human power in the country which benefits the learner as well as all stake holders' reason.

Quality indicators- are the bench marks with which we can systematically assess the quality of education.

School manager: A manger in a school, who holds the position of head students, teachers and school system.

Wastage - A global input-output relationship in terms of years taken by a group of students to complete the study course.

1.9 Organization of the Study

This study is organized in five chapters. The first chapter deals with the back ground of the study ,statement of the problem, scope of the study, significance of the problem, limitation of the study and definition of key terms used in this study. The second chapter presents the review of related literature. The third chapter deals with the methodology and procedures employed to collect and analyses the data.

The fourth chapter deals with the presentation, analysis of the data and interpretation of the findings. Summary of the findings, conclusion and recommendations are presented in the fifth chapter.

Chapter Two

Review of Related Literature

This chapter deals with reviews of the concepts of educational quality , educational quality indicators Quality Control; Quality Assurance; Quality standards in education and other issues on quality based on ,books, educational journal and the governing principle that address the quality of government secondary schools education.

2.1 The Concepts of Quality in Education

Quality in education is the heart of any educational system .It influences what the students learn, how well they learn and what benefit they draw from their education .quality in education is relative and not easy to measure.

Quality in education is a multi-dimensional concept ,embracing all functions and activities of education ,including teaching and academic programs ,research and scholarship staffing ,students ,building ,facilities ,equipment ,service to the community ,academic environment, taking into account national cultural values and circumstances and international dimensions such as exchange of knowledge ,interactive networking ,mobility of teachers and students and international research projects .However, public debate on quality in education usually concentrates on students' level of achievement in comparison to the old days schooling of parents. In support of this Samoff, (2007) on quality and equality issues in education in third world countries, he pointed out that there is as yet no consensus on the definition of the term “quality”. More importantly, notions of quality change over time and are tied to societal values. Another important point that has been raised relates to the relative lack of meaningful data that could provide indicators of quality. For many people, casual and expert observers, political authorities, parents and communities, teachers and education administrators, “education quality”

is defined by national examinations. In their role of measuring quality, they actually specify what it is that they want. The logic of such an orientation is quite straightforward. Education systems set objectives and those objectives are then operationalized in the curriculum and teachers' guides. The mastery of the curriculum is measured by national examinations. Hence the best indicator of high quality education is a high score on the national examinations. When students perform well on national examinations, then it is reasonable to conclude that they have had high quality education.

2.2. Quality Standards in Education

It has rightly been said that welfare, prosperity and security of a nation depends upon the quality of the education system prevailing in that country. The better the standards of education the better will be the position of the prosperity of the nation. In the present age of science and technology, the advanced and developed nations are dominating in the world only due to their latest knowledge (Harvey and Knight. (1996).

The methods of measuring standards and how standards relate to the different concepts of quality are the cornerstones of educational institutions .standards is a word used to denote both excellent and ordinary being both an identification of uniqueness and a measure by which conformity is judged. According to knight (1996), the term 'standard' in education tends to elusive Nonetheless, it usually relates to three areas of activity; academic standards, standards of competence and service standards.

2.3. Models of Quality As Applied to Education

The multi-dimensional nature of quality of education, as evidenced in the various definitions opens up several models for analyzing the quality of education. It is not easy to say which model of analyzing quality of education is best since all seem to have significance and the best option may be to blend the models. Quality Control; Quality Assurance; are among will know models of quality in education.

2.3.1. Quality Control

This is the oldest concept of quality, a view held by Wadsworth, *et al* (2002:27) when they say, "Quality is the original and most basic term for the application of quality principles." They

(2002:27) define quality control as, "...the regulatory process through which we measure actual quality performance, compare it with standards, and act on the difference." .As a result of its emphasis on performance, the model has the following weakness. First, it draws a lot of internal costs of failure or wastages especially when the students are not perform well. The other weakness of this approach is that quality becomes a concern only for inspectors. In a school system if quality becomes only the concern of school inspectors, it cannot be achieved as inspectors are not involved in the day to day teaching and learning activities .Quality control is thus not a sufficient strategy for ensuring quality. There is a need to assure quality in the process rather than merely check for it in the output. In spite of its shortcomings, quality control laid down the bases for recent quality models. In supporting to this Bell, *et al* (1994:2) maintains, "Quality control may be viewed as a subset of quality assurance."

2.3.2 Quality Assurance

Sallis E 1996ays, "Quality assurance is broadly prevention of quality problems through planned systematic activities (including documentation)." Wadsworth, *et al* (2002:29) say quality assurance is a system of activities whose purpose is to provide an assurance that the overall quality control is in fact being done effectively. UNESCO (2012) clearly agrees with these views by arguing that quality assurance is, "The totality of systems, resources and information devoted to maintaining and improving the quality and standards of teaching, scholarship and research, and of the students' learning experience." This involves an audit of the system and its key operations as well as establishing a good quality management system. This view is supported by Sallis (1996:19) who says of quality assurance, "It is a before and during the event process." Both authors agree that the focus of quality assurance is the prevention of defects rather than the identification of the defects when they have already occurred. Quality assurance is thus a way of managing quality by ensuring that quality is designed into the process rather than the product, and thus the costs of rectifying defective outputs is substantially foregone. The production process is well defined and teams are set up to implement it. Quality becomes a concern for the workers, and the thrust is to get things right the first time, every time.

Danks (1996:471) sees quality assurance not just as an activity in production, but as an approach to production and the checks and audits, which are carried out to ensure that quality control

procedures are followed. It involves working with suppliers to ensure that materials and components meet required standards to produce quality outputs. This view is similar to the view held by Sallis (1996:19) in that quality assurance is built into the production process and focuses on preventing, rather than merely detecting faults belatedly. However, it clearly is an augmentation of quality control and other earlier models are not a substitute.

2.4. Indicators of Education Quality

Dare (2005) says quality in education is difficult to define and measure .In practice ,however, it is often described in terms of the educational experiences that help produce those outcome the learning environment or inputs into teaching process rather than in terms of students achievement basically because input are easier and less cost to measure. But even if information on the availability of school input is important, attention is required in drawing conclusions about quality from this information alone. This is because factors external to the school also influences the Childs eventual level of academic achievement.In put indicators of quality learning achievement of secondary schools. These are

1. Out of school factors that include a broad range of variable such as the socio economic back ground of the families the learners come from, home support system educational policy decisions prior learning experience, the health and nutritional status of the children
2. School related factors that include a broad range of factors comprising the input ,the resources and the process variables are curricular inputs ,instructional processes ,organizational climate teachers ,professional training instructional materials management style etc. and
3. Individual related factors that include parent's education reading other materials correcting home task regular and educational occupational aspiration etc. Thus, as stated by UNISCEF (2002) children's learning is a function of school inputs and family background. But out of these indicators, school related inputs have been found to have the most significant effect on student learning.

Generally, there are three education quality indicators which are tools or measures that that are used to assess a quality characteristics or the achievement of quality objectives... Indicators provide information about the state of particular systems and are typically used as yard sticks in

comparisons. The three aspects of quality indicators are input, process and output .For this we can see the definition and conceptual analysis of Dare (2005).

Dare. (2005) defines quality indicators of education as performance indicators that refer to a quality characteristic or objective, thus indicating to the broad context of performance evaluation in which the learners operate. To support definition ,Dare (2005) tries to measures the quality of education in terms of **INPUT PROCESS OUTPUT/OUTCOMES**

According to Dare input refers the availability of material and human resources

The nature and quality of these inputs significantly determine the outcome of educational provision.

- **Educational Personnel:** These include teachers and the non-teaching staff.
- **Instructional Content and Materials:** The type relevance and the volume are important. The materials that support teaching and learning, them type, quality and quantity impact significantly on the quality of education.
- **Educational Facilities** pupil and teacher furniture (tables and chairs), places of convenience water, etc. The standard of construction, the conditions of the facilities and the specialized rooms are all important areas to consider.

- **Educational Finance**

An important input that comes along all the other inputs is finance. An important input that comes along all the alter inputs is finance which are categorized as capital and recurrent expenditures. Constructions of classroom buildings constitute are of the major capital expenditure of education. While salaries, particularly of teachers represent the most important aspect of recurrent education expenditure.

PROCESS

According to Dare the process component of the equality of education relates to many aspects as teacher-pupil interaction in class management and control and daily time-on-task with the class. It also concerns the regularity and punctuality of the teacher in the school for instructional activities. It also includes the intensity of operation which has to do with length of the school day and term, how many days are effectively available for school work in a term etc.

OUTPUT/OUTCOMES

According to Dare the output of educational service which constitutes the immediate evidence of quality is the achievement of students in examinations. For many including parents the performance of students in national level or standardized examinations is enough indication of what quality education has been provided. When, for instance, people talk of fallen standards in education, they are basing their assertion principally on some poor examination results. But quality of the education service is also indexed by such non-measurable outcomes as improved health habits effective participation in social and political activities, etc. in supporting to this, Dare further proposed the following formula for determining critical quality indicators in education:

Student Achievement.

One indicator of schooling quality is students' scores on internationally, standardized or nationally comparable tests of achievement in knowledge, skills, behavior, and attitudes. The effects of non-school inputs, such as parental background, would have to be held constant to isolate the effect of schooling on test scores.

2.4.1. Quality Education and its Indicators in Ethiopia

In Ethiopia, UNICEF' 2002 Studied and stated some points in relation to education quality include basic education for school-age children, female education, technical and vocational education and training, efficiency, equity and access, and decentralization. A study on students' participation, dropout and achievement in secondary schools and manpower in the Woreda zone reported in January 2002 found that the lifting of school fees and campaigns carried out to persuade parents had improved participation and enrolment in the zone. Compared to boys, the participation of girls was lower. There were variations in the rate of the school-going population among regions. There had been a slight decline in female participation at primary and junior secondary levels with an increase at senior secondary level. The largest schools are in the urban areas. The pupil/teacher ratio was slightly below 60:1. Growth in enrolment was affected by a shortage of teachers, textbooks and lack of space in existing schools.

Dropout was a serious problem and was caused by a preference for trading to attending school. A difficult rural life, involvement in agricultural activities for boys, and early marriage and fear of

abduction of girls, were additional reasons. The quality of education was affected by an inadequate supply of curricular materials and a shortage of classrooms, desks, teachers, etc. There was no significant gender disparity in terms of grade repetition but still boys performed better than girls. Woreda education office staff lacked proper training and suffered from a high turnover.

2.5 The Costs of Quality

Ruskin (1992:1) says, “Quality is never an accident. It is always the result of intelligent effort. It is the will to produce a superior thing.” Like any other planned program it should be apparent that quality has some costs. It is always critical to analyse the costs of achieving quality, especially in a scenario where resources are scarce, as in the case of developing countries. If this is not done expeditiously, attempts at instituting quality may actually lead to inefficiency. If the cost of instituting quality in the education system, and indeed any other venture, exceeds the cost accruing from lack of quality then it is more efficient to do without instituting the quality. According to Greenwood and Gaunt (1994:82), analyzing of quality costs is a significant management tool for assessing and monitoring the overall effectiveness of the management of quality and determining problem areas and action priorities.

The thrust should be to get it right the first time, and always, as this yields the minimum Cost, or at best allows quality to pay for itself. Failing to get it right the first time yields costs in time, money, effort, resources and wear and tear. But more damagingly, it may hurt customer confidence and loyalty. The cost of keeping an old customer is far less than the cost of running after a new customer, or recalling a customer who has walked out on the enterprise.

There are basically three types of quality costs according to Greenwood and Gaunt(1994:82). These are: failure costs; appraisal costs and prevention costs. Failure costs fall into internal failure costs and external failure costs. Internal failure costs arise when the results of work fail to reach certain standards and are detected before transfer to the customer. They also include waste, which are activities associated with doing unnecessary work as a result of errors, poor organization and use of wrong materials.

Rework or rectification refers to correction of defective products to meet required standards, while re-inspection is the re-examination of work that has been rectified. Failure analysis refers to activities required to establish the causes of failure in the first instance. In the school system internal failure costs would arise from high repetition rates which is equal to re-doing the job; recalling dropouts to the system and trying to determine why dropout rates and failure rates are high; in-service courses for teachers, replacing inappropriate resources such as textbooks and rescheduling lessons.

External costs of failure manifest themselves through complaints, reduced number of applicants, and bad publicity. It is obvious that a school characterized by high dropout rates, low passes rates, and low survival rates will be rejected by students and parents who want to take their education seriously. The school will simply lose out in competition on the market. The internal efficiency of a school system actually does a lot to increase or reduce its external costs of failure; hence the planners must keep track of the internal efficiency. Internal and external failure costs combine to give the price of doing it wrong.

Appraisal costs are those costs incurred to determine conformance with set quality standards. These include inspection checks, quality audits (checking if the quality system is working well), and vendor ratings. All these are costs of checking if it is right. They could be avoided by doing it right, in the first place and always. In respect of the internal efficiency of Secondary Schools, this could be in the form of analyzing pass rates to check how they compare with national targets.

Finally, prevention costs refer to the costs of activities that prevent costs (through errors) from occurring. They include planning, training and quality awareness initiatives. Processes can be improved by using, among other techniques, benchmarking; process flow-charting; correlations and cause and effect analyses that will help identify major causes of problems and the priorities.

2.6. Barriers to Quality of Education

The journey for quality is not a smooth path, nor is it a straight forward one. To the contrary, there are several barriers that the quality planner in education must overcome. Granted removing

these barriers completely may not be feasible, but an effort must be made to minimize their adverse impact on the school system. If no effort is made to control for the effect of these barriers, the internal efficiency of the school system will be very low resulting in a waste of already-scarce resources. Hence it is important that these barriers are clearly understood before they are tackled.

UNICEF (2002:2) identifies five categories of barriers to quality of education. These are: household barriers; policy barriers; infrastructure barriers; community beliefs and practices, and educational barriers. Each of these barriers has a high potential of compromising the internal efficiency of the school system and thus eroding the quality of education offered. Apart from these categorized barriers there is a wide range of conditions for failure. These conditions either act as barriers in themselves or they promote adverse effects of the barriers.

2.6.1 Household Barriers

Household barriers include family resource-levels, and consist of direct costs and indirect costs. Direct costs refer to tuition fees, cost of books and stationery, cost of uniforms and other clothing. Indirect costs relate to family values, domestic work, household chores, disability, and poverty. Given low levels of literacy in rural areas, appreciating government policies on access to education may still be low as parents and families hold on to traditionally esteemed values that do not prioritize schooling. Bray, *et al* (1986:61) say, “The chief reason why dropout rates are relatively high among lower income groups is that pupils cannot afford to remain in school. Even if schools are nominally free there are usually uniform costs and textbook costs.”

2.6.2 Policy Barriers

Policy barriers also affect the quality of education. The first policy issue is insufficient national budget to enable the crafting and implementation of whatever policies may be deemed fit for the development of the quality of education. Developing countries are characterized by shortage of resources. This view is appropriately observed by Natarajan (1993:12) when he says, “Under developed countries provide less educational opportunities to children.” He further stated that lack of policy on how to deal with dropouts and pregnancies for girls also stifles quality efforts in the school. In the final analysis it is cheaper to get the students who would have dropped out

of school back on course, than let them stay out for good. If they stay out of school for good they become a permanent loss and a perennial burden to the economy. The absence of enforced child labor laws may also affect the internal efficiency of schools. Some students may leave school in order to labor for own families, relatives or more affluent neighbors. Some may even migrate to other places within, and outside the country in search of jobs, even if they are under age. Coupled with this is the absence of laws to enforce compulsory education. Policies to do with curriculum formulation also act as a barrier. It can be argued that even in those countries where access to education has significantly been expanded, the curriculum is still largely a mirror image of the pre-independence curriculum. Natarajan (1993:12) says, “Education is not related to real life situations. It is not an equalizer, but acts as a stabilizer and promoter of social inequalities. Education is not linked to productivity and is not backed by a sound philosophy.” This tends to reduce the retention capacity of the school system leading to a lot of waste. Even those who stay through the school program are not worthwhile contributors to national development, afterwards.

2.6.3 Infrastructure Barriers

According to Natarajan (1993:12) the third barrier is infrastructure-barriers. Particularly, rural areas are sparsely populated forcing schools to be sited far apart from each other. For instance, in Ethiopia rural areas Secondary Schools are supposed to be built about eleven kilometers apart, forcing students to walk a long way to school. The long distance may discourage students, and encourage truancy that may result in dropouts. The fatigue that comes with the distance adversely affects the academic performance of students leading to low pass rates. Poor school facilities also compromise the quality of education, especially in rural areas where classrooms, laboratories and libraries are scarce.

2.6.4 Community Beliefs and Practices

According to Natarajan (1993:12) community beliefs and practices also act as barriers to quality of education. These can manifest themselves in the form of gender discrimination, where in the face of limited resources female students are sacrificed.

2.6.5 Educational Barriers

The final set of barriers is the educational barriers. Such variables as teacher qualifications, teacher performance, conducive school climate, and poor management styles all adversely affect quality efforts. In fact these variables define the operational process that dictates the quality of education offered in a school. Sallis (1996:45) says causes of quality failure fall into common causes and special causes. Common causes are attributed to systems' failure and manifest themselves through unsuitable systems, procedures and processes, insufficient staff development, and faulty timetabling. Special causes are generally external to the organization and would be covered under the four other barriers discussed above. Some barriers to quality of education are born out of the very efforts to plan for quality. Kanji (1995:66) argues that some of the pitfalls in implementing a quality program include stereotypes and pushing down programs. Poor identification of training needs and overloading the training program, as well as failing to build the requisite culture and philosophy can largely derail a quality program.

2.6.6 General Conditions for Failure

Greenwood and Gaunt (1994:65) raise the following as conditions for failure in a quality drive. These conditions of failure if not corrected pose barriers to the provision of quality of education. Before quality can be installed it must be ascertained that these conditions are absent.

- Lack of cooperation across departmental boundaries and between academic and ancillary staff;
- Departmental imperialism in pursuit of resources, and promotion;
- Secrecy in decision-making and lack of communication;
- Isolation and fear of cooperation amongst classroom teachers;
- Excessive and proliferating bureaucracy;
- Absence of coherent training and staff development program; and
- Appraisal systems designed to manage by fear, rather than increase self-esteem and skills.

This list of barriers to quality of education is by no means exhaustive. Rather it highlights some of the common sources of quality failure. Understanding these generic barriers helps to chart a

way towards improving the quality of education in schools, as some countries have attempted to do.

Implications drawn from this case are that quality of education can be enhanced by breaking down language barriers in instruction, especially in subjects related to life skills like agriculture and intensifying instructional supervision. Repetition is not a total waste; providing students more time to grasp concepts has payoffs.

2.7. Importance of Secondary Education

According to UNICEF(2002) education is a powerful catalyzing agent, which provides mental, physical, ideological and moral training to individuals, so as to enable them to have full consciousness of their mission, of their purpose in life and to equip them to achieve that purpose.

MoE (2002) reported secondary education is an important sub-sector of the entire educational system. On the one hand, it provides the middle level work force for the economy and on the other; it acts as a feeder for the higher levels of education. Higher education, which is expected to produce quality professionals in different fields, hinges on the quality of secondary education. This level of education, therefore, needs to be revamped in such a way that it prepares young men and women for the pursuit of higher education as well as prepares them to adjust to their practical lives meaningfully and productively. Secondary education is a stage where a student enters adolescence. This is the most crucial stage of life. The basic perceptions and modes of behavior start taking shape and problems of adjustment with the new roles in life assume critical significance. Secondary education, therefore, provide an excellent opportunity for the educationists to conceive and launch programs that initiate the learners into proper forms of behavior and attitudes.

2.7.1 Quality of Secondary Education

According to UNICEF(2002) is quality of secondary education not always easy to arrive at a commonly agreeable definition of quality of education. It is equally difficult to quantify the notion of quality in education. Research in this area has very often adopted an operational definition of the term and emphasized on various dimension of quality. Many researchers have

focused upon the level of material and human resources or facilities available in the schools while defining quality of education. Others have tended to equate quality with school effectiveness and treat learner achievement as the indicator of quality. While such approaches to provide an assessment regarding different dimensions of quality, these attempts by themselves present only a practical picture of quality; perhaps we have also to consider various factors and processes that take place in the actual functioning of a secondary school.

The argument is that the quality of education should be understood in a contextual manner, keeping in view the varying operational setting in which the schools are functioning. The development context of the locality in question provides the external environment. The operational setting in which the schools function provides the internal environment in the schools and is reflected through:

- I. Infrastructural facilities available.
- II... The human resources especially the teachers and the administrators.
- III. The teaching learning process to take into account the way curriculum is transacted.
- IV. The learner achievement reflecting outcomes of schooling.

No doubt, these outcomes will be influenced by the other three set of factors and hence, learner achievement can be considered as an indicator of quality of education. In a detailed survey of studies have identified school and family background factors affecting learner achievement. The school factors considered to be influencing learner achievements are facilities and equipment available in the school, institutional climate and leadership behavior of the head, qualification, training and morale of the teachers (Deming, 1998). In support of this, Satijia (1998), says although basic minimum infrastructure and qualified teachers are inevitable to improve the quality of secondary education, it cannot be said with certainty by making them available; The standards of education will improve only when these resources are managed well. Improvement of curricula, textbooks and teachers are undoubtedly important inputs to the package of quality improvement, yet the delivery system occupies a far more significant place to make these inputs yield the desired results. In fact, unless the traditional management and delivery system undergo a radical change to suit the needs of the fast expanding secondary education, as also to meet the

challenge of inadequacy of resources, there seems to be little hope of raising the quality of secondary education. Government schools are better than private schools regarding infrastructure. Series of courses to prepare citizens in terms of their own capabilities and social and economic needs of the country

2.7.2. Secondary Education in Sub-Saharan Africa

According to UNESCO(2009) in terms of access secondary school systems exclude most of the population of secondary age children in Sub-Saharan Africa. In 2005, the region was estimated to have a total population of about 600 million. Of this population about 86 million were of general secondary school age. The gross enrolment rates (GERs) at secondary school averaged 25 percent. On this crude basis, about 64 million, thus 75 percent of secondary age pupils are not enrolled in the region. The proportion of those excluded is likely to be higher than this, since some places are filled by repeaters. In this regard, it is probable that the numbers of those who failed to enroll were in the amount of 70 and 75 million, or over 80 percent of the total number of secondary school age children.

With regard to quality, most governments in the Sub-Saharan African region recognize that facilities and teaching-learning materials, particularly in science and practical subjects do lead to achieving the stated secondary school objectives. However, in many countries, there are large backlogs of workshops, science laboratories and home science rooms. While in some countries the provision of these facilities has improved through donor assistance, due to cost-sharing policies, the construction and equipping of facilities is currently the responsibility of parents and communities. Considering the continued downward trend in the economies and rising costs of education which parents are required to meet, the provision of facilities and teaching-learning materials has seriously deteriorated.

According to UNESCO ,the main teaching strategy that characterizes secondary school teaching is the large amount of teachers' talk, which involves mainly the teacher presenting information or lecturing to the students, inter-sparsed with questions, generally asked to the whole class, with predetermined answers. A minimal amount of time is spent by teachers talking to students on an

individual basis and throughout most of the lessons; the students play a passive role. A considerable amount of teaching-learning time is also spent with pupils silently working on teacher assigned tasks.

By use of the national examinations to assess the efficiency of the secondary schools, it is clear that in most countries, many students score very poorly mainly because of deficiencies in the use of foreign languages, lack of teaching and learning resources and the use of rote memorization in many subjects of the curriculum.

To improve quality, funds for the improvement of physical facilities, acquisition of laboratory/workshop equipment, textbooks and other supplementary teaching resources, especially in science and vocational subjects need to be provided. In particular, there is an urgent need for locally developed textbooks appropriate for secondary school examinations, instead of reliance on imported science textbooks which are widely used in schools.

2.8. Summary

From the definitions of quality of education reviewed earlier in this study it is clear that not just one indicator is a guarantee for quality. This view is supported by Deming(1986:168) when he argues that measuring quality is not easy, as what satisfies the customer constantly changes, and that the quality of any product or service has many scales. There is a range of indicators which individually are necessary, but are not sufficient indications of the presence of the quality of education. Thus, quality of education becomes a matter of degree of the presence of the indicators, rather than an absolute, or discrete variable, which is either here or not there. This assertion is consistent with Yin's (1996:58) observation that, "Evaluation of school performance must focus on multi-level and multi-facet indicators including inputs, process, and outputs of schooling in addition to academic development of students."

Natarajan (1993:11) gives nine indicators of educational development. These are: Literacy percentage; Dropout and retention rates; Enrolment of children in various age group;

contribution to the world of knowledge; Emergence of eminent personalities; Social relevance and secular character of education; Technical and scientific manpower; System of examinations and certification; and Morale of the teaching profession.

Only three of these indicators, that is, (2), (3) and (8) concern internal efficiency, but the rest are a function of internal efficiency. For instance, low promotion rates, high repetition rates, high dropout rates and low pass rates will definitely negatively impact on literacy percentage, contribution by graduates to world knowledge, emergence of eminent personalities and morale of the teaching profession.

Samoff, J. (2007). list quantitative indicators of quality of education them: Growth rate; Promotion rates; Access to schooling (age specific admission ratios; and gross admission ratios); Transition rates; Enrolment ratio (gross enrolment ratio and net enrolment ratio); Internal efficiency (survival rate; average study time per graduate; wastage ratio); Teacher supply (qualifications and utilization rates of teachers); School buildings and utilization rates of classrooms; Conditions of learning (supply of furniture and textbooks); and Pass rates.

There is some overlap between the two lists of indicators of quality of education by Natarajan (1993:11) as shown in the aspects of dropout rates and enrolment ratios. However, the former tends to focus mainly on qualitative aspects such as social relevance and morale of teaching staff, while the later stresses numerical indicators exclusively. These numerical indicators largely focus on the in-school processes rather than the wider education system.

The European Commission: Education (25 November 1999:1) gives broad indicators of the quality of education which are success and transition; completion of upper secondary education and participation in tertiary education. It says, "...increasing or decreasing rates are seen as important measures of the quality of the education system." This observation is consistent with the thrust of the indicators raised by Natarajan (1993:62-74). Dropouts adversely affect the other indicators and result in people without qualifications that meet market requirements, and are unemployable. The European Commission: Education (25 November 1999:1) further says, "The ability of an education system to minimize the number of dropouts is a strong indication of its

efficiency both in dealing with school failure and in responding to the needs and challenges of the labor market.”

Dare identifies four indicators of quality of education, which are: Enrolment ratios; Age specific enrolment rates; Completion rates; and Learning achievements.

Chapter Three

Research Design and Methodology

This chapter presents the research methodology and design. It describes and justifies the research design used; describes sampling procedures for both the quantitative and qualitative phases of the study; describes the data collection instruments and how the data was actually collected. Finally it describes the data analysis procedures used in the study.

3.1. Method

The purpose of the study is to assess quality of education in government secondary schools in Bole sub-city. Descriptive was conducted with strong assumption that it is more convenient and appropriate method for making proper identification of education problems like quality currently prevailing in education. In supporting to this (Ayalew, 1991) has stated that, descriptive survey method allows gathering of necessary information using data collecting instrument and document analysis. The method also helps to collect information from many people with in the short time. Furthermore, this method considers a representative sample of a whole population to discover facts and social problem and to apply the result to the total population of the study .In also helps to have a clear picture on the existing problems and to accomplish the objectives stated earlier.

Therefore, the stated method is selected on the assumption that it could help the researcher to gather, analyze and interpret the issues and it will help for identifying the major practice opinions, suggestions and comments pertaining to the issue under study.

3.2. Population of the Study/ Research Setting

This study is conducted in Bole sub-city in Addis Ababa. Bole sub-city lies in north eastern part of Addis Ababa .The sub-city consists of 14 woredas and is ethnically diverse with the population of 308,000(2007 Population and Housing Census of Ethiopia).According to the report of Addis Ababa city administration 2013/14,there are different governmental and private schools serving the sub-city community.

The gross enrollment rate (GER) and net enrollment rate (NER) for secondary schools in Bole sub-city for academic years 2014/15 are 50%and 39.24% respectively.

For conducting the study, the researcher selected 5 government secondary schools from Bole sub-city. I preferred the schools for their geographic convenience.

The sample size of the study is 365; of which 212 males and 153 were females. There composition is as follows:10 principals, 5 education supervisors and 80 teachers were by simple 1 random sampling technique from their respective schools and office as the main respondents of the study. Besides, 270 students are chosen for this study.

3.3. The Source of Data

The necessary data for the study is collected from both primary and secondary sources. Primary sources refer to individuals or organizations from which information has originated directly as a result of the particular problem under study. Thus, the primary sources in this study include teachers, students, supervisors and principals. The selection of these participants as a source of data is based on the expectation that they would have better information and experiences with respect to the study topic.

Secondary sources refer to a wealth of published and unpublished articles available from government departments, research organizations, the presses and various other agents' .The secondary sources also comprise government policies and relevant documents, project file,

various types of plans, organizational charts, statistics, procedure manuals, training manual and reports. In addition, relevant and recent information from different websites was included in this study.

3.4. Sampling Techniques

Sampling method owing to the constraints of time, resources, and the size of population and the nature of study, I used sampling method in the following ways.

The sample of the study is obtained from the target schools found in Bole sub-city. Concerning the sampling techniques, simple random sampling is used in four classifications; from teachers, supervisors, directors and students. This is because; in simple random sampling every individual in the population have the same chance of being selected for the sample. In line with this Kothari(2004) says simple random sampling provides each and every items of the population equal chance of inclusion in the sample. By using random sampling technique, quality education focal persons are chosen in reference to their responsibility to educational activity in their jurisdiction. That is, they have direct relation with the issues under study and can provide their insight and share their experience. The numbers samples of students and teachers in each center are proportional to their population.

3.5. Instruments for Data Collection

In order to collect the required data the researcher used both quantitative and qualitative data collecting instruments. These tools include closed and open ended questionnaires, interviews, and focus group discussion. The data collecting instruments were piloted and validated before the actual survey is conducted.

3.5.1. Questionnaire

Questionnaires were administered as a major device to gather primary data using series of question that seek: personal information about the respondents themselves and their opinions, ideas and perceptions about the problems at hand. It is also employed as it could incorporate diverse item of question (close and open) in order to explore issues in-depth. Besides, it enables

the researcher to cover more areas there by addressing large numbering of respondents in an economical manner. Two type of questionnaires are administered separately one for teachers and principals, and the other for students.

Generally, the questionnaires are made to have two parts with all items consisting of both close and open ended types. The first part was in both cases designed to seek personal information of respondents while the second part assess possible challenges and to measure quality of education. The questioners are prepared in English for all respondents.

3.5.2. Interview

Interviewing is necessary when we cannot observe behavior, feelings or how people interpret the world around them Kothari(2004) Such idea implies that attitudes of persons are possibly extracted by systematic approaches of the interviewer in coincidence with the interviewees with regard to the interview. Structured and unstructured interview questions are set to be held some points on quality education from teachers, supervisors and principals.

The interviews are held considering conducive time for interviewees with the conception of positive tendency to provide tangible information about the issue at hand. Interviewees' answers were written by the researcher on paper since the interviewees were reluctant for electronics.

3.5.3 Focus Group Discussion (FGD)

According to Kothari (2004) the use of FGD tends to the production of opinions expressed and exchanged in very day life and tool for reconstructing individuals' opinions more appropriately. FGD is also held with teachers from the same schools using unstructured questions to enable them express all feeling. The participants for the discussion are taken from different departments at the same school. After introducing the purpose of the research, discussions are held. In the meantime, data are taken on notebook. Female and male teachers are made to involve purposively because they are supposed to have familiarity in dealing with education quality. The respondent teachers are forwarded possible solution to the challenges they encountered.

3.6. Procedure of Data Collection

Data from interview and FGD are gathered with informed consent of participants. Each of the participants personally contacted and discussions are also held on the purpose of the study in order to make sure that the participants are willing to involve in the study. They are told that the information obtained will be kept confidential. The focus group discussions are held in a classroom. Most of the questionnaires for students are distributed in the classroom physically- in the presence of both the researcher and classroom teachers.

3.7. Validity and Reliability of Data Gathering

The use of triangulation is for the purposes of reducing bias that may be inherent in a particular data source or method of construction Kothari (2004). It is for this reason that there is interchangeable use of qualitative and quantitative designs as a triangulation approach. Bias is minimized through this due approach and conclusions drawn that would be the springboard for further studies. The sample size and study population among others are all carefully set to ensure utmost representation of the variables under the study thereby increasing the validity and reliability of the constructs studied. Moreover, in order to enhance the validity and trustworthiness of the study, various instruments of data collection are used.

The data are collected;

1. Through questionnaires
2. Through an in depth interviews
3. Referring to files and the documents
4. Finally through conducting discussion with groups

3.8. Method of Data Analysis

In this study, mixed approaches (quantitative and qualitative methods) are employed to analyze the information collected from different data collecting instruments from the aforementioned sources. The responses obtained from close-ended types questionnaires are analyzed using percentage by the help of tables. Data gathered from open-ended questionnaires, interviews questions and FGD are narrated qualitatively. Generally, the data obtained during the study are organized, sorted, analyzed and interpreted by using percentage, table, text graph and chart.

3.9 Ethical Considerations

Regarding ethics in this study, I used the principles of openness and honesty. I clearly and openly informed my participants regarding the aim of the study. I also informed the participants that participation in the research is voluntary and they can withdraw from the research at any time. I look at most care to secure anonymity and confidentiality of the views and perspectives of my research participants.

Chapter Four

Presentation and Interpretation of the Data

The data analysis is presented into two sections. The first part of the questionnaire, which consisted of the personal (background) information of the sample population involved, presented in terms of sex, qualification, and years of services. Section two consists of the analysis and interpretation of the main stud- the assessment of the quality education in government school-the case of government secondary schools in Bole sub-city. The analysis and interpretation given is based on the data collected using the different instruments (questionnaire, interview and focus group discussion).

4.1 Background of the Respondents

In order to provide a clear image about the subjects involved in the study, some of their major characteristics are represented.

Table 1: Characteristics of the respondents

No	Items		Directors (principals)	Teachers			Students	
			No.	%	No	%	No	%
1	Sex							
	Male	8	80	65	81.3	13.5	50	50
	Female	2	20	15	18.7	135	50	-
2	Qualification							

	B.A/B.SC	-	10	100	80	100	-	-
	Master	-	-	-	-	-	-	-
3	Age							
		15-20	-	-	-	-	-	-
		21-25	-	-	-	-	170	100
		26-30	-	-	29	36.3		
		31-35	-	-	45	56.3	56.3	
	Above 35 years	5	50	-	-	-	-	
4	Work experience							
		0-10			76	95		
		11-12	6	60	4	5		
		21-30	4	40	-	-	-	-
		Above 30 years	-	-	-	-	-	-

*here principals included the vice principals

As shown on the above table, the majority of the teachers of the respective schools are male. 65(81.3%) of the teachers are male. Whereas, 15(18.7%) are female teachers. This indicates that the number of female teachers is by far less than that of male teachers. Half (50%) of the students are males and the other half (50%) female students; in order to give both sexes equal chance of participating in filling the questionnaires.

Regarding qualification, all the teachers (100%) are first degree holders. The quality that the teachers possess is one of the major factors that affect quality of education. Regarding this, UNESCO (2009 a) mentioned that teachers will teach their own best in area which they are knowledgeable, have effective materials and techniques.

As to ages of the respondents, 270(100%) of students are between age group 15-20. Whereas 29(36.3%) of teachers are in age group 21-25 years of age, 45(56.3%) of the teachers are in the age group 26-30 years and 6(7.4%) of teachers are in the age 31-35. There are no teacher participants above 35. This implies that most of teachers in the selected schools are in the age of young hood. But it does not necessarily mean that being young by itself is a guarantee for effectiveness of a teacher in implementing an educational program. However, 5(50%) of the directors are in the category of a group between 31-35 and 5(50%) of the directors are above 35 years.

Concerning the working experience 76(95%) of teachers have between 0-10years' work experience. Thus, teachers may lack knowledge which is obtained from experience. Meanwhile,

6(60%) of the directors have work experiences between 11-12 and 4(40%) of the directors have between 21-30 years experiences.

Table 2: Supervisors (Background) secondary schools

No	Item	Supervisors	
		No	%
1	Sex		
	Male	4	80
	Female	1	20
2	Qualification		
	Diploma	-	-
	B.A/B.SC	5	100
	Master	-	-

As shown on the table 2, the majority 4(80%) of the supervisors are male and 1(20%) is a female. This reveals that the number of female supervisor is by far less than that of male supervisors. Regarding qualification, all the supervisors are first degree holders.

Figure 1: Total respondents

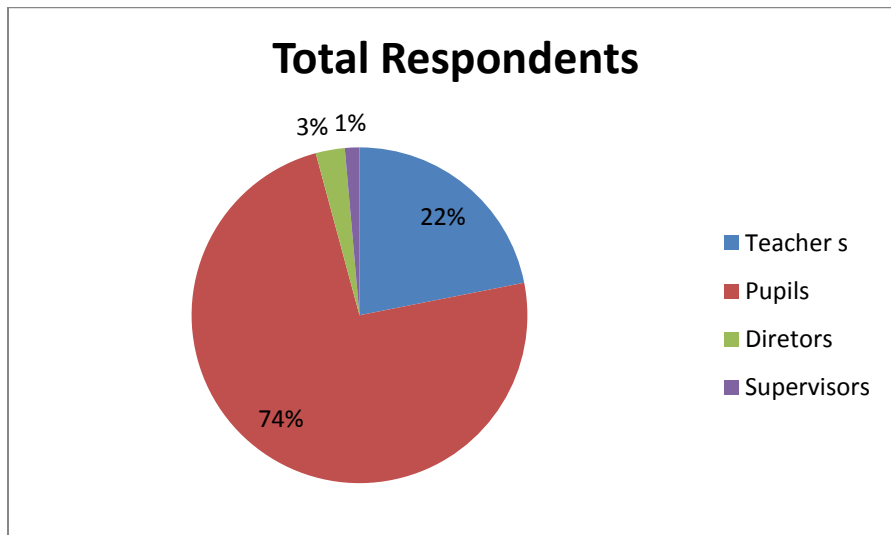


Figure 1 (the pie-chart) shows the sample of the study drawn from the target population of school principals, teachers, students and supervisors. Of the total sample respondents, 10(3%) are school principals, 80(22%)are teachers, 5(1%)are secondary school supervisors and 270 (74%) are

pupils. The number of pupils is made bigger than the other groups because their questions are fewer compared to those of the other groups. Furthermore, the idea was necessary for consistency checking since pupils are not used to interviews.

4.2. School Management Competency Issues

School management issues in this particular study address issues that have direct impact on quality of teaching learning process to ensure quality of output. The school management plays a significant role in teachers' effectiveness. One of the school management roles is creating effective relations with teachers. If those relationships are not good they will have negative effects on teachers' performance. In the schools where this study is conducted, the majority of the respondents of teachers, and students indicated in their responses to question 1 that their management rules and procedures are not supportive (for detail see table 3 and table 4 and the next explanation).

Table 3: Teachers ‘and Directors’ responses on School Management issues

No.	Indicators(items)	Directors										Teachers									
		1		2		3		4		5		1		2		3		4		5	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	The management rules and procedures are supportive to the teaching learning process and the teacher student interaction in the classroom	-	-	-	-	-	-	2	20	8	80	18	22.2	32	40	-	-	20	25	10	12.5
2	Teachers and students are represented in administrative structure	-	-	-	-	-	-	-	-	10	100	-	-	-	-	-	-	50	62.5	30	37.5
3	The management of the school evaluate the students' performance	-	-	-	-	-	-	8	80	2	20	9	11.3	9	11.3	-	-	41	51.2	21	26.2
4	The management of the school gives timely fed back	-	-	-	-	-	-	10	100	-	-	18	22.5	60	75	-	-	2	25	-	-
5	The management allow teacher to participate in the academic decision	-	-	-	-	-	-	10	100	-	-	64	80	16	20	-	-	-	-	-	-
6	The school's leadership show high commitment for education excellence	-	-	-	-	-	-	5	50	5	50	40	50	40	50	-	-	-	-	-	-

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

Table 4: Students' responses on School Management issues

No.	Indicators(items)	Students									
		1		2		3		4		5	
		No.	%	No.	%	No.	%	No.	%	No.	%
1	The management rules and procedures are supportive to the teaching learning process and the teacher student interaction in the classroom	38	14.1	130	16.3	4	1.48	51	18.9	47	17.5
2	Teachers and students are represented in administrative structure	-	-	-	-	-	-	183	67.8	87	32.2
3	The management of the school evaluate the students' performance	140	51.9	110	40.7	20	7.4	-	-	-	--
4	The management of the school gives timely fed back	170	62.9	50	18.5	-	-	21	7.8	29	10.7
5	The school's leadership show high commitment for education excellence	208	77	30	11.1	-	-	17	6.3	14	5.2

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

* Based on table 3 and table 4, the five scales of measurement have been condensed into two for more clarity and easy analysis and interpretation. Strongly agree and agree are condensed into agree and strongly disagree and disagree are condensed into disagree.

As shown by tables 3 and 4, school management issues in this particular study addresses issues that have direct impact on quality of teaching learning process to ensure quality of output. It constituted 5 different items on evaluation and monitoring of achievement of school goals, participatory decision making, qualification and competence to management, management rules and procedures, and timely feedback and school periodical assessment which are common to all participants. The over percentage and frequency of items are presented in the above tables.

The result in table 3 reveals that, responses of directors representing in agree for the first item performance indicator is found to be above the average. That is, 10(100%) directors agreed on the issue. On the same variable performance indicator, agree responses of teachers which is below average, 40(62.2%) responses of teachers disagree on issue is obtained as evidence from the data. The students in responses to item1 in table 4, indicate that the management rules and procedure are not supportive or, aligned into disagree and the responses of agree are below the average which is 30.4%. Therefore, the support of the rule and procedure for the teaching learning process is much less than the expected.

In addition to this result, as it can be seen from table 3 for item 2 (Teachers and students are represented in administrative structure), 80(100%) teachers responded agree. Similarly, all school directors (100%) responded agree for the same item. The students responded for the same item is found to be 100% agree. However, many teachers' responses from open-ended questionnaire indicated that the teachers and students are represented but they have no power in decision. They stated that teachers and students have chance to participate only in certain limited issues such as students discipline and on some school events. Moreover, the results from interview and FGD supported these responses of the teachers. For instance, some teachers during interview indicated that there are some problems between the management and at least some staff members. This view was also substantiated partly by one of the participants' teacher who said.

“We are sometimes hesitant to speak up when the school management infringes our rights due to coercions and poor relationships.”

One of the supervisors, on his part has added the following about the relationship:

“unless the school management listens teachers’ grievances and take appropriate corrections, I can say that they are walking blindly.”

In line with this some FGD, stated that most of the time the principals are not willing to talk to some of us. Actually, they are not professionals and they are not nominated by the staff. They minister the needs of higher officials, not the staff members. Principals should respect teachers’ right but this does not seem the case as the above explanations indicate. On the contrary to the reflection by the teachers, principals argued.

We have problems with some teachers who have long years of experience. They try to be against some changes going on around. Sometimes, they do not accept our decisions. They always speak against whatever comes from offices even for the good of the schools.

Under such circumstances where teachers blame principle and vice versa, problems are likely to occur. Principals’ problems affect teachers’ performance on quality and this becomes serious problems when school principals and teachers blame each other.

Furthermore, in relation to other school management issues as it can be seen from the table 3 the responses are given by the teachers are found to be disagree while the responses given by the directors indicated the revers. The responses of the directors are not supported by the students(see table 4).The students responded for the same questions as they are disagreeing. For instance, the results of the responses given by teachers and students for question 5 and 6 similarly align into disagreement opposite to the directors.

Hence, under such circumstance from the schools which the research is conducted, it is the difficult to ensure the quality of teaching. The quality of any education is influenced by a multitude of factors and among which school management issue is the significant factor for the quality of teachings offered. The quality of education cannot be effectively implemented without the participation of the stakeholders, mainly teachers and students (Ruskin, T1997). Effective and efficient management of secondary school is often challenging. The most effective management in teaching schools, are likely to use flexible and innovative organizational system that require a high level of planning and managerial attention.

To sum up, according to tables 3 and 4, interviews and FGD responses, statistical and argument responses difference are observed between the principals and others (students and teachers). The students and teachers have similar opinion about school management problems. This in turn could probably suggest that schools management system is not favorable for students and teachers in each of the selected schools. Hence, it is the difficult to ensure the quality of teaching where there is no common understanding among principals and the other stakeholders. Besides to this based on previous tables and reflections in interview and FGD, one can conclude that even through the level of agreement varies from school to school or respondents to respondents, in all schools there is no clear school management structure which involves the stakeholders to ensure the quality of education. For instance, schools with no clearly identified strategies in place and no involvement of teachers and students in decision making areas, it is difficult to manage the quality of the education and as a whole and teaching learning process in particular. The main stakeholders in education are students and teachers who know well be affected by what their school management do on daily basis. Therefore, ignoring these groups form decision making area by itself may affect the quality of teaching learning process.

4.3 Availability and Relevancy of Educational Facilities

Educational facilities in this particular study refer to class size, laboratories, latest books and journals available and relevant equipment in accordance with practical aspects of the subjects.

Table 5: Teachers and Directors responses on matters on Availability and Relevancy of Educational Facilities

No	(indicators) Items	Directors										Teacher									
		1		2		3		4		5		1		2		3		4		5	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	The school has sufficient facilities	1	10	2	20			3	30	4	40	43	53.7	27	33.8	-	-	10	12.5	-	-

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

Table 6: Students’ responses on Availability and Relevancy of Educational Facilities

No.	(indicators) Items	Students									
		1		2		3		4		5	
		No	%	No	%	No	%	No	%	No	%
1	The school has sufficient facilities	210	77.8	55	20.3	-	-	5		1	1.85

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

* Based on table 5 and table 6, the five scales of measurement have been condensed into two for more clarity and easy analysis and interpretation. Strongly agree and agree are condensed into agree and strongly disagree and disagree are condensed into disagree.

Item 1 in tables 5 and 6 is related to education facilities. The results in table 5 and 6 indicate that all selected respondents responded differently about educational facilities. 70 (77.5%) of teachers believed that their schools have no enough facilities. The overall responses of teachers in percentage about education facilities still falls 77.5% in disagree. Similarly, 270(100%) the responses of students have shown that their schools have no enough resources. However, 7(70%) of the directors do not accept this ideas. Directors argue that the schools have the necessarily facilities but teachers and students are not using them properly.

In reveres to this argument, teachers clearly show the problem during the interview. The response of this group’s respondents enumerated a number of problems such as large class size, very limited laboratory facilities, lack of latest books and journals. They said that these are the major chronic problem of their schools. Moreover, in the case of this study, the participants reflected that in all items concerning educational facilities there is clear differences between principals and teachers. The fact is that the top manager is the suppliers of these materials while teachers are daily users of those facilities. This showed that the demand and supply of educational facilities did not match at least in the demand side.

From the responses of teachers, and students one can say that shortage of appropriate educational facility is affecting the quality of education offered in Bole sub-city government secondary schools. This is because lack of the availability of relevant facilities are limited the effectiveness of the teachers and the students.

In support of this all supervisor during an interview, they stated as follow:

“.....there is insufficient facilities for conducting teaching learning process in our sub-city’ secondary schools.”

According to FGD respondents, teachers from the selected school have commitment and interest to use educational facilities such as teaching aids there is shortage of those facilities.

Therefore, one can deduce that in Bole sub-city government secondary schools, lack of relevant and adequate educational facilities adversely affect the quality of education.

4.4 Teaching and Learning Process and Teachers’ Qualification and Competencies

Table 7: Teachers and Directors responses on matters on Teaching and Learning Process and Teacher Qualification Competencies

No	Item	Directors										Teachers									
		1		2		3		4		5		1		2		3		4		5	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	The school has experienced and competent staff(teachers and councilor)	1	10	9	90	-	-	-	-	-	-	-	-	-	-	-	-	60	75	20	25

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

Table 8: Students’ responses on Teaching and Learning Process and Teacher Qualification Competencies

No	Item	Students									
		1		2		3		4		5	
		No	%	No	%	No	%	No	%	No	%
1	The school has experienced and competent staff (teachers and councilor)	80	29.5	70	25.9	40	14.5	60	22.2	10	3.7

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

* Based on table 7 and table 8, the five scales of measurement have been condensed into two for more clarity and easy analysis and interpretation. Strongly agree and agree are condensed into agree and strongly disagree and disagree are condensed into disagree

Learning is defined as process by which knowledge or skill has been achieved through reading, listening speaking, observation and practicing. It is a social behavior unique with human beings Learning as an intellectual activity is elusive to determine the degree at which it is acquired. Teaching and learning process activities take place in and out of the classroom (Samoff, J. (2007).

The teaching and learning which takes place in the classroom needs positive relation between students and teachers, and effective use of teaching methods by the teachers. However, supervisors 5(100%) supervisors who are interviewed responded that teachers deliver most lessons in a traditional way such as lecturing and question and answer methods. Similarly teachers who are interviewed on the same issue stated that they do not use student center methods frequently due to large class size and lack of resources. For instance, teachers’ responses revealed that fieldtrips, problem solving or analysis methods of instruction are not

often used due to the aforementioned reasons. However, directors refused teachers' arguments and identify teachers as non-passionate, inexperienced and incompetent for student-centered instructions in their response for the open-ended questions. But, the responses of the teachers during interview indicate as is they were qualified and highly competent in contradiction to directors' views.

The students responded on item 1 in the above table 8, on the schools' teachers' qualification and competency issue against the opinion of the teachers. That is, 210 (77.7%) students responded disagree for the item. All, 10(100%), directors responded in close-ended question that they disagree about the competence of teachers.

Even though, there is a difference in responses on item 1 among teachers, students and principles, it is possible to infer that there is a shortage of skilled, experienced and competent teachers to use different methods like student center. This fact reveals that problems related to teachers' skill and competencies are the problem of the schools which is affecting the quality of education. The concern for method is based on the philosophy that student centered methods enhance individual participation and subsequently different potentialities are developed.(UNESCO,2009a)

4.5 Teachers' Training

Training plays a significant role in teachers' performance.

In the section the study tries to assess the existing reality related to teachers' training

Table 9: Teachers' and Directors 'responses on teachers' Training

No.	Element	Directors										Teachers									
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
13	Ongoing training available	-	-	-	-	-	-	-	-	10	100	30	37.5	38	48	-	-	7	8.8	5	6.2

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

* Based on table 9, the five scales of measurement have been condensed into two for more clarity and easy analysis and interpretation. Strongly agree and agree are condensed into agree and strongly disagree and disagree are condensed into disagree.

As it can be seen from table 9 regarding teachers' training, the majority of the respondents - 68(85.5%) of teachers, teachers have no in-service training. However, by the responses of the open-ended questions some teachers questioned the relevance and importance of trainings rather than their number. All respondents of teachers agreed that there is budget. But about 60(75.5%) of them responded that even though there is budget, it is not enough to finance for administrative issues and other trainings.

Contrary to the teachers, 10(100%) school directors stated there are trainings. This implies directors believed that they have are giving the necessary trainings for the teachers especially on school improving program.

In addition to lack of relevant and important trainings, trainings offered for teachers are poorly designed and organized. This has been stated by one of the teachers as follows:

Trainings offer nothing other than creating opportunity of sharing experience with fellow teachers. Trainers are not qualified enough to train teachers of many needs.

The description entails that there are problems with the training in the school at least in the department the above teachers has joined.

4.6 Drop out and Repetition

Table10: The magnitude of Dropout and Repetition in secondary schools of the study area

Years	Drop out	Repetition
2012	5.3%	34%
2013	4.0%	30.3%
2014	3.13%	27.5%

Sources: Bole Sub-city education office (summary of three years annual report in 2007)

The table10 shows that there is a decrease in the percentage of students who dropped out and repeated in the years. For instance, here is a decrease in the percentage of dropouts and repeaters in 2013 than 2014.

However, the change is not satisfactory. As an evidence, the study area dropout rates for 2012, 2013, 2014 academic year were 5.3, 4.0 and 3.13 percent respectively (see table 7), are above the national average dropout rate in secondary schools for towns and cities which have 2, 2.2 and 2.1 percent for the same academic years respectively (MoE, 2013/14). Moreover the number of students repeated in the same class is still large. Thus, to minimize the above problems of the schools, all stakeholders should work together further.

One of the objectives of the schools is to reduce wastage (dropout and repetition rates). The participants of the study reflected that teachers are carrying out activities that help to decrease drop and repetition rates. The schools principals forwarded.

Before some years, the trend was that teachers were not concerned about those teachers' responsibilities. Now teachers are aware of their role in this respect and acting to reduce dropouts and repetitions.

Teachers also expressed their effort during the group discussion as:

Teachers were so concerned about and they also stated as they are giving great attention to reduce dropout and repetition and they also mention as they are using different mechanism to decrease the problems.

However, teachers don't use active learning (student center) frequently citing different reasons such as large class size and shortage of time. In line with this, one of the teachers explained it as

Though we have difficulties in using active learning and continuous assessment due to large number of students in a class, we give them assignments and home works frequently. This is better than giving them only mid exams and final exams. They are achieving better and number of repeater is becoming less.

The above description shows that teachers are working towards reducing repetition rates. The graph which I observed in the schools also shows that dropout and repetition rates are decreasing in the schools. But the average rate of the sub-city still is large compared to the standard.

7. Promotion and Incentives

Table 11: Teachers and Directors responses on matters on Promotion and Incentives

No.	Items	Directors										Teachers									
		1		2		3		4		5		1		2		3		4		5	
1	Promotion and incentives	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
		-	-	-	-	-	-	-	-	10	100							60	75	20	40

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

Table 12: Students' responses on Promotion and Incentives

No.	Item	Students									
		1		2		3		4		5	
1	Promotion and incentives	No.	%	No.	%	No.	%	No.	%	No.	%
		40	14.8	36	13.3	-	-	160	59.2	34	12.5

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

* Based on table 11 and table 12, the five scales of measurement have been condensed into two for more clarity and easy analysis and interpretation. Strongly agree and agree are condensed into agree and strongly disagree and disagree are condensed into disagree.

In order to look at the basic research questions, it is important to have a better understanding of the current school promotion and incentives issues in this particular study. From the table 11 and 12, item 1 assessed about students, teachers and other staff members whether they are provided with incentive and motivation for their positive contribution or not. All teachers(100%) agree in the presence of incentives and motivations. Similarly all directors 10(100%) agree that they do have motivation mechanism for those who excel. The majority of students or 194(71.7%)

students supported this idea. Therefore, the results shows there is promotion and incentives in areas in which the study conducted. However, one the participants of FGD replied to the argument as:

.....for quality of education promotion of students and teachers are so crucial but in our school there is incentives but it is not enough for motivation.....

Supporting this view, interviewed teachers revealed that promotion and incentives proved as given for their contribution by the schools but it is not yet enough. Moreover, there are even teachers who have bitterly complained on insufficiency of incentives for additional qualification and extra duties. This dissatisfaction affects the teaching learning process. Some teachers' opinion is expressed by a teacher as:

There is no room for incentives for extra duties despite presence of extra duties...

The explanation indicates that a system is not enough developed to give incentive for teachers who devote much time on additional duties. Generally, regarding promotion and incentives, teachers need promotion and recognition of their activities. Promotion and recognitions motivate and help teachers to carry out their duties successfully.

On contrary to teacher, some directors said there is enough for their duties. Therefore, there is gap between interest and supply. Thus, the researcher can be deduced, promotion and incentives should be creating motivation and competition among the participants in the schools otherwise it is so meaningless.

4.7 Analysis of Major Significant Factors Affecting Quality of Education

In this section, shortage of qualified and competent man power, lack of adequate education facilities and the quality of students joining secondary school were analyzed to predict the major significant factors that affect the teaching offered in secondary school as shown from the findings which are emanate from responses of questionnaires.

Despite, differences in responses of interview questions on items observed among the respondents it is possible to conclude that shortage of qualified and experienced teachers are affecting the quality of the education. Beside to those factors, the majority responses of items 18

in open ended question (list some of the major problems faced by the school in which you teach), demonstrate that it is lack of adequate educational facilities, lack of supportive management, lack of competent and experienced teachers and lack of motivation and training are the major significant factors affecting quality of education. In conforming to this, majority of teacher respondents as we have seen above the role of the school management is significant but the finding shows the support or the role of the management is not great as it expected in the selected areas.

To sum up, the study has identified the following is the major challenges in the realization of quality in Bole sub-city government secondary schools are lack of school facility, lack of experienced man power, lack of good relationship between teachers and principals and high, high class size and repetition rate

4.9 Suggestions of the Respondents

This section included the suggestion given by the respondents for improvement of quality of education in the school. The suggestions are:-

1. Education environment should be become safe, supportive and welcoming for all students.
2. Democratic culture should be cultivated in the schools
3. Different evaluation performance should be enhanced in the schools.
4. Teachers should be show strong effort to make the curriculum meaningful, inclusive and appropriate to development stage and needs of the students.
5. Relationship between the school community and principal or management staff should be good
6. Schools have to be governed by effective and efficient school leadership.
7. Making school environment attractive by providing sufficient school materials teaching aids, trained teachers etc.
8. Students should be supervised.
9. All of the teachers have reported that further training is necessary.
10. Schools should established continuous (habit) of contact between teachers, parents and school management.

Chapter Five

Summary, Conclusion and Recommendation

This chapter consists of three sub sections. The first sub section deals with the general summary. The next parts presents conclusion drawn from the findings and the last one presents alternatives solutions recommended to as to case the problems encountered the corner of quality education

5.1 Summary

The objective of this study was to assess the quality education on government secondary schools in Bole sub-city. In order to attain these objectives, the following basic questions were raised and answered in the course of the study

1. Are input and process factors, academic qualification and teaching methods affect the quality education?
2. What are roles of school management on the quality education?
3. What are roles of teachers and students on quality education?

Questionnaire, interview and FGD were used to collect data from five different government secondary schools of teachers, students, directors and also other stakeholders. The collected data were analyzed through percentages and frequencies.

The findings obtained from the analyzed data shown the following

concerning school management, School the management are not participatory, especially the primary stakeholders such as teachers and students are not involved in decision making areas these issues created problems in common understandings about school administration issues to ensure the quality of education. Teachers responded that they have no favorable attitude towards school management

Regarding competency of the top principles majority of the schools responded that the competency and qualification of the top management is not acknowledged to ensure the clear management structure and provide conducive teaching environment.

Regarding training 60 (75.5%) teachers have responded that they had not received in-service training about the content of their subject. But they indicate there is an annual budget for training.

Regarding qualification of teachers, all (100%) are first-degree holders. As observed in the study, the majority of the teachers were meeting requirements, i.e. for secondary schools teachers could have teachers with a minimum of first-degree holders.

Regarding teaching experience and competences, most of the teachers have an experience of below 6 years in areas of teaching. Thus, sometimes they are not capable enough to manage their class. The implication is that even though the nature of teaching needs industry-based experience.

Concerning the availability and relevancy of educational facilities, in all the selected schools there are no adequate and relevant teaching-learning facilities. This problem forced most of the institutions to depend on theoretical teaching processes rather than practical work. Regarding instructional facilities, the majority of teachers and students indicated that there is a poor supply of instructional materials, while 70% of directors reported that there are sufficient necessary instructional materials.

Concerning dropout and repetition, dropout and repetition rates are decreasing in the schools. But the average rate of the sub-city is still large compared to the standard.

5.2 Conclusion

Based on the analysis made in the preceding section of the findings of the study, the following conclusions have been deduced:

The problems of school management, like incompetence of principals in providing a conducive teaching environment and incompetence of teachers to utilize existing materials, can be regarded as moderately affecting the quality of education.

The teaching facility gap concerning the nature of education and the poor quality of the teaching-learning process, and lack of commitment of students joining the schools, are found to be among

the most significant root cause of quality decline as understood from the respondents of each school in this particular study..

The findings of the study also indicated that the teaching by secondary schools is not meeting its target as schools are suffering from lack of quality of inputs and process as a significant factor to promote quality of the education system.

Shortage of resources and budget and lack of incentives have limited the effort of teachers and this in turn limits the changes sought at school level.

The study further concludes that there are good effort to minimize drop out and repletion in the school. However, there efforts are affected by constraints/problems such as shortage of budget, lack of incentives, poor trainings and lack of experience.

5.3 Recommendations

From the findings of the study, it has been noted that there is a need to recommend a remedial needs to mitigate the significant factors affecting the quality of education. The recommendations are also helpful for an attempt that secondary education to establish the new secondary qualification frame work levels.

The recommendations for warded in this particular study are include:

- The work of quality is best achieved when it is practiced collaboratively. Thus, all stakeholders have to share what they have learn one from the other, and work hand in hand to achieve better in the future than in the present.
- Schools management should be participatory and the director should be those equipped with knowledge.
- To minimize shortage of resources in the schools need must be properly assessed and utilize needs must be properly assessed and utilize materials equipment plan and economic order quantity which could facilitate the ordering point and time.
- Schools should look for the quality and relevant of teaching material in accordance with the curriculum designed for each of subjects.
- Continuo trainings and workshops should be prepared by the right persons, who are well skill, have knowledge better than other.

- High schools teachers have to be responsible to try their own best for enhancing quality of education. They have to be committed interested and should be energetic to stand against the challenges as much as possible.
- To school principals and supervisors should give strong support to the students and the teachers.
- The researcher highly recommends it the staff in school develops commitment and awareness to quality education and tries to share their experience with other schools.

Finally, the researcher would be like to recommend further studies with a wide scope at regional and national level in order to gain in depth understanding of the major factors affecting the quality of education at input and process level which are the basic area to determine the quality of output.

References

- Adams, D. (1993). Defining educational quality. Improving Educational Quality Project Publication #1: Biennial Report. Arlington, VA: Institute for International Research
- Adedeji, S.O. & Bamidele, R.O. (2003). Economic Impact of Tertiary Education on Human Capital Development in Nigeria. In Human Resource Development in Africa. Ibadan; the Nigerian Economic Society. Selected Papers for 2002 Annual Conference
- Ahimbisibwe, F. (2009, February). The New Vision. Retrieved 04 11th, 2011, from the new vision Uganda's leading website:<http://www.newvision.co.ug/D9/183/672141>
- Ayalewshibeshia(1991) approach to educational organization management. Addis Ababa. Addis Ababa university printing presses
- Bell D; Mcbridge P & Wilson G 1994. Managing quality. Oxford: Butterworth-Heinemann.
- Bergmann, H. (1996). Quality of education and the demand for education .London: Rout led.
- Bernard, A. (1999). The child-friendly school: a summary. Paper written for UNICEF:New York
- Bray M, Clarke PB & Stephens D 1986. Education and society in Africa. London: Edward Arnold.
- Carron , G. and Chau , T.N. (1996). The quality of secondary schools in different development contexts. Paris: UNESCO.
- Danks S 1996. Business studies. New York: Letts Educational.
- Dare, A.L. (2005). 'Indicators of Quality'. A paper presented at the National Consultative Workshop on Educational Quality Implementation in Low Income Countries
- Deming WE 1986. Out of the crisis. Cambridge: Cambridge University Press.
- Greenwood M & Gaunt HJ 1994. *Total quality management for schools*. London: Cassel.
- Harvey, L. (1995) Editorial: The quality agenda. *Quality in Higher Education*, 1 (1), 5-12
- Harvey, L. and Knight, P. (1996). *Transforming Higher Education*. Buckingham: Open University Press.
- Kothari(2004). Research methodology , New daily, New Age International (p)Ltd
- Miller V 2001 .The new definitions of standards in American education. Washington: The Heritage Foundation. UNESCO (2004). *Indicators of Quality and Facilitating Academic*

- Mobility through Quality Assurance Agencies in the Asia-Pacific Region. Bangkok: UNESCO and Thailand National Accreditation Council.
- Ministry of Education, 2002. The Better Schools Program: A manual on resource centers: Module C. Addis Ababa: Ministry of Education. Workshop on Educational Quality Implementation in Low Income Countries.
- MoE (Ministry of Education) -HESO (2004). Report of the Higher education: Addis Ababa :(unpublished material)
- (2008). *Ethiopia: Progress Towards Achieving the Millennium Development Goals: Success, Challenges and Prospects*. Addis Ababa: Federal Democratic Republic of Ethiopia System Overhaul Committee. Addis Ababa: Federal Democratic Republic of Ethiopia.
- Mulkeen, A. (2005). *Teachers for Rural Schools: A Challenge for Africa*. Working paper. Biennale on Education in Africa (Libreville, March 27-31, 2006). Association for the Development of Education in Africa.
- Natarajan S 1993. Introduction to economics of education. New Dehli: Sterling.
- Publication #1: Biennial Report. Arlington, VA: Institute for International Research
- Ruskin T 1997. *School improvement series*. Northwest Regional Educational Laboratory: <http://www.nwrel.org/scpd/sirs/9/So35.html>
- Sallis E 1996. Total quality management in education. London: Kogan Page.
- Samoff, J. (2007). Education Quality: The Disabilities of Aid, *International Review of Education*, Vol. 53 Nos. 5 & 6
- Satijia, B. R. 1998. Value Education Trends in Education. Anmol Publication, Pvt.Ltd. New Delhi, India. pp. 394-427
- Sifuna, N., D. 2007. —The Challenges of Increasing Access and Improving Quality”. *International Review* 53: 687.
- UNESCO - United Nations Educational, Scientific and Cultural Organization (2005) The Quality Imperative. EFA Global Monitoring Report 2005. UNESCO, Paris, France.
- UNESCO (2009a) Teachers and Educational Quality: Monitoring Global Needs for 2015. Published by UNESCO Institute of Statistics. Retrieved 25 October 2009 from www.uis.unesco.org.

----- (2009b) Education for All Global Monitoring Report 2009 *Overcoming inequality: why governance matters: Retrieved 25 October, 2009 from www.efareport.unesco.org*

UNESCO (2012) Youth and Skills: Putting education to work. EFA Global Monitoring Report 2012. UNESCO, Paris, France

UNESCO Working Group on Education Sector Analysis, 2000 Ethiopia: An Inventory and Overview of Education Sector Studies in Ethiopia 1998 – 2002

UNESCO (2006). Growth and expansion of secondary education for sub Saharan in Africa. Published by UNESCO Institution of statistics.

UNICEF 2002. A review of evaluations of UNICEF education activities (1994-2000).

Paris: UNICEF

Wardsworth HM; Stephens KS & Godfrey AB 2002. Modern methods for quality control and improvement. New York: John Wiley and Sons

Yin CC 1996. School effectiveness and school-based management London: Flamer Press.

Appendix- A

Addis Ababa University

School of Graduate Studies

Questionnaire to be filled by directors

Introduction: The purpose of this questionnaire is to collect basic data to study major factors affecting the quality of education in selected government secondary schools.

Educational qualification /Dip/BA/MA/PhD/

-----Work experience -----position

Please write number for the following items appropriately based on the following information:

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

strongly dis agree=1

Matters related management issues, curriculum infrastructure and Resources,

1. The management rules and procedures are supportive to the teaching learning process and the teacher -student interaction in the classroom.
2. Teachers and students are represented in administrative structures
3. The management of the school evaluates the students' performance
4. The management of the school gives timely feedback
5. The management allow teacher to participate in the academic decision
6. The school's leadership show high commitment for education Excellence.
7. The school has experienced and competent staff(teachers and councilor)

- 8. The school encourages and rewards teachers and supporting staff
- 9. Supervision of the school is periodically done
- 10. The school has sufficient facilities
- 11. Latest book, magazine, newspapers are available in the library
- 12. Ongoing training is available for teachers and other staff members
- 13. The school has developed quality assurance policies
- 14. The experience of the students has impact on the their performance
- 15. The school encourages and reward best performer teachers and students

Open ended questions

16. Does the your school organized short term training for its staff ?.....If say how often and in what topic ?If not what are the difficulties that hinder the school from

doing so? _____

17. In your opinion to what extent are the necessary educations facilities present in the school?

18. Please list some of the major problems faced by the school in which you teach

19. Please give suggestion for improvement of the quality of education in the school

THANK YOU SOMUCH FOR YOUR COOPERATION

Appendix- B

Interview Guide for Teachers, principals, and supervisors

1. What does it mean by the term quality of education?
2. Can you describe in your own words ‘what quality of secondary school education is all about?’
3. What are the elements that can be used to describe quality of secondary school education?
4. Can you explain how quality can be improved in secondary school education?
5. What makes secondary school education need improvement? Explain
- 6 .What is your role in improving quality in your school and subject area? Explain
7. What are the roles of other actors (such as teachers, students, parents) in improving quality of secondary school education? Explain
8. What do you think you’re working can improve the quality of secondary school education?

9. What do you consider to be the barriers to the quality of education in Secondary Schools?

10. How can dropout rates be reduced in Secondary Schools?
11. How can repetition rates be reduced in Secondary Schools?

5. The management allow teacher to participate in the academic decision
6. The school's leadership show high commitment for education Excellence
7. The school has experienced and competent staff (teachers and councilors)
8. The school encourages and rewards teachers and supporting staff
9. Supervision of the school is periodically done
10. The school has sufficient facilities
11. Latest book, magazine, newspaper is available in the library
12. Ongoing training is available for teachers and other staff members
13. The school has developed quality assurance policies
14. The experience of the students has impact on the their performance
15. The school encourages and reward best performer teachers and students

Open ended questions

16. Does the your school organized short term training for its staff ?.....If say how often and in what topic ?If not what are the difficulties that hinder the school from

doing so?_____

17. In your opinion to what extent are the necessary educations facilities present in the school?

18. Please list some of the major problems faced by the school in which you teach

19. Please give suggestion for improvement of the quality of education in the school

THANK YOU SOMUCH FOR YOUR COOPERATION

- 7...The school has sufficient facilities
8. Latest book, magazine, newspaper is available in the library
9. The experience of the students has impact on the their performance
10. The school encourages and reward best performer teachers and students

THANK YOU SOMUCH FOR YOUR COOPERATION

DECLARATION

I. The undersigned, declare that this thesis is my original work and has never presented for a degree in any other university and that all sources of materials used for the thesis have duly acknowledged

Name _____

Signature _____

Date _____