

The Implementation and Challenges of School
Improvement Program in Government Secondary
Schools of Oromia Special Zone surrounding Finfine.

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This is to certify that the thesis prepared by Dereje Hofosha, entitled: The Implementation and Challenges of School Improvement Program and Submitted in Partial fulfillment of the requirements for the Degree of Masters of Arts in Educational Research and Development Complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

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Abstract

This study was instigated by the fact that even though school improvement program (SIP) was being implemented with observable challenges like inadequate participation of stakeholders, lack of experience and skills among school principals, low coordination of school community that might have hindered the program from achieving its objectives in secondary schools in the zone and its successful implementation is labeled as pivotal concern for overall students' achievement, no conclusive study has been conducted concerning it in this zone.

The main purpose of this study was, therefore, to assess the implementation of school improvement program and thereby to identify the major challenges that affect its proper implementation, and finding solution to ensure the success of SIP in Oromia Special Zone Surrounding Finfine Government Secondary Schools (OSGSS).

In order to achieve this purpose, mixed design -both quantitative and qualitative approach was employed as research method in the study. The study was conducted in four secondary schools from a total of 14 secondary schools in sampled 'woredas' and town administrations. Out these, one school was randomly selected while the other three secondary schools were selected by available sampling technique since there was only one secondary school in each rural and town administration. Teachers and students were selected by simple random sampling technique whereas the School principals, supervisors, woreda education office heads, PTA and SIC members were selected by purposive sampling techniques. To gather data, questionnaires, interviews, FGD observation and document reviews were employed. After the data were gathered, analysis was made by organizing in tables and computing using frequencies, percentage, mean value, standard deviation, t-test and chi-square. The findings of study indicated that the extent of teachers', students' and parents' participation in planning and implementing SIP was low; the mechanism through which monitoring and evaluation practiced to support SIP implementation was not in position to effectively run SIP. Furthermore the level of participation of community members to offer necessary support was low. In addition most of activities across the four domains were implemented at moderate level and students' achievement was also improved at moderate. Hence from the result of the study the overall implementation of SIP was moderate. Shortage of budget, insufficient school facilities, inability of school improvement committee to properly play their role, inadequate planning, low involvement of stake holders in the implementation of SIP and inadequate monitoring and evaluation were major factors that negatively affect SIP implementation. To alleviate the problems and to improve quality of education it was suggested that WEO should allocate adequate budget and schools should design income generating mechanism, fulfill school facilities, making active participation of stakeholders on planning and SIP implementation, making school committee functional and strengthening monitoring and evaluation on school improvement program implementation.

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Table of Contents

Contents	Page
Lists of tables	vii
Lists of acronyms.....	viii
CHAPTER ONE: Introduction.....	1
1.1 Background of the Study	1
1.2 Statement of the Problem	2
1.3 Objectives of the Study	5
1.4 Significance of the study	5
1.5 Delimitation of the study	6
1.6 Limitation of the study	6
1.7 Definition of operational terms	6
CHAPTER TWO: Review of related literature	7
2.1 The concept School Improvement Program (SIP).....	7
2.2 School improvement initiative in Ethiop.....	8
2.3 Components of General Education Quality improvement Package (GEQIP)	9
2.4 The domain of school improvement program.....	10
2.4.1 Learning and teaching domain	10
2.4.2 Safety and conducive learning environment domain.....	11
2.4.3 Community involvement domain.....	11
2.4.4 Leadership and managing domain.....	13
2.5 The need for school improvement program.....	14
2.6 Principles of school improvement.....	15
2.7 The role of school partners in implementing school improvement program.....	15
2.8 The role of School improvement team in the implementation of SIP	16

2.9 Practices and problems of school improvement program	17
2.9.1 Practices of school improvement program.....	17
2.9.2 Problems for school improvement program implementation	18
2.10 School grant as factor influencing school improvement program	20
2.11 School facilities as factor influencing implementation of SIP.....	21
2.12 Monitoring and evaluation as factor for school improvement program.....	22
CHAPTER THREE: Method of the study.....	24
3.1 Design.....	24
3.2 Participants	24
3.3 Instruments.....	26
3.4 Procedures of data collection.....	27
3.5 Methods of data analysis	28
CHAPTER FOUR: Presentation, analysis and interpretation.....	29
4.1 Introduction	29
4.2. General characteristics of the respondent	29
4.3. Analysis of SIP planning and implementation	33
4.3.1 Planning of SIP implementation	33
4.3.2 The extent of SIP implementation.....	36
4.3.2.1. Involvements of stake holders on SIP implementation.....	38
4.3.2.2 School improvement plan implementation in four domains.....	40
4.4. Monitoring and evaluation practices of SIP implementation.....	50
4.5 Evaluation of students achievement after school improvement implemented.....	54
4.6 Challenges for the implementation of school improvement program (SIP).....	56
CHAPTER FIVE: Summary of findings, Conclusion and Recommendation.....	60
5.1 Summary of findings.....	60
5.2 Conclusions.....	63

5.3 Recommendations.....65

References

Appendixes

List of Tables

Tables	Page
Table 1: Size, of population and samples of students and teachers by schools.....	25
Table 2: Sex and age distribution of respondents.....	30
Table 3: Qualification, grade level and experiences of respondents.....	31
Table 4: First semester students respondent result (2004 E.C)	32
Table 5: Responses of respondents on planning of SIP implementation.....	34
Table 6: Respondents responses on the SIP implementation concerning to budget Allocation.....	37
Table 7: Respondents response concerning to involvement of stake holders on SIP implementation.....	38
Table 8: Implementation of school improvement program related to teaching-learning domain.....	41
Table 9: The response respondents on safety and conducive-learning environment.....	43
Table 10: Responses teachers and students on leadership and management domain.....	45
Table 11: Responses of teachers concerning to leadership and management domain.....	46
Table 12: Responses of respondents related to community participation domain.....	48
Table 13: Respondents response concerning to monitoring and evaluation.....	51
Table 14: Evaluation of student's achievement after SIP implemented.....	54
Table 15: The academic achievement of grade 10 students in national examination.....	55
Table 16: Reponses of respondents regarding to challenges for SIP implementation.....	57

Lists of Acronyms

EIC	Educational Improvement Commission
ELIP	English Language Improving Program
EMIS	Educational Management Improvement System
ESDP	Educational Sector Development Program
FGD	Focus Group Discussions
GEQIP	General Education Quality Improvement Package.
IQEA	International Quality Education for All
MOE	Ministry of Education
OEB	Oromia Educational Bureau
OSGSS	Oromia special zone Government Secondary Schools
SIC	School Improvement Committee
SIP	School Improvement Program
TDP	Teacher Development Program
WEO	Woreda Educational Office
ZEO	Zonal Educational Office

CHAPTER ONE

1. Introduction

1.1 Background of the Study

Education plays a significant role in sustainable socio-economic and political development that lends itself to transformational advancement in a country. It also fosters citizens' acquiring new quality knowledge, attitude and skills that capacitate their competence and realize the over all country's development. It is based on this fact that Ethiopia has given due attention to the educational sector as part of the millennium development goals and transformation of the country's economy.

Improving Quality of Education for All (IQEA) is the result of international school improvement program which focuses on the improvement of teaching learning by improving the main agents of schools. Hopkins (2002), the IQEA project is fundamentally based up on central premises that emphasize the fact that without an equal focus on development of capacity, innovative work quickly becomes marginalized. This indicates that merely focusing on improving some areas (partial improvement) is not guarantee to the school improvement. Rather the entire system needs to be given emphasis and treated well to bring quality of education and to realize school improvement.

Stoll and Fink (1996) suggested that school improvement should be the activity of each school. In line with this, Barnes (2004), has confirmed that even the highest ranked schools will always need improvement because the condition under which learning environment of the children always need change and improvement. Thus, schools must improve their basic functions such as teaching-learning process, empowering all stakeholders along with active participation in the improvement effort as well as creating conducive learning conditions and improving leadership.

Therefore, the question how we can realize this school improvement is seen as a specific area in educational research. Supporting this idea, Hopkins (1994) asserts that school improvement is a strategy for educational change that enhances student's outcomes as well as strengthening the school capacity for changes.

The overall objectives of education delivered in the school are to shape the generation and produce ethical citizens'. To meet this objective, MOE has issued General Education Quality Improvement Package (GEQIP) for general educational program which was formulated in 2006 and has been implemented as a package since 2007. The package comprises six major pillars called programs. School improvement program as one of the major components of the package is geared towards the improvement functions of schools. It has been developed on the assumption of realizing the improvements in the overall practices of schools and student's achievement. Hence, for the success of school improvement program, schools need organized support in various forms and thus the concerned bodies should empower them to implement the program in a successful way.

In this regard, it is believed that schools are the formal agencies for education where the future citizens are shaped through the process of teaching and learning that promote all students develop their potentials to a great level (Aggrawal, 1985; Dodd and Kontal, 2002).

In Ethiopia, the school improvement program was launched in 2006 to improve the quality of education through enhancing students learning achievement and outcomes (MOE, 2006). This requires the effectiveness and commitment of all the stakeholders, particularly teachers and the school leadership and management. However, Harries in Hopkins (2002:19) has noted 'the difficulty to change school management, arrangement and working culture as a challenge to implement school improvement program in developing countries.' Thus, for the success of school improvement, it needs to identify the barriers so as to take corrective measures on time. The above idea initiated the researcher to investigate the implementation and challenges of school improvement program in government secondary schools of Oromia Special Zone Surrounding Finfine.

1.2 Statement of the Problem

Now a day's quality of education has been found to be the challenges of many, especially in developing countries including Ethiopia. Undertaking different educational initiatives is an important dimension to assure the quality of education. Hence, School improvement becomes one of the major educational initiatives that many countries have developed and implemented to realize the provision of quality education (Plan international, 2004).

According to JRM (2004:8) as cited in ESDPII (2005:7) the quality of education needs to be improved in order to enhance completion rates, maintain the confidence of parents in school system and increase students' results. On the other hand, lack of coordination of donor and government processes with respect to planning and implementation, weak program management and implementation capacity, lack of sufficient qualified teachers are some of the problems in realizing the goals of education. In Ethiopia, the General Education Quality Improvement Package (GEQIP) has been implemented since 2006. However, there are concerns on the success of the expected quality education because of various reasons. There are lack inadequate and skilled educational leader ship, resource scarcity, resistance of stake holders to implement the initiatives and other limitations in implementing the package (MoE, 2006).

In order to solve the aforementioned issues to bring quality of education, grater emphasis has been given to quality enhancement in ESDP III (MoE, 2004). To sustain the expected quality of education, therefore, MoE designed General Education Quality Improvement Package (GEQIP) in 2004/5 that has six programs. They are school improvement program, teacher development program, curriculum improvement program, information communication technology development program, leader ship and management program, civics and ethical education program.

Oromia Special Zone Surrounding Finfine is one of the Zones in Oromia Regional State where General Education Quality Improvement (GEQIP) in general and school improvement program (SIP) in particular was being implemented. However, no study has been conducted on the implementation and challenges of SIP in the schools of this zone.

On the other hand, the researcher has observed some of implementation problems that hinder the program from achieving its objectives in secondary schools. Some of these were inadequate participation of stakeholders, lack of experience and skills among school principals, low coordination of school community to implement the program and others.

Thus, the purpose of this study was to provide scientific findings on the implementation of the school improvement program (SIP) and assess challenges in implementing the program in secondary schools in Oromia Special Zone Surrounding Finfine.

Accordingly, the study intended to answer the following basic questions;

1. To what extent teachers, students and parents participate in school planning development and implementation of SIP in Oromia Special Zone Secondary Schools?
2. To what extent monitoring and evaluating mechanisms are used for implementation of SIP in school?
3. Is there a significant difference in students' overall achievement after school improvement program was implemented?
4. What are the major factors that affect the implementation of SIP in Secondary schools of Oromia Special Zone?
5. What possible actions would alleviate problems of the implementation of SIP in Oromia Special Zone Secondary Schools?

1.3 Objectives of the Study

The general objective of the study is to assess the implementation of school improvement program in government secondary schools.

The specific objectives of the study are to;

1. asses the extent of teachers', students' and parents' participation in school planning development and school improvement program implementation .
2. find out the level of monitoring and evaluating mechanism in implementation of SIP in Schools.

3. find out the level of improvement of students' achievement after school improvement program applied
4. explore the major factors that affect the implementation of SIP in school.
5. identify the possible solutions/recommendations that address the school and concerned bodies to improve the implementation of SIP in school properly.

1.4 Significance of the Study

The study has the following significances.

- It may help to provide information on the major factors/challenges of secondary schools SIP implementation for zonal and woreda educational leaders, curriculum developers, governmental and non-governmental organizations and other stakeholders.
- It may provide possible solutions for the problem encountered in the implementation of SIP in secondary schools.
- It may initiate other researchers to deal more about the existing problems in depth and replicate the study to other zones.

1.5 Delimitation of the Study

This research would be more conclusive if it has been carried out at regional level. However, because of financial problem and time constraint, it is delimited to study the implementation and challenges of school improvement program in four selected secondary schools out of fourteen secondary schools in Oromia special zone.

Moreover, as mentioned earlier, this study focuses on investigating Participation of teachers, students and parents in planning and implementing SIP, monitoring and evaluation mechanism, evaluation of students' achievement after SIP has been implemented and challenges of SIP implementation in government secondary schools of Oromia special zone surrounding Finfine.

1.6 Limitation of the study

Due to time and financial limitations, the researcher had to be limited only to the above mentioned schools. The other limitation was that some of the woreda education office heads were busy in engaging in various meetings and some PTA heads and SIC committee members in other businesses ,it was not easy to get them for an interview and. However, the researcher tolerated the problems and repeatedly communicated with them going to Woreda education office and schools and conducted the interviews and attempted to make the study as complete as possible.

1.7 Definition of operational terms.

The researcher tries to define the following terms according to the context utilized.

Factors affecting school improvement program: refers to factors that influences school improvement program. Such as involvement of stake holders, school facilities.

School improvement program:-is a concept focused in increasing the academic performance of students by conducting self-evaluation on various school domains by improving learning input and the following process (MOE, 2006).

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

CHAPTER TWO

2 Review of Related Literature

The study mainly aimed at assesses the implementation and challenges of SIP in secondary schools of Oromia special zone surrounding Finfine. In order to study an attempt was made to review related literature and summarizes studies of pervious researchers which are related to the implementation and challenges of school improvement program. The literature organized by referring previously done essays papers, books and internet sources.

2.1 The General concept of School Improvement Program (SIP)

Conceptualization of schools and school system is the fundamental issues to be discussed in the context of school improvement. Schools are institutions that can prepare children to contribute to the better of society in which they operate, by equipping them with knowledge, attitude and skills important to society. They are essentially places where all students to learn. Schools therefore, are charged with responsibilities for delivering more effectively the most important educational services teaching and learning (Dimmock, 2000).

They are expected to cater to the needs of all students through polices of inclusion at a time to assume their responsibility more successfully, schools should improve their overall practices. The process of making schools effective is a core of what is called school improvement. Jeilu (2010:173) states school improvement is an activity to improve the input and process in order to improve teaching learning and students result .In this context school improvement is not only about the outcome, but also the importance of input. school improvement is commonly defined as the general efforts to make schools better places for pupils to learn in and the distinct approach for educational change that enhance students outcome as well as managing change .Hopkins, et al, (1994:3) This definitions implies that school improvement is the process to make the school a place that attract the pupils to stay in it to learn and success in their education.

School improvement is making schools better places for learning which relies on changes at both level and with class rooms, which in turn dependent on school being committed to fulfilling the expectation of children and their parents. It is a systematic approach that improves the quality of education (Plan international, 2004).

According to educational improvement commission (EIC, 2000) a school improvement plan is a road map that sets out the changes a schools needs to make to improve the level of students achievement and show how and when these changes will be made. The ultimate objective of the process is to improve student's achievement levels by enhancing the way curriculum is delivered, by creating a positive environment for learning and by increasing the degree to which parents are involved in their children's learning.

In general, as it was mentioned above, school improvement is a combination of planned, continual and coordinated efforts made both within and out of classroom and school levels to change factors that are related to students learning with the ultimate goal of maximizing the level of learners' achievement and school capacity to manage change.

2.2 School improvement initiative in Ethiopia

Even though there are remarkable achievements in access, the quality of education in Ethiopia has encountered serious problems. Among the evidences that show the prevalence of the quality problems in education are the results of national learning assessment, in this concern assessment of ESDP III the national primary and secondary learning examination results researcher on the implementation of curriculum of education the students achievements for most subjects below average (MOE,2005).In line with these the (MoE,2007) identified the following factors relating to low students out comes, school management and organization, availability of text books, curricular and instrumental materials and language instruction.

Therefore, in order to solve this and other related problems MoE has proposed the General Education Quality Improvement program package (GEQIP) to improve quality of education and enhancing students achievements.

2.3 Components of General Education Quality improvement Package (GEQIP)

The draft GEQIP 2007 shows that the reform package, the general education quality improvement package (GEQIP) encompasses 4 key areas of intervention. The teacher development program (TDP), curriculum improvement, leadership and management and the school improvement program and two complementary packages; Civic and ethical education information communication technology.

A key recommendation of the education sector annual review meeting in 2007 was that, MOE and Development parents work together to implement GEQIP through a pooled funding mechanism. During the annual review meeting MOE 2007 the proposed program will support the implementation of the first four of the six components of the GEQIP namely: Teacher Development Program (TDP) including English Language Improving Program (ELIP), Curriculum, text books and Assessment: Management, and Administration Program with an education management Information System (EMIS) sub-components and School Improvement Program (SIP) with a school grants. The need for the program according to MOE (2006:8) is to make schools accountable for parent's community and government so as to improve student's achievement. It also responsible and accountable educational personnel working at different level of the educational system.

As the document of GEQIP (2007) indicates the SIP components consists of two sub components school improvement Program (SIP); and the school grant program. The document further describes the main objectives of components as improving the capacity of school to prioritize needs and to develop a school improvement program, enhance school and community participation in resource utilization decisions and resource generations; improve the government capacity to deliver specified amount of school grants at the woreda level and improve learning environment by providing sufficient resources to schools.

2.4 The domain of school improvement program

School improvement domains are key areas of concern for improvement activities in which its main focus is enhancing students learning outcome. It serves as a frame of reference coordinating activities, planning, monitoring and evaluation etc of school tasks. The domains of SIP vary from country to country based on their priorities. For instance, MOE (2006) and ACT (2009) divided school domains into four categories.

According to ACT the four domains of the school; includes; learning and teaching, leading and managing, conducive environment and community involvement. The domains represent the four key areas in which school improvement takes place. They describe the essential characteristics of an effective school .the form a structure with which school can review question and analyze their systems and process (ACT, 2009).

2.4.1 Learning and teaching domain

The learning and teaching domain describes the context in which the curriculum is delivered high quality learning occurs when teachers make appropriate decisions about what is taught, how to engage students in meaningful experiences and how progress will be assessed to inform future action. some educators claim good teaching cannot be defined because the criteria differ for every instructional situations and every teacher.

Harris, A(2002) states that, while it cannot be denied that there are conditions at school level which can make class room improvement more possible, there teaching-learning process the main determinant of educational out comes. Fulan (1992) in Harris, A.(2002)have stated that school improvement research highlights the center of teaching learning in the purist of sustained school improvement. Curriculum is the issue that should be taken in to account in the process of teaching-learning process. In development and implementation of curriculum, teachers are the fundamental agents and direct in an institutional delivery and evaluation of the curriculum.

2.4.2 Safety and conducive learning environment domain

The student environment describes the promotion of positive and respectful relationships which are stable, welcoming and inclusive in safe and productive learning environments

students willingly engaged and participate in the broad range of learning opportunities. They contribute to decisions about their learning and their contributions are valued. In a safe school is secure and disciplined environment personal and school property are not subject to theft, destruction, students and staff respect each other and behave in ways that contribute to effective teaching and learning.

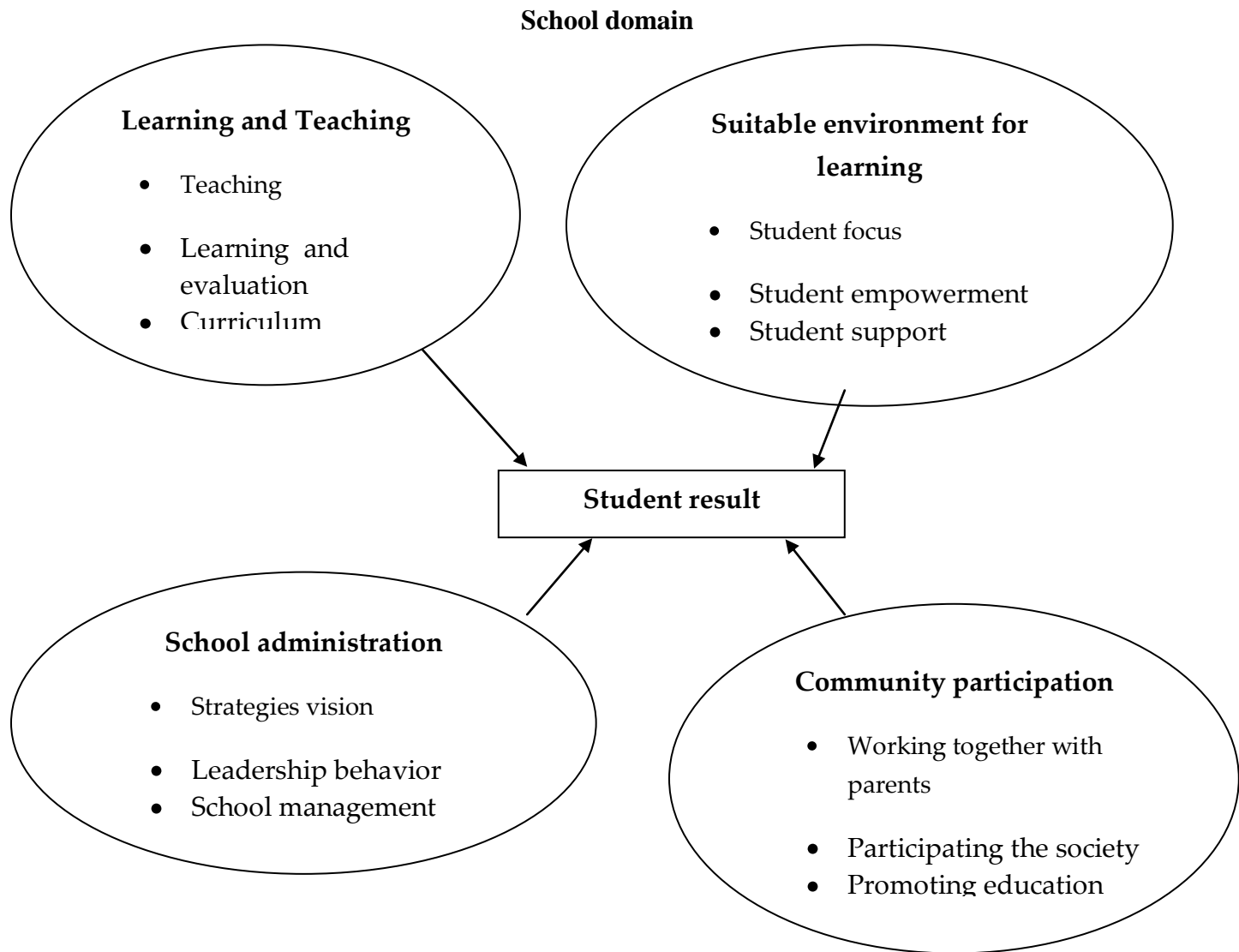
Hence, safe conducive climate and health school environment plays significant role for school improvement.(MoE,2006) states school environment consists of students focus, students empowerment and students support and decisive domain for the implementation of school improvement program.

2.4.3 Community involvement domain

The community involvement domain describes the development quality, ongoing, community partnerships and networks. Schools are responsive to community expectations,, suitable environment for learning ,school administration and community participation. Community involvement in educational affairs is one of the most over used but least understood concepts in developing countries. Community participation is a process through which stake holders influence and share control over development initiatives and the decision and resource which affect them.

Kruger,A.G.(1996:83), has also indicated the following activities as a means for parents to get involved in schools; helping children with homework, fund raising; maintenance building and grounds; transporting of pupil's; Organizing functions at school helping with extracurricular activities and supporting school activities. Several reports on community involvement indicate that the school in general and teachers and students in particular benefit a lot from the involvement of the community in the issue of schools.

The relation between these school domain and its constituent elements that affect students learning outcomes presented in diagram (MOE, 2006).



As shown above, the domains are interrelated and have the same core issue or objective which improving student's results. Therefore, the main objective of school improvement initiative and successful implementation of the school domains are enhancing student's achievement.

2.4.4 Leadership and managing domain

The leading and managing domain is considered with communicating a clear vision for a school and establishing effective management structures. Leaders set directions guide the school community alignment of its purpose and practice. Effective leadership within the school is collegial student centered and teachers focus promoting a collective responsibility for improvement.

Harris and Linda Lambert, (2003) described the concept of leadership by explaining the leadership is an enacted variable depend up on interactions between leader follower and Context. South worth (2004, P.1) also noted the relationship of leadership and context when he states that; Leadership is contingent upon environmental and contextual factors. One characteristics that marks out successful leaders of school to their ability to understand the contexts in which the operate .Leadership is a shared functions and only expresses itself with and through others. But it cannot delegate .The expansions of leadership is empowering others to lead and improve schools.

In empowerment as Arcaro, (1997:14) states:-“People are encouraged to be open, creative, and innovative in finding new ways to work within the system enable everyone to achieve the system wide vision” leadership a critical and essential variable in the process of generating capacity for school improvement. It builds capacity for individuals to flourish and for schools to continually improve and change.

School leadership plays a great role in implementing school improvement programs. To implement school improvement programs effectively and sustainably school leadership capacity has to be enhanced. Hopkins *et al*, (2001) in Harries *et al*. (2003:122) point out school capacity is the collective competency of the school to bring about effective change in four components .namely, knowledge, skills and dispositions of individual staff; a professional learning community in which staff work collaboratively; program coherence, and technical resource. School principals empower others to lead and the serves as catalysts for changes (Harris and Linda Lambert, (2003:38-39). Hal linger and Heck, 1996 (in Harris et al.2003) indicate four areas in which head teacher influences the school. The first is through establishing and conveying the purposes and goals of the

schools. A second through the inter play between the schools organizations and its social network. A third is though influence over people and fourth is a relation to organizational culture. Successful change leaders articulate a vision for their schools so that everyone articulates a vision for their school. So that everyone understands the vision shares authority, responsibility and accountability to accomplish it (Lovis and Miles, 1990 in Harris And Daniel Muijes 2005:15).

2.5 The need for school improvement program

School improvement is an important aspect of the school system. It contributes a lot of the efficiency quality of educational provision. As indicated in MOE (2007b) and ACT Government (2004) school improvement helps to create a learning environment that welcomes all learners. It enables teachers to be responsive to the diverse learning needs of students in their teaching learning approaches. Moreover, school improvement is essential to enhance the involvement of parents and the community in school activities and to improve the effectiveness of the schools management. The importance of implementing SIP as indicated in school improvement guide line are: first, it will enable to improve the teaching process by systematically increasing the competency, efficiency and motivation of teachers and the management through various techniques(mutual teaching, by correcting weakness by self-evaluation and developing strong unity by exchanging experiences and the realistic practical training...etc).Second, increases students for education and improving the necessary resources for education and to create suitable condition for learning. Third, it increases the participation parents and community and their feeling of responsibility by increasing their awareness regarding education and fourth it provides quality of education by providing the necessary resources through the coordination of the community, non-governmental organizations, humanitarian agencies and religious organizations, in addition to assistance provided by the government (MOE, 2006).

Besides, effective school improvement program minimizes wastage of educational resources by reducing class repetition, dropout and improving the learning capacity and academic achievement of students (MOE, ,2006).

In generally, school improvement helps to realize the provision of quality education for all children by making the overall practices and functions of schools more responsive to the diverse needs of students.

2.6 Principles of school improvement

School improvement process is a systematic approach that follows its own principles. Luneburg and Ornstein (1991:294) have listed the following guiding principles that need to be followed in school improvement process

- Schools should employ a set of goals and missions which are easy to understand.
- Students achievement must be continuously checked and evaluated
- Schools need to help all students especially the low achievers need to be tutored and enrichment program should be opened for high talented students.
- Principals and staff should be actively involved in continuous capacity building to update their knowledge, information and to develop positive thinking.
- Every teachers needs to contribute to successful implementation of school improvement program.
- Teachers must involve actively in staff development by planning implementing it.
- School environment has to be safe and health.
- School community relationships should be strengthened so that community and parents need to involve in SIP implementation; and
- School leadership should be shared among staff, students and parent.

2.7 The role of school partners in implementing school improvement program

Schools exist within the context of parents' community, school districts, others educational organizations and institutions, and levels of government .each of them have an impact on school and though school of pupils. The partners that contribute for the school improvement described by Stoll and Dean Fink (1996) include parents, community pupils and school district and the others. If schools create a strong sense

partnership with parents, they contribute a lot to pupil's success. They support schools by providing their knowledge, skills and resources. The school surrounding community should support schools in various aspects.

The community has to participate in school development programs and has to make financial and material support. Pupils have to be involved in decision making of school development programs and they have to be encouraged to take responsibility in day to day routine work in class room level. School districts support schools in providing equitable and purpose full distribution of resources not only monetary but also human material and psychological support. There are other partners such as nongovernmental organizations (NGO), charitable organizations, universities etc that could support schools in their improvement efforts.

2.8 The role of School improvement team in the implementation of SIP

School improvement is work that requires collaborative efforts of stake holders, form plan preparation through implementation and evaluation. To begin with school improvement process the first step should be establishing school improvement committee/team. Barnes (2004:5) suggest that the way to start school improvement is to create a school improvement team and the team is a group of people who work together to develop lead, and coordinate the school improvement process. Accordingly, he pointed out the characteristics of effective school improvement to be small size representative group, coordinate effort and commitment task. According to the same author the responsibility of school improvement team/committee includes: meet with each other members of the school community to inform them of self study and its objectives and process: obtain the input of faculty and staff and incorporate in to self study process, collect data, meet regularly to discuss progress, make preliminary conclusions and reflect on what data shows ,as well as on the process itself; assist with documentation and evaluation of self study ;and assign and negotiate collection tasks with in school community (Barnes, 2004).

The committee members are comprised of teachers, management personnel, students, parents and community and the principal of each schools works as the committee chairman (MOE,2006).The responsibilities of school improvement committee in the

document includes; they prepare school improvement plan ,they out line strategies through which the school community contribute substantially to the school improvement; the organize a system which a school community participates in the school improvement program starting from self evaluation to implementation and assessment ;and they implement such systems closely supervises school improvement plan provide the necessary assistance and support; and at the end academic year present a report to the school community on the improvement activities carried out by the school. Based on the evaluation report they inform the schools' status to the local community (MOE, 2006).

The school improvement team/committee conducts school self evaluation that is the starting point to draft school improvement plan it gives direction to what issues should be addressed first and what follows based on the priority given by school leaders, students and parents. School can plan and implement their school improvement programs only when they are aware of their current status in respect to the four domains based on reliable and accurate information and when they design and perform their improvement plan (MOE, 2006).

2.9 Practices and problems of school improvement program.

2.9.1 Practices of school improvement program

In Ethiopia with the intension of improving the quality of education, much effort has been exerted. For instance, during supervision of the program many efforts were made to assess the experience of the best promoting school with in the country and experiences of other countries. Different guidelines and frame works were developed and awareness raising training was conducted at different level (MOE, 2007:47).

Thus the secondary schools are expected to successfully implement the school improvement program. However, SIP is a very wide spread phenomenon and a wide variety of improvement efforts can be found. to be any importance for school effectiveness school improvement should use the school effectiveness, knowledge base and be directed to the application of this knowledge as focused intervention, emphasizing implementation, emphasis outcomes and evaluation techniques to practice school improvement program.

Implementation in the first year: preparation the school improvement unit decides how to implement and guide the frame work. The school improvement committees and all stakeholders of the school will help for implementation of the framework and school preparation; collect evidences regarding the school domains making system survey: regarding current school work efficiency assess the views of stakeholders (students, parents and teachers). It is duties which school engage feedback regarding the four domains of schools using survey decide and reach in agreement by investigating the collected data for school work efficiency. The key stakeholders (teachers, students and parents) should participate in the annual school evaluation.

In this respect the school improvement framework implementation will relate with teaching & learning activities; and prepare plan of the school, the improvement unit, using the result of evaluation will prepare plan for three years and annual plans. The plan incorporates goals of objectives and priorities of the activities.

Implementation of the school plan: implementing the plan will start when the school improvement committee is believed that the plan prepared is ready for implementation. This means that using feedback transfer from the previous plan and new improved plan, follow-up and control the committee itself and other stakeholders will make followed up and control system, report of the implementation, the school improvement committee will present the annual report for the school community and for the responsible bodies.

Implementation in the second year:- schools will evaluate their improvement regarding the goal sets and priorities differentiate where there are new priorities, select where there are standards which are not evaluated, lastly the committee will report the progress of the SIP.

Implementation of the third year:- schools will control then improvement through evaluation; implementation of strategic plan will continue; making follow up and evaluation; schools activities and results will be evaluated and provided feedback by out of school unit using the concrete evidences of the schools by identifying their strengths

and weakness recommendation will be provided and feedback will be reported to the school (MOE, 1999:6).

2.9.2 Problems for implementation of school improvement program (SIP)

The school improvement is complex process which can be challenged by different factors during its implementation. In this respect, Fullan (2001:89-90) has noted that when a new imitative is introduced undoable it will create difficult to both individuals and institutions. Thus for success of the program it need to consider challenging factors prior to the implementation of the program and in due process.

Rendering quality and relevant education to its citizen has been the most challenging concern to all countries. It is even more serious in developing countries like ours. A lot of attempts made in reform and improvement to change endeavor has been facing challenge.

Some of the problems identified by Khosa (2009) include; many schools are dysfunctional, and are not transforming time, teaching, physical and financial resources in learning outcomes. Next curriculum delivery is poor; teachers do not complete the curriculum, and pitch their teaching at levels than those demanded by the curriculum. In addition, district support and monitoring functions are inadequate and in effective. Last but not least, community support of schools are low. To incoing (1999) the major problem that challenge school improvement initiatives include; lacking of providing performance standards for pupils, teachers and staff develop a standard guide system to assess the schools, establish incentive systems encourage self and peer monitoring and evaluation, and promote advocacy and social for quality education.

As summarized by Earl *et al.* (2003) the challenges to school improve attempts are: although pressure is often necessary to focus improvement and push beyond trivial changes. Next, as school improvement networks evolve, the challenge to motivate the involvement of a critical mass of teachers intensifies. Along with the routine challenge of getting staff to “buy in “ we heard about the complications that came from routine changes in staff over time, Besides schools were certainly collecting and trying to use

data in to their planning and decision making. This is an area that appears to need ongoing and focused attention for all schools.

Generally, the main challenge in school improvement everywhere in the world that not much powerful and sustainable change happens in schooling is inability to make it happens in classrooms .Although many of the SIP initiatives were related to teaching and assessment practices. We heard little to suggest that class room practices were being transformed in ways that would lead to improve students' learning (Earl *et al.*, 2003).

Stoll and Fink (1996:55) indicates lack of commitment or reluctant to change as the major challenges to success of SIP as to Anderson (1992:84) among others reluctant to change can happens due to lack of a awareness on the purpose of the intended change, lack of knowledge and skills needed to make the change, and the belief that the changes will not make any difference to them /their students.

As school improvement manual (MOE, 2007:2-3) states about the obstacles of SIP implementation Includes lack of commitment to depart from traditional practices, absence of responsible organized effort at all levels which could direct and monitor the program implementation ,shortage of training ,lack of initiative and good look on the part of some teachers and school leaders, absence of awareness creations among stake holders and absence of clearly stated role about the participation level of each stake holders .Similarly, Harris in Hopkins (2002:19) has noted difficult to change school management arrangement and working culture as challenge to SIP in developing countries. In our case too, school improvement was challenged by lack of necessary input, lack of commitment, low level of motivation, poor leadership and the like are expected challenges in the implementation of school improvement program.

2.10. School grant as a factor influencing school improvement

The ministry of education has begun allocating school grant to support schools improvement program and bring quality education. In 2009 MOE issued a manual to implement school grant previously stated in the bluebook. School grant is an initiative designed by government partners (donors) to be administered by General Education

Quality Improvement Packages (GEQIP).it is designed with the intention to build a capacity to the teaching learning and improve quality of alternative basic education, primary and secondary education of government and public schools MOE (2009).

School grant should be spent to inputs that improve school performance and the quality of education. School grant guide lines specified items that cannot be spent on the given grant to strictly direct the money for improvement and avoid misuse .Accordingly, items prohibited from spending funds of school grant includes; new building class rooms ,teachers' salaries and per dimes, PTA members payment, Television, fuel and weapons MOE(2009).

School grant funds must be used for items that would improve the quality of education at schools .the sources of found is GEQIP from the center that is ministry of education allocated to regions. Allocation of school grant is good start that helps schools to buy necessary in puts to support school improvement endeavors.

2.11 School facilities as a factor of influencing school improvement program

It is known that clean, quiet, safe, comfortable and healthy environment are an important of successful teaching and learning. On this account, scholars suggested that school facilities can affect implementation of school improvement program. Bishop (1995:111) point out there is a relation that exists between school facilities and students learning. The author states that the availability of school facilities such as teaching materials and equipment, laboratory apparatus, specialist work rooms, the media of communication, the design of the class room, the climate of the school have an acceleration or a deadening influence on the students learning.

From Bishop View, therefore, it is clear that school facilities enhance or affect students learning. This in turn that school facilities can affect school improvement program implementation.

2.12. Monitoring and evaluation for school improvement program.

The questions rise in school improvement process like; what does it mean to be improving school? How can it be measured? Needed to be answered and decisions about schools and children are likely to be based on this evidence. This point stretched to the evaluation process of school improvement. Although school effectiveness and school improvement research have been areas of intense activity for several decades, they are, in many ways, still in their infancy (Earl et al, 2003). Certainly, the work that has been done in many different countries extended our knowledge and understanding about ways in which education and the broader community can engage in process to improve school. Goldstein (1998) in Earl et al. (2003) indicate that the academic research community is just beginning to establish some comprehensive models of how school can change to become more effective and to develop research methodologies and analysis techniques that capture the complexity of change. It is imperative that the concept of the school improvement is clearly defined and understood and the measurements used to represent in congruent within the definition. The implication of measuring school improvement is for reaching with regard to the trends in evaluating of school improvement initiatives.

Earl *et al.* (2003:14) describes that:

..... Evaluation process allows us to investigate the trajectory of change in a particular school improvement program as it has developed over more than a decade. We have been fortunate to be able to adopt a contextually rich longitudinal approach by following schools over a period of year as they have engaged in school improvement initiatives, because the evaluation team has been closely involved in from the beginning, we have been able to watch the various stages that the schools go through in implementing major changes.”

This indicates the importance of evaluation is the ongoing implementation of school improvement program. It serves as a means to check how improvement and /or change have adopted in school. Monitoring and evaluation consist in measuring the status of objective or activity against an “expected target” that allows judgment or comparison

(UNESCO, 2006) with this regard, school improvement guide line prepared by MOE has given emphasis monitoring and evaluation.

These includes: conducting evaluation, documentation and reporting activities that are connected with national curriculum evaluation and learning capacity studies supervising improvements in student result and providing assistant as a needed; making sure that teacher and other staff members have developed s sufficient skill in monitoring and evaluation and assessments conducted and using them in plan preparation; supervising the progress (improvement) of students according to the outlined targets; identifying low academic performance in individual student level, section, class level and subject type (MOE, 2006). This shows that monitoring and evaluation is an integral part of school improvement plan implementation.

CHAPTER THREE

3. Method of the study

3.1 Design

The design of the study was both quantitative and qualitative approach. Of the quantitative approach survey method was employed and the data collected by qualitative method was triangulated with the quantitative data. This method helps to gather various kinds of data in relatively minimum resources, to obtain information about the current status of the phenomena and also to know the existing challenges that affect school improvement program implementation in schools.

3.2 Participants

A total of 14 which include six (6) rural woredas and eight (8) town administrations were identified for sampling in Oromia Special Zone Surrounding Finfine. Out of the six (6) rural woredas, however, two of them (Akaki and Baraki) were not included in sampling because there was no secondary school in each of them .

The sample rural woredas and town administrations were selected by simple random sampling. Regarding the sample schools for the study, because one woreda which was included in the sampling had two secondary schools (Tafki and Awash), one, Tafki Secondary School was randomly selected and included in the sample while the other three (3) secondary schools, one from rural woreda (Managasha kolobo) and two from urban (Gelan and Oda Nabe) Secondary Schools were selected by available sampling technique as there was only one secondary school in each of both the rural and town administrations . For all selected schools, therefore, the total number of teachers was 83. Out these, 44 (72%) males and all females 22(100%) teachers of the sample schools were included in the study pertaining to the manageable size of *the samples* . On the other hand, the students Population were 2981 in the sample schools. Out of these, a total of 149(5%) of students, 87 males and 62 females were randomly selected.

In addition, four school directors, four woreda education office heads and four secondary school supervisors were selected for interview by purposive sampling technique.

Similarly, eight parent teacher Association (PTA) members and eight members of school improvement committee (SIC) were included in the study by purposive sampling for Focus Group Discussion.

Generally, a total of 243 respondents were participated in the study. Out of these 149 students, 66 teachers were selected to fill questionnaire, whereas 4 school directors, 4 secondary school supervisors and 4 woreda education office heads were selected for interview, and 8 Parent Teacher Associations members and 8 school improvement committee members were selected for FGD.

Table 1: Size of population and samples of students and teachers by schools.

No	schools	Population						Sample					
		students			Teachers			Students			Teachers		
		M	F	Total	M	F	Total	M	F	Total	M	F	Total
1	Oda Nabe	813	685	1498	27	8	35	41	34	75	19	8	27
2	Managasha kolobo	359	246	605	14	4	18	18	12	30	10	4	14
3	Gelan	145	73	218	11	4	15	7	4	11	8	4	12
4	Tafki	413	245	658	9	6	15	21	12	33	7	6	13
	Total	1730	1251	2981	61	22	83	87	62	149	44	22	66

Source: Oromia Special Zone Surrounding Finfine Educational Office (2004)

3.3 Instruments

Five types of data collection instruments _ questionnaire, interview, FGD, observation check lists and document review were used in the study. Both teachers' and students' questionnaires were designed and employed to determine the SIP implementation and

challenges, specifically, planning, implementation, monitoring and evaluation of SIP, students achievement after SIP was implemented, challenges of school improvement program and possible solutions. Most of the questions were closed ended with five/three/point rating scale because it is a convenient item to record responses and simple for respondents to read and respond. Open ended questions were also used to collect data from both respondents.

In addition, both structure and unstructured interviews were employed for School principals, woreda education office heads, and secondary school supervisors to obtain similar information from the three groups of interviewers which can assure the fitness of the data gained from questionnaire. The reason for using this methods of interview was to permit the researcher to explore issues which might be complex to investigate through questionnaires and to allow better flexibility for interviewer and interviewee that in turn would give him/her better opportunity to explain what he /she feels on the issue more explicitly (Best and kahan, 2003). Moreover it enables to gain detail information about the efficiency of the system. The interview was prepared in English and translated to Afan Oromo and conducted in one to one way by the researcher, and the responses of the interviewers were recorded.

The other information was gathered using observation checklist and document review. The observation checklist was prepared based on the ground of the school facilities and availability of school resources with respect to teaching-learning process and school environment, with rating scale. In addition, document reviews in schools like minutes, school plan, roster and other related documents were seen to check how much schools were practicing and implementing school improvement program.

More specifically, observation checklist and document review were employed to observe the accessibility of classroom and learning facilities, school documents and attractiveness of school environments for learners.

The focus group discussion guide was also used to gather information from SIC and PTA members of each sample school. FGD has been used because it is believed that making

discussions among individuals (more than two) may provoke more ideas to argue and allow the researcher gain more refined data. The relevant points of the discussions were taken by writing on notebook in order to minimize loss of information. Four participants participated in the FGD. The discussions emphasized the challenges encountered in performing SIP in the high schools and how they worked in collaboration with stakeholders.

3.4 Procedures of data collection

The data collection procedure was done based on the work plan of the researcher. Before collecting data from the field, the draft of the questionnaire was examined by advisors and one of educational leadership post graduate student on the area for comment. The comments were included to improve the clarity of statement ,and grammatical and typographical errors. Similarly, before the questionnaire was administered to respondents ,the purpose of the study was explained to them by the researcher. The questionnaire was administered to 149 students and 66 teachers in their respective schools during regular class periods. Of these 140 and 60 students and teachers, were used respectively for the analysis because fifteen (15) questionnaires were discarded as the respondents gave incomplete and inappropriate information. Both structured and unstructured interviews were administered. For interview and FGD, contacts were made with school principals, woreda education office heads, secondary school supervisors, school improvement committee (SIC) and Parent teacher Associations. Therefore, all essential data have been collected for analysis.

3.5 Methods of data analysis

The quantitative data was entered into SPSS following every necessary step and the results have been recorded and organized in terms of tables. Data obtained from school teachers and students were analyzed and interpreted with the help of descriptive statistics like frequency, percentage, mean and standard deviation. The chi-square and t-test were used to check for significant differences between response of respondents about practice and problems of SIP implementation process. The reason to select this statistical tool was believed to be the most suitable measure to describe SIP implementation and major challenges in the schools.

Furthermore, in order to analyze data obtained through interview from school principals, woreda education office heads, secondary school supervisors, gained through FGD from member of Parent Teacher Association (PTA) and School Improvement Committee (SIC), and gathered from observation and document review were triangulated with quantitative data to enrich the analysis and interpretation of the study.

CHAPTER FOUR

4. Presentation, analysis and interpretation

4.1 Introduction

This chapter presents the analysis and interpretation of data collected from Oromia Special Zone Surrounding Finfine Secondary schools (OSGSS). The results of the research were presented and discussed following the research methodologies. This chapter is divided into two parts. The first part discusses the characteristics of the respondents while the second part deals with the analysis of the data in order to propose the main findings in line with answering the research questions.

4.2 General characteristics of the respondents

Regarding the OSGSS from a total of 215 questionnaire distributed 200 (93%) were returned and 15 were not returned. Of these respondents, 60 (90.9%) respondents were teachers and 140 (93.9%) were students. Moreover 4 (100%) school principals, 4(100%) woreda education office heads, 4(100%) secondary school supervisors, 8(100%) school improvement committee (SIP) and 8(100%) parent teacher associations (PTA) were also interviewed.

The major characteristics of the respondents presented in Tables 2, 3 and 4 respectively.

Table 2: Sex and age distribution of respondents

No	Variables		Teachers		Students		Total	
			N	%	N	%	N	%
1	Sex	Male	42	70	81	57.9	123	61.5
		Female	18	30	59	42.1	77	38.5
	Total		60	100	140	100	200	100
	Age	15-18	--	--	125	89.3	125	89.3
		19-25	-	-	15	10.7	15	10.7
		26-35	35	58.3	--	--	35	58.3
		36-45	15	25	--	--	15	25
		≥ 46	10	16.7	--	--	10	16.7
	Total		60	100	--	--	60	100

As indicated in Table 2, among secondary school teachers, 42(70%) and 18(30%) were male and female, respectively while 81(57.9%) and 59 (42.1%) were male and female students respondents, respectively. This showed that in both groups the number of female respondents was less than their male counter parts.

Concerning age distribution of respondents, the teachers respondents were: 35 (58.3%) in the age group of 26-35 years, 15(25%) in the age group of 36-45 years and 10(16.7%) were in the age group of 46 years and above whereas, the age distribution of student respondents, were in the age group of 15-18 years. This revealed that the age distribution for the majority of teacher respondents was between 26-35, and for student respondents was in the age group of 15-18. Thus, it is possible to claim that the majority of both respondents were in the required age group to implement school improvement program.

Table 3: Qualification, grade level and experiences of respondents

NO	Variables	Teachers			Students		Total	
			N	%	N	%	N	%
1	Qualification of teachers	MA	-	-	-	-	-	-
		BA/BSC/BEd	59	98.3	-	-	59	98.3
		Diploma	1	1.7	-	-	1	1.7
		others	-	-	-	-	-	-
	Total		60	100	-	-	60	100
2	Grade level of students	9th	-	-	66	47.1	66	47.1
		10th	-	-	74	52.9	74	52.9
	Total		-	-	140	100	140	100
3	Services years of teachers	≤ 5	4	6.8	-	-	4	6.8
		6-10	23	38.3	-	-	23	38.3
		11-15	14	23.3	-	-	14	23.3
		16-20	8	13.3	-	-	8	13.3
		≥ 21	11	18.3	-	-	11	18.3
	Total		60	100	-	-	60	100

As depicted in Table. 3 the qualification distribution of respondents reveals that all of school teachers (98.3%) were first degree holders except one that had diploma (1.7%). This indicates that there was no significant variation in qualifications among teaching staff members in the schools and the teachers fulfills the standard of secondary school teachers to effectively accomplish the teaching and learning activities in the schools.

Similarly the qualification of school principals, secondary school directors and woreda educational heads were degree holder.

On the other hand, students' grade level shows that (47.1%) students were from grade 9 and while (52.9%) were from grade 10. This indicates that relatively more students were taken as sample from grade 10. This is because they have a long duration in the schools relative to those in grade 9 and so, have better understanding about SIP implementation. With respect to services years of teachers, 23.3% and 13.3% were in the service category between 11-15 and 16-20 years respectively. The majority of the teachers 38.3% were in the service category of 6-10 years. This depicts that more teachers have average years of teaching experience.

Table 4: Document review on students First semester result (2004 E.C)

No	Variables	Students		
			N	%
1	Average marks	Below 50	-	-
		50-59	21	15
		60-69	44	31.4
		70-79	40	28.6
		80-89	26	15.6
		90-100	9	6.4
			140	100

Source: *Rosters of each sample schools. (2004 E.C)*

As shown in Table 4: the average result of respondents that have been taken from first semester mark list indicates 31.4% and 28.6% respondents achieved between 60-69 and 70-79 results, respectively. A few (22%) of respondents achieved high results, 80 and above. This may indicate that the majority of respondent's results were at average level.

4.3. Analysis of SIP planning and implementation

School improvement program is an important process and becomes the dominant approach to educational change which helps to enhance quality of students learning and strengthen schools' capacity for change. Thus, this section deals with how SIP was planned for implementation, the extent of SIP implementation in the school, monitoring and evaluation of SIP, challenges for SIP implementation and mechanism used to improve SIP implementation.

4.3.1 Planning of SIP implementation

Plan is a corner stone for effective implementation of school improvement program. In the process of SIP planning the stakeholders involved include school leaders, teachers, students and parents. So school leadership encouraged all school communities to get involved in the planning SIP for the success of teaching learning processes in the school. The collaboratively planned activities deemed to be effectively implemented since it reduces the possible resistance that could appear against a plan designed by individuals or a few group among the implementers. Planning SIP for implementation seems simple but needs collaborative efforts of all stake holders and commitment of key partners of the plan. In order to implement the program properly, conducting self-evaluation, prioritizing problems, participating stake holders and allocating the resource for the implementation are few to list and focus on. This implication shows that, planning of SIP implementation needs the effort and commitment of school leaders to conduct self evaluation, to identify the focus areas that the school should give emphasis. Similarly, the schools have to prioritize the problem and allocate adequate budget for implementation. Regarding, the items were selected and presented to respondents to be rated on five point rating scale; from very high= 5 to very low= 1. For analysis purpose the mean value was interpreted as > 3.5 high, 2.5-3.5 moderate, and < 2.5 low.

Table 5: Responses of respondents on planning of SIP implementation

No	Items	Respondents			
		Teachers (N= 60)		Students (N= 140)	
		M	S.D	M	S.D
2.1	The extent which strategic plan of the school was prepared on self-evaluation	2.47	1.142	2.40	.803
2.2	The extent to which capacity building training given in light on SIP planning to school community	2.77	1.047	2.84	.964
2.3	The ability of school improvement committee (SIC) to coordinate efforts in developing school improvement plan	2.37	.863	2.34	1.016
2.4	The involvement of stake holders (teachers students and parents) in formulating SIP plan	2.38	0.804	2.35	1.091
Aggregated mean and S.D		2.49	0.964	2.48	0.967
t-value		0.096			

As it can be indicated from table 5, the subjects were asked to respond the extent to which school improvement planning was practiced in schools. The result from the teacher and student respondents revealed that there is a low level of SIP implementation with aggregated mean value of 2.49 and 2.48, whereas capacity building training given on SIP planning to school community as indicated in item 2.2 shows moderate level of implementation with mean value of 2.77 and 2.84 respectively. Moreover, as the calculated t-value in the above table, t-value (0.096) which is less than the critical t-value (1.96) at $\alpha=0.05$ confirms that teachers and students have similar views.

The data collected from document review reveals that in all observed schools three year school improvement plan was developed by the school directors. Besides, their activities do not involve key stakeholders and self-evaluation of schools and prioritizing problems. However, MOE (2006) suggested that school self-evaluation is the starting point to draft school improvement plan, as it gives direction to what issues should be addressed first and followed based on the priority given by school leaders, students, parents and teachers.

Similarly, an interview held with secondary school principals and supervisors depicted that schools did not carry out self-evaluation to prepare three years strategic plan. Only school directors prepare and present for approval by school committee at the beginning of the years. Especially secondary school supervisors stressed that without conducting self-evaluation and identifying specific problems areas SIP implementing is difficult. So it can be deduced that the plan was not put in to action. Therefore, from this it can be concluded that there is no school self-evaluation during preparation of strategic plan in sample schools. Hence, it is clear that inadequate self-evaluation in SIP planning was taken as one of the major constraints that affects implementation of SIP.

As interview result reveals that secondary school supervisors, Woreda education office heads and school principals give capacity building training on SIP planning to school community twice a year; but this is not enough to implement SIP. The training given was especially on GEQIP which includes SIP. Mostly the schools directors explained that the training given was not continuous; the attention given by concerned bodies to these issues is not as should have been; they only left for the schools. From this one can deduce that training given in sample schools were at moderate level. Hence, still it needs more consideration for more success of SIP implementation.

Regarding the ability of school committee to play their role in implementing SIP indicates that some of SIC members coordinate well; whereas some of them lack ability and interest to work collaboratively since they are mostly devoted on their private work. This may be due to lack of awareness creation about the role and responsibility of school improvement committee.

However, Barnes (2004:5) suggested that the role and responsibility of school improvement team/committee was to work together, develop plan, lead and coordinate the school improvement program . This indicates that SIC is the most important one to coordinate and lead school improvement plan implementation.

On the other hand, involvements of key stakeholders (teachers, students and parents) in formulating strategic plan, the interview result shows the level participation differs among stakeholders; it was found that the involvement of teachers was average. The participation level of students and parents were not to the required level. During planning stage the big burden is on the school principals. Similarly, response of FGD indicates the same finding. However, (MoE, 2002:46) stated that school principals are responsible to welcome, encourage and maintain healthy relationship with stakeholders to take part in planning. From this discussion it can be concluded that involvement of stakeholders in formulating school strategic plan was very low. Thus, it is possible to say that the practices of planning SIP by participating key stakeholders were low in secondary schools that affect SIP implementation.

4.3.2 The extent of SIP implementation

The better SIP is implemented in the school, the better students' achievement is realized. Implementation of SIP requires capacity building training, active participation of stakeholders, and budget allocation for the achievement were some of the important conditions necessary for its effective implementation. Education is a cost intensive enterprise that requires significant amount of financial, material and human resource. In recent times, countries allocate funds to schools as per their number of students population "persistently lowest-achieving schools to support rapid improvement" (Perlaman and Redding, 2009).

In order to assess the extent of SIP implementation in school level the following questions were included and the responses are presented as follows.

Table 6: Extent of SIP implementation concerning to budget allocation

No	Items	Responses	Respondents	
			Teachers	
			N	%
2.5	The adequacy of budget mainly for the achievement of school improvement program	High	11	18.3
		Moderate	11	18.3
		Low	38	63.4
		Total	60	100
2.6	The utilization of school grant for school improvement activities as planned	High	37	61.6
		Moderate	16	26.7
		Low	7	11.7
		Total	60	100

As it can be seen in table 6, on the adequacy of budget allocation mainly for the achievement of school improvement program implementation shows 38 (63.4%) of teachers responded low whereas 11 (18.3 %) teachers members rated high. This reveals that adequacy of budget allocated mainly for school improvement program was low. An interview held with school principals also confirms that the budget allocated for SIP implementation was not much attractive. Only school grant was allocated for each school to implement SIP; so this is not enough to carry out all the activities needed to implement the program efficiently and effectively. Hence inadequate budget allocation was one factor that hinders SIP implementation.

The data in table 6, item 2.6 stated above illustrated that the majority of respondents 37 (61.6%) of teachers responded high; whereas 16 (26.7%) and 7 (11.7%) of teachers rated moderate and low respectively on the utilization of school grants. Furthermore, the data collected through interview and FGD from school principals, PTA heads and SIC members confirm that the idea that teachers responded as school grant funds spent for items that would improve the performance and quality of education like repairing class rooms and furniture, buying reference books etc. Supporting this MOE (2009) asserts that in primary and secondary schools, school grant should be spent only to inputs that

improve school performance and quality of education. Moreover, for successful school grant utilization and making better SIP achievements, key stakeholders need to understand the purpose of school grant and their roles and responsibilities. From the responses, one can conclude that the utilization of school grant for school improvement program seems satisfactory.

4.3.2.1. Involvements of stakeholders on SIP implementation

The participation of stakeholders in implementing a school improvement plan is vital for their effective implementation. The following table is used to investigate the level of participation and training given to stakeholders.

Table 7: Involvement of stake holders on SIP implementation

No	Items	Responses	Respondent						χ^2	P
			Teachers		Students		Total			
			N	%	N	%	N	%		
2.7	The participation of stakeholders (teachers, students and parents) in SIP implementation	VH	3	1.5	11	5.5	14	7	1.591	0.810
		H	9	4.5	28	14	37	18.5		
		M	17	8.5	39	19.5	56	28		
		L	25	12.5	51	25.5	76	38		
		VL	6	3	11	5.5	17	8.5		
		Total	60	30	140	70	200	100		
2.8	The extent to which training given to stakeholders on the SIP implementation.	VH	-	-	-	-	-	-	5.787	0.122
		H	15	7.5	33	16.5	48	24		
		M	30	15	54	27	84	42		
		L	15	7.5	44	22	59	29.5		
		VL		-	9	4.5	9	4.5		
		Total	60	30	140	70	200	100		

The responses of item 2.7 (table 7) show that the majority of respondents 31 (15.5%) and 62 (31%) of teachers and students rated participation of stakeholders in SIP implementation as low respectively.

On the other hand, out of the total respondents, 51 (25.5%) rated as high while 56 (28%) respondents as moderate. The total percentage values for teachers and students 93 (46.5%) rated low.

This indicates that the involvement of stakeholders in SIP implementation is low. The chi-square test at $df=4$ 0.05 level of significance, the calculated value $\chi^2=1.591$ which is by far less than the critical value $\chi^2=9.49$. This in turn shows that significance difference was not observed between the respondents' group with regard to the involvement of stakeholders (teachers, students and parents) in implementing SIP plan. This implies that the participation of stake holders in implementing SIP plan were low. The interviewed principals also revealed that stakeholders were participating in limited work in the schools. For instance, their participation was limited to only meeting attendance and less in implementation of school improvement program. From the above data, one can say that the participation of stakeholders in school improvement program implementation was low, but their levels of involvement in implementing the program vary from school to school. Thus, it is clear to say that inadequate participation of key stakeholder is as factor that hinders proper implementation of SIP.

As data shown in table 7 item 2.8, 15 (7.5%) and 33 (16.5%) of teachers and students replied respectively as high; whereas, 15 (7.5%) and 53 (26.5%) rated as low. However, the majority of respondents 30 (15%) and 54 (27%) of teachers and students rated it moderate. Chi-square ($\chi^2 = 5.787$) test of significant also pointed out that the calculated value is less than the table value $\chi^2 = 7.81$ at $df=3$ and $\alpha=0.05$. This indicates that there is no significance difference between the two groups on the ideas of training to SIP implementation.

4.3.2.2 School improvement plan implementation in four domains

As indicated in review of related literature there are four domains or focus areas for school improvement program (MOE, 2006) which are supposed to enhance students' achievement and ultimately improves quality of education. This part discusses the major activities that should perform to bring about school improvement. Therefore, in this respect, the extent of implementation on the four domains namely; teaching-learning process, safe and conducive learning environment, school leadership and community participation had been treated based on the selected items that represent the successful implementation of SIP in each school domains. For each domain two group of respondents were asked to rate issues raised in each domain with five liker scales; from "5" for very high to "1" for very low level of implementation. For analysis purpose in table 8 and 9 the mean values were interpreted as mean > 3.5= High, 2.5-3.5=moderate; and < 2.5 low.

➤ Teaching- learning domain

Teaching learning domain is the major determinant of students' achievement that indicates what is going in the class room. Not much powerful and sustainable change happens in teaching learning process unless it happens in class rooms (Earl, 2003). This domain focuses on the actual interaction between teachers and learners. The following items stated the teaching learning process, and were rated by the respondents of the study as can be vivid from table 8.

Table 8: Implementation of school improvement program in the teaching-learning domain

NO	Items	Respondent groups			
		Teachers(N=60)		Students(N=140)	
		M	SD	M	SD
2.8	The extent to which student centered method of teaching was practiced by teachers	3.58	.869	3.18	.931
2.9	The extent to which student achievement were improved from initial point	3.08	.561	3.11	1.039
2.10	The level of support given by subject teachers (eg. Tutorial)	3.97	.843	3.49	1.147
2.11	The extent of using different techniques by teachers to motivate students.	3.83	.867	2.67	1.141
2.12	The level of laboratory serves provided to students	1.45	.769	1.55	1.140
2.13	The level of library serves provided to students	2.52	.873	2.76	1.008
Aggregated mean and standard deviation		3.07	.797	2.79	1.067
t-value		1.94			

As shown in table 8, assessment of respondent agreement on the implementation of SIP related to teaching learning domain indicates that the mean score was rated high for item 2.8, 2.10 and 2.11 with mean values of 3.58, 3.97 and 3.83, respectively. For items 2.9 and 2.13 they have rated as moderate with mean values of 3.08 and 2.52. Besides, they rated item 2.12 as low with mean value of 1.45 by teachers. Regarding students' responses, for all items rated moderate with mean values between 2.5-3.5 except item 2.12 which was responded as low with mean value of 1.55 . However, the overall mean scores of both respondents fell at moderate level with aggregated mean value of 3.07 and

2.79. Therefore, it is likely to say that the teaching learning domain had been implemented at moderate level in all sample schools. Moreover, the computed t-value in the above table shows teachers and students have almost similar views on the listed items above, since the calculated t-value (1.94) is less than the critical t-value (1.96) at $\alpha=0.05$.

On the other hand, data collected from school principals 4 (100%) through interview regarding this domain (item 2.10) indicates that teachers have given tutorial to all students regardless of their level of attainment. They did not give tutorial support by identifying students' level of understanding. However, tutorial should be given especially to low achievers to help them understand the subject matter and improve their results. This shows that attention has not been given in categorizing students by their level of achievement to support learners.

In addition, response to an interview held with school principals (75%) about laboratory and library services provided to school community indicated that school facilities, laboratory works, and inadequate reference book and teaching materials in sample schools were insufficient. Furthermore, the observation check list reveals that the level of laboratory and library services provided to students in the majority of sample schools (75%) had no sufficient laboratories and library services. Besides, there was no laboratory work in the sample schools, except in one school (Oda Nabe secondary school). Even though there were laboratory rooms, they had no chemicals, and low number of libraries with shortage of books and poor quality of services. However, Bishop (1995:111) claims that the availability of facilities such as teaching material equipment's and laboratory apparatus in the school have an acceleration or deadening influence in the students learning that in turn affect students achievement. Thus, from the given responses and observation, it can be inferred that most of the sample schools had no laboratory works and library services which hinders the teaching learning process. Therefore, from the above discussion, it can be deduced that the implementation of teaching learning domain in implementing SIP was at moderate level.

➤ **Safety and conducive learning environment**

This domain mainly focuses on making school environment safety and health relation for teaching learning process. Safety and conducive-learning environment helps school leaders, teachers and students to feel secured and contributed to their maximum potential for teaching and learning process. School improvement framework (MOE, 2007:6) suggested that schools should create a learning environment that could effectively meet the diverse needs of the learners. School class rooms should be neat, conducive and attractive in order to inspire students motivation and learning process.

Table 9: The response on safety and conducive-learning environment

No	Items	Respondents			
		Teachers (N= 60)		Students (= 140)	
		M	SD	M	SD
2.14	The degree to which class rooms are suitable for teaching learning process	2.98	0.77	3.03	1.059
2.15	The extent to which school compound becomes attractive	2.92	0.809	2.82	0.082
2.16	The extent of health relationship among school community.	3.43	1.064	3.18	1.034
2.17	The extent to which adequate latrine is allocated to boys.	3.17	0.693	3.94	1.213
2.18	The extent to which adequate latrine is allocated to girls.	3.33	0.629	3.93	1.209
Aggregated mean and standard deviation		3.16	0.793	3.37	0.919
t-value		-1.41			

Table 9 indicates that the opinions of respondents on the implementation of safety and conducive learning environment in each sample schools. As seen from the data, for all of the items listed the mean responses of teachers were found between 2.5 and 3.5. This indicates that teachers responded at medium level.

Similarly, students' respondents for items 2.14, 2.15 and 2.16, they have rated as medium with mean value of between 2.5 and 3.5. Besides they rated items 2.17 as high with mean values of 3.94 and 3.93 respectively. However, the overall mean score of respondents of teachers and students were at moderate level with grand mean of 3.16 and 3.37 respectively.

It was seen that there was no statistically significance difference between the two groups of respondents, on the making of safety and conducive learning environment in each sample schools; the t-test value was employed and as indicated in the table 9, the score of the two groups failed to show statistically significant difference. Thus, it is possible to perceive that teachers and students in each sample school have similar perception on the making of safety and conducive learning environment.

On the other hand, data collected from field observation on suitability of classroom for teaching-learning process also revealed that moderate level, but no as it is required to be. However, the researcher observed that there were attempts to make school compound attractive for school community and to facilitate teaching learning process. Regarding to safety and health relationships among school communities data collected from focus group discussion with PTA heads and SIC members reported that the school environment is safe and health; it is without harassment and suited to the teaching and learning activities. Supporting this idea, as Lunenburg and Ornstein (1991:245) suggested that school environment has to be safe and healthy; that school community relationship should be strengthened, so that community and parents need to involve in SIP implementation. From the responses we can conclude that there was health relationship among school communities which facilitates teaching learning processes.

On the other hand, the researcher observed about adequacy of latrine provided for both genders showed that there were 75% of sample schools have toilet which was separated by common wall. However, one school (Oda Nabe) has separate latrine for both genders at different places. This showed that adequacy of latrine provided for both genders were satisfactory; but, its quality is differing from school to school. Similarly, as seen statistically data above indicated that the teachers rated at moderate level where as

students responded as high. This is may be because of the student’s judge simply presence of service and the teacher consider other factors like quality of latrines. From these discussions it is can be concluded that there has been a good attempt in each schools, regarding to make safe and conducive learning environment that enables teachers, students and parents to spend more time in school compound which facilitates teaching learning process.

➤ **School leadership and management domain**

In this section of the research report of the school improvement activities in relation to school leadership and management were addressed. School leadership has vital role for the effectiveness of school improvement program. Building leadership capacity is an important duty to carry out school improvement program properly. Supporting this ideas Harris and Linda Lambert (2003:38-39) revealed that school principal empowers others to lead and serving as a catalyts for changes.

Table 10: Responses of teachers and students on leadership and management domain

No	Items	Respo nses	Respondent						χ ²	P
			Teachers		Students		Total			
			N	%	N	%	N	%		
2.19	The extent to which school leaders make the school conducive and participatory environment.	VH	4	2	7	3.5	11	5.5	3.05	0.549
		H	17	8.5	34	17	51	25.5		
		M	31	16.5	66	33	97	48.5		
		L	5	2.5	24	12	29	14.5		
		VL	3	1.5	9	4.5	12	6		
		Total	60	30	140	70	200	100		

As seen from the responses to the item 2.19, states that about 21 (10.5%) and 41 (20.5%) of teachers and students replied high respectively; whereas, 8 (4%) and 33 (16.5%) rated as low. However, the majority of respondents 31 (15.5%) and 66 (33%) of teachers and students were rated moderately. The Chi-square ($\chi^2 = 3.050$) test of significance also

pointed out that the calculated value was less than the table value $\chi^2 = 9.49$ at $df = 4$. This indicates that there is no significance difference between the two groups of the sample schools.

This reveals that the school leader tries to make the school environment conducive and participatory. Supporting this idea, Arcaco, (1997:14) stated “people are encouraged to be open, creative, and innovative in finding new ways to work within the system enable everyone to achieve the system wide vision”, leadership is critical and essential variable in the process of generating capacity for school improvement. As interview conducted with secondary school supervisors, and woreda educational heads they confirmed the idea of respondents that the school environment were conducive.

Similarly, the result from FGD indicates school environment were conducive and safe, no harassment besides during document analysis, there was minute in which they discussed about peacefulness of school compound. This showed that the school leadership was a key person to make school compound conducive and participatory for successfulness of SIP. From the discussion the researcher observed that there was a good attempt of the school leader who tried to make the school environment conducive and participatory.

Table 11: Responses of teachers on leadership and management domain

No	Items	Responses	Respondents	
			Teachers	
			N	%
2.20	The adequacy of educational leader ship skill to implement SIP effectively	VH	4	6.5
		H	13	21.7
		M	30	50
		L	11	18.3
		VL	2	3.3
		Total	60	100
2.21	The competency of school leader ship to lead and coordinate school improvement program implementation	H	19	31.5
		M	25	12.5
		L	16	26.6
		Total	60	100

As the data shown in table 11 item 2.20 teachers responded 17 (28.3%) and 13 (21.7%) as high and low respectively whereas half 30 (50%) of the teachers agreed that school principals have leadership skill to implement SIP and rated at moderate level. This indicates that educational leadership skill of school principals were at moderate and for more performance SIP implementation need more training.

For item 2.21 on the same table deals with the competence of school leadership to lead and coordinate SIP program, 19 (31.7%) of the teachers rated as high while 16 (26.6%) of them rated as low. However, the majority of teachers 25 (41.7%) responded as moderate. This shows that the competence of school leaders to lead SIP is moderate. MCREL, (1999) point out that school leadership and management is the most crucial force in school improvement process owning quality schools that require quality leader ship. Without high quality, skilled and sustained leader ship at school as well as at district and policy making levels, school improvement unlikely to be achieved. Therefore, from this evidences it can be concluded that the ability and skill of school principals is crucial factor in promoting school improvement program. Hence, to impalement school improvement programs effectively and sustainably school leader ship capacity has to be enhanced.

➤ **Community participation domain**

This domain discussed about parents and community involvement to implement school improvement program. Parents and community are the key stake holders for school improvement endeavor. Their willingness to serve the community and active involvement in the school improvement process is critical for the success of the program. School leaders in this respect should involve community participation to better achievement of the desired goals of schools through collaborative effort of stake holders. Kindred in Gallagher, DR Bagin D, and More, EH (2001:13) defines school community relations as “a process of communication between the school and the community for the purpose of increasing citizen understanding educational needs, practices, interest and cooperation in the work of improving the school.” This definition showed that participation of community was determining factor for success of SIP.

Table 12: Responses of respondents related to community participation domain

No	Items	Responses	Respondent						χ^2	P
			Teachers		Students		Total			
			N	%	N	%	N	%		
2.20 & 2.22	The extent of community participation in school improvement plan implementation.	VH	7	3.5	10	5	17	8.5	2.86	0.581
		H	11	5.5	25	12.5	316	18		
		M	21	10.5	40	20	61	30.5		
		L	20	10	62	31	82	41		
		VL	1	0.5	3	1.5	4	2		
		T	60	30	140	70	200	100		
2.21 & 2.23	The extent of parent contribution in fund raising activities in school	VH	-	-	9	4.5	9	4.5	34.061	0.000
		H	9	4.5	21	10.5	30	15		
		M	8	4	56	28	64	32		
		L	33	16.5	38	19	71	35.5		
		VL	10	5	16	8	26	13		
		T	60	30	140	70	200	100		
2.22 & 2.24	The degree of awareness creation about SIP implementation for school community	VH	-	-	8	4	8	4	5.508	0.239
		H	12	6	33	16.5	45	22.5		
		M	16	8	40	20	56	28		
		L	27	13.5	53	26.5	80	40		
		VL	5	2.5	6	3	11	5.5		
		T	60	30	140	70	200	100		

As Table 12 item 2.20&2.22 focuses on participation of Community in SIP plan implementation 18 (9.5%) and 35 (17.5%) of teachers and students were responded high. On the other hand 21 (10.5%) and 40 (20%) of teachers and students rated moderate. However, the majority of respondents 21 (10.5%) and 65 (32.5%) rated low. The sum of the total percentage value for teachers and students rated 53 (26.5%) as high, 61 (30.5%) as moderate and 86 (43%) rated as low. The chi-square test at df=4, 0.05 level of significance, the calculated value ($\chi^2 = 2.86$) was less than the critical value ($\chi^2 = 9.49$) which showed no significance difference between the respondents group with regarding to community participation in SIP plan implementation. This implies that the

participation of community in SIP plan implementation was low. Similarly, response of FGD indicates participation community in SIP plan implementation was low as most of the time they were participate on meeting when school open and closed. This is due to lack of awareness about the SIP implementation. However, to enhance community participation on SIP implementation it is mostly school principals' responsibility to aware and motivate the community actively to participate in the issue of the school. From this we can concluded that insufficient involvement of school community is one factor that affect SIP implementation.

Table 12 item 2.21& 2.23 deals with parent contribution in fund raising activities to support schools, to justify this issues 9 (4.5%) and 30 (15%) teachers and students responded as high whereas, 8 (4%) and 56 (28%) rated as moderate. On the other hand, the majority of respondents, 43 (21.5%) and 54 (27%), replied as low. The chi-square test at $df=4$ 0.05 level of significance, $\chi^2 = 9.49$ tabulated value and $\chi^2 = 34.061$ calculated value, indicates that the calculated value is greater than the critical value. This showed that there is significance difference in opinion between respondent groups; this is might be due to different information gap between the respondents on the issues.

As school principals replied in the interview - In fact there is community participation in giving positive ideas for better performance of schools and also support in labor activities to some extent. However, participation through the contribution/extraction/ of money and material was low though it differs from school to school.” Stoll and Dean Fink (1996) described that if schools create a strong sense partnership with parents, they contribute a lot to pupil's success; they support schools by providing their knowledge, skills and resources. From this evidence, the school community should support schools in various aspects when school develops strong relationship between partner ships.

From the responses given, it could be concluded that the extent of parent contribution in fund raising was low though it varies from school to school. This evidenced that school principals create strong relationship and aware about the purpose of fund raising for school communities to get resources for the success of SIP.

According to item 2.22&2.24 on the same table illustrates that awareness creation about SIP for School community, out of the total respondents 53(22.5%) and 56(28%) teachers and students responded high and moderate respectively. On the other hand, large number of both respondents 91(45.5%) believed that the awareness creation made to school community on SIP plan implementation was low. The calculated value of Chi-square ($\chi^2 = 5.508$) test of significance also pointed out the same that less than the table value $\chi^2 = 9.49$ at $df = 4$ and 0.05 level of significance. This indicates that there is no significance difference in ideas between the two groups. Thus, it could be concluded that the awareness creation done so far was not enough and not in position to achieve the objective of SIP, so more awareness should be given by the concerned bodies at all levels in the system.

4.4. Monitoring and evaluation practices of SIP implementation

Monitoring is periodical follow up of a certain program to achieve its intended objectives. It also helps to make an immediate action if there are gaps between planned and the implemented activities. This can be feasible when the concerned bodies are involved in monitoring and evaluation.

For effective implementation of the program it is logical to put workable monitoring, and evaluation mechanism in to practice. In order to assess the monitoring and evaluation mechanism and activities used in SIP implementation, the following interrelated statements have been employed, and the results of respondents rating are discussed below.(see table 13).

Table:13 respondents Response concerning to monitoring and evaluation

No	Items	Res pon ses	Respondent						χ^2	P
			Teachers		Students		Total			
			N	%	N	%	N	%		
3.1	The extent of advice and support given by internal supervisors to students in the implementation of SIP	VH	-	-	6	3	6	3	3.437	0.488
		H	9	4.5	16	8	27	13.5		
		M	20	10	42	21	62	31		
		L	25	12.5	58	29	83	42.5		
		VL	6	3	18	9	24	12		
		T	60	30	140	70	200	100		
3.2	The extent of SIP team /committee has fixed meeting schedule for monitoring and evaluation.	VH	-	-	4	2	4	2	5.566	0.234
		H	4	2	13	6.5	17	8.5		
		M	21	10.5	34	17	55	27.5		
		L	28	14	79	39.5	107	53.5		
		VL	7	3.5	10	5	17	8.5		
		T	60	30	140	70	200	100		
3.3	The degree of WEO experts and supervisors has fixed schedule for their school visits and technical support for their implementation of SIP	VH	-	-	7	3.5	7	3.5	9.047	0.060
		H	2	1	18	9	20	10		
		M	18	9	32	16	50	25		
		L	30	15	55	27.5	85	42.5		
		VL	10	5	28	14	38	19		
		T	60	30	140	70	200	100		

Table 13 item 3.1 indicates the advice and support given by internal supervisors to implement SIP. Out of the total teacher and student respondents 31 (15.5%) and, 62 (31%) rated as high and moderate respectively. However, the majority 107(53.5%) of the total respondents believed that advice and support given to students and teachers by internal supervisors was low. The chi-square test at $df=4$ 0.05 level of significance, the calculated value ($\chi^2 = 3.437$) is less than the critical value ($\chi^2 = 9.49$). This shows that there is no significance difference in opinions between the two groups. As the result of interviews held with school principals confirms,

“even though there is internal supervision in schools to support, and direct teaching learning process, the supervision provided to teachers and students were not sufficient. It was conducted at the beginning of the academic year, middle of the semester and at the end of the year.”

From this it can be concluded that inadequate supervision is considered as key factor influencing SIP implementation.

Item 3.2 on the same table shows that out of the total respondents, 21 (10.5%), 55 (27.5%) and 124 (62%) responded as high, moderate and low, respectively. However, a large number of both respondents believed that school improvement team committee has no fixed schedule for monitoring and evaluation about the implementation of SIP. The chi-square test ($\chi^2 (4) = 5.66$) shows significant difference was not observed among the respondents with regards to the perception of monitoring and evaluation that carried out in school. In addition with this, participants of FGD researcher has conducted interview with PTA heads and SIC and they revealed that “the school conducts parent-teachers meeting three times a year that is at the beginning, semester and at the end of the academic year; during these meetings they discuss about planning the school program, evaluate the implementation, financial aspect, teaching-learning process, student’s result, promotion policy, building issue and communicate with different school issues.” This indicated that PTA heads and SIC members do not have fixed schedule to involve sufficiently in monitoring and evaluation timely, because PTAs and SIC meeting time

occurs differently, since meeting as only three times a year. However, Earl *et al.* (2003:14) describes that:-... Evaluation process allows us to investigate the trajectory of change in a particular school improvement program as it has developed over more than a decade. We have been fortunate to be able to adopt a contextually rich longitudinal approach by following schools over a period of year as they have engaged in school improvement initiatives, because the evaluation team has been closely involved in from the beginning, we have been able to watch the various stages that the schools go through in implementing major changes to them .”This indicates the importance of evaluation is the ongoing implementation of school improvement program as it also serves as a means to check how improvement and/or change have adopted in school.

As shown in Table 13 item 3.3 deals with the extent of woreda educational experts and supervisors has fixed schedules for their school visits and give technical support for the implementation of SIP, to justify this issues 2 (1%) and 25 (12.5%) teachers and students responded as high; whereas,18 (9%) and 32 (16%) rated as moderate. However, the majority 40(20%) and 83(41.5%) of both teachers and students replied low respectively. The chi-square test at $df=4$ 0.05 level of significance, calculated value ($\chi^2 = 9.047$) is less than the critical value ($\chi^2 = 9.49$) which showed that there is no significance difference in opinion between groups of respondents. The Researcher has been conducted an interview with school principals revealed that:- “regarding to this issue the supervisors assigned from woreda education and working with schools, they were not fully familiarized in the day to day activities of schools, and no continuous follow-up and supervision to evaluate the performance of schools and implementation of school improvement program.”

From the responses, it can be conclude that the monitoring and evaluation given by secondary school supervisors and woreda educational experts to implement SIP was low. This showed that insufficient monitoring and evaluation was one of the factors which influences SIP implementation. So far making continuous supervision monitoring and evaluation, well developing and preparing work plan helps to sustain the consistence of SIP implementation.

4.5 Evaluation of students achievement after school improvement implemented

According to educational improvement commission (EIC, (2000) a school improvement plan is a road map that sets out the changes of schools needs to make to improve the level of students' achievement and show how and when these changes would be made. Furthermore, the central focus areas of the four domains are improving students' achievement in education.

Table 14: Evaluation of student's achievement after SIP implemented.

No	Items	responses	Respondents						X ²	P
			Teachers		Students		Total			
			N	%	N	%	N	%		
3.4	Evaluation of students achievement after SIP applied	VH	8	4	-	-	8	4	34.34	0.000
		H	18	9	48	24	66	33		
		M	27	13.5	91	45.5	118	59		
		L	7	3.5	1	0.5	8	4		
		Total	60	30	140	70	200	100		

As indicated above, Table 14 item 3.4, focuses on evaluation of students' achievement after SIP applied, 26 (13%) and 48 (24%) of teachers and students responded as high. Whereas, 7 (3.5%) and 1 (0.5%) rated as low respectively. However a large number of both respondents 27 (13.5%) of teachers and 91 (45.5%) of students responded as moderate. An interview held with school principals, secondary school supervisors and woreda educational heads confirms that the idea of respondents in the improvement of students' achievement after SIP implementation was at moderate level; but not continuous as it varies from year to year, because there was a support given by schools, parents, and attention given by the student itself was not sufficient.

The chi-square test ($X^2 = 34.343$, $df= 3$) at 0.05 level of significance, the critical value ($X^2= 7.81$) showed significant difference among the respondents with regards to the evaluation of student's achievement after the implementation of SIP. This might be due to understanding the issues in different ways and availability of information gap between the respondents on the issues. From the above data it can be conclude that student's achievement improved moderately, but the improvement varies from school to school and not continuous.

Furthermore, Table 15 below shows the achievement of 10th grade students in national examination and the four consecutively years student's results improvement were calculated in percentage. There was a claim that class room test or examination alone is not effective instrument to measure the academic performance of students. However, it is commonly accepted that student's achievement is one of the indicator for academic success.

However, in the document review an attempt was made to review achievement of secondary school students in each grade level (9-10) starting from the base year (2000) up to the year of 2003. But it was difficult to get organized data that shows the trends of the zone and woreda educational offices.

Table 15: The academic achievement of grade 10 students in national examination

Year	Took examination			Scored ≥ 2.00				Placed to preparatory			
	M	F	T	M	F	T	%	M	F	T	%
2000	306	160	466	175	54	229	51.4	86	34	120	52.4
2001	263	123	386	141	49	189	49.2	77	40	117	61.9
2002	567	343	910	409	260	669	73.5	141	127	268	40.1
2003	548	309	857	400	196	596	69.5	136	89	225	37.8

Source:-Each woreda educational office (2004)

As can be seen in the Table 15, the trends shows that no continuous progress in students achievement those who score pass mark ≥ 2.00 (51.4%) in the base year (2000 E.C). It was 49.2%, 73.5% and 69.5% in 2001, 2002 and 2003 E.C. respectively. From those who took the national examination 52.4% were placed in preparatory schools in the base year. Then it was increased to 61.9% in 2001 E.C, but it was decreased to 40.1% and 37.8% in 2002 and 2003 E.C. respectively. From the above description one can infer that the students' achievement not increases continuously in this grade level. However these figures do not showed actual achievement, since the assessments were norm referenced. Moreover, they only showed the achievement of grade 10 national examination, but not the trends of grade 9.

4.6. Challenges for the implementation of school improvement program (SIP)

The implementation of SIP might be challenged due to various reasons in this respect, Fullan (2001:89-90) has noted that when a new initiative is introduced undoubtedly, it will create difficult to both individuals and institutions. Thus, for success of the program it needs to consider challenging factors prior to the implementation of the program. As to Anderson (1992:84) among others reluctant to change happens due to lack of awareness on the purpose of the intended change, lack of knowledge and skills needed to make the change, and the belief that the changes will not make any difference to their students.

In addition to this some of the problems identified by Khosa (2009) include; many schools are dysfunctional, and are not transforming time, teaching, physical and financial resources in learning outcomes, next curriculum delivery is poor; teachers do not complete the curriculum, and pitch their teaching on their level of interest than those demanded by the curriculum. Besides, district educational officials support and monitoring processes are inadequate and not effective.

Moreover, it was indicated in review of related literature, several factors are likely to affect the effective implementation of SIP. In line with this two groups of respondents, secondary school teachers and students were asked to indicate to what extent those listed in Table 14 affect the implementation of SIP. Accordingly, the respondents provided their responses in the way summarized in the following table.

Table 16: Challenges for School improvement program implementation (SIP)

NO	Items	Respondent groups			
		Teachers(N=60)		Students(N=140)	
		M	S.D	M	S.D
4.1	The leader ship was not competent enough to lead and coordinate efforts to SIP	2.6	1.077	2.93	1.142
4.2	There were low stake holders involvements in SIP implementation	3.57	0.851	3.33	0.992
4.3	Lack of training in SIP negatively affects its implementation	3.37	1.057	3.11	1.104
4.4	Insufficient school facilities (lack of laboratory, library and pedagogical centers.)	4.1	0.896	3.83	1.199
4.5	Inability of school committee to play their role is a problem.	3.88	0.825	3.82	0.923
4.6	Lack of follow-up and supervision on SIP implementation is a problem	3.72	0.94	3.52	1.083
4.7	Lack of incentives as demand in the manual decrease stake holder	3.15	1.071	3.18	1.177
4.8	Lack of committed teachers to implement SIP is a problem	2.78	1.071	3.41	1.079
4.9	Inadequate planning of SIP process is a problem	3,35	1.102	3.5	1.082
Aggregated mean and standard deviation		3.39	0.914	3.391	1.033
t-value		-0.003			

A close inspection of table 14 discloses that insufficient school facilities (lack of laboratory, library and pedagogical centers), inability of school committee to play their role and lack of follow-up and supervision on SIP implementation are found to be the first three top series problems to the effectiveness of SIP implementation as they have the highest mean value of above 3.5 in their respective order. Following this, low involvement of stakeholders in SIP implementation, inadequate planning of SIP, lack of training, lack of incentives, lack of committed teacher to implement SIP and

incompetence of school leadership to lead SIP are respectively the next challenges hindering the implementation of SIP at a moderate level with mean values between 2.5 and 3.5. However, the overall mean score of both respondents of teachers and students showed moderate level with aggregated mean score of 3.390 and 3.391, respectively. Moreover, the calculated t-value (-0.003) indicates that there is no statistical significance difference in opinion of teachers and students as the calculated t-value is less than the critical t-value (1.96) which indicated that the listed expected challenges affect negatively at moderate level in sample schools.

On the other hand, data collected from school principals and secondary school supervisors through interview reported that shortage of financial resources are the most determinant factors that affect SIP implementation; since the school grant budget allocated for schools was not enough to keep effective schools improvement process. Besides, the respondents reported that lack of commitment of teachers is the critical one that negatively affects SIP implementation. Supporting this idea, Stoll and Fink (1996:55) indicates lack of commitment or reluctant to change as the major challenges to success of SIP. Therefore, to overcome this problem more awareness creation should be done by school leaders and concerned bodies. Through open ended questions both respondents asked to describe additional challenges that hinder the proper implementation of SIP. In response to this, teachers reported that due to shortage of time they did not participate in all issues in school. In addition, they complained that resource allotment to SIP implementation is not enough and community participation to support schools in implementation of SIP program was low. Generally, it can be concluded that smooth implementation of school improvement was constrained by different problems encountered at different levels.

Finally, in their responses to the open ended questions, interview and focal group discussion respondents suggested that the following possible solutions the problems raised:

1. Allocating adequate financial resources to schools and full filling school facilities.
2. Developing awareness creation for stake holders concerning to SIP and preparing effective strategic plan.
3. Creating strong partnership with partner organization for financial, technical and other necessary support needed to raise quality of educations
4. Providing continuous monitoring and evaluation for schools.
5. Participating community members is not only to support school improvement, but also to lead schools so as to develop sense of ownership

CHAPTER FIVE

5. Summary of Findings, Conclusion and Recommendations

On the basis of the analysis and interpretation of the data gathered from questionnaires, interviews, focus group discussions and observation, the following summary, conclusions and recommendations were made.

5.1 Summary of findings

To provide quality education, the capacity of school has to be developed. The school improvement program enables schools to provide quality of education by capacitating them, taking experiences of schools having good performance in country and the experiences of other countries. However, when new program is introduced, there are challenges and resistances from implementers. Therefore, the purpose of this research work is to assess the implementation and challenges of SIP in Oromia Special Zone Surrounding Finfine Government Secondary Schools (OSGSS). On top of this, an attempt has been made to provide answers for the following basic questions.

1. To what extent teachers, students and parents participate in school planning development and implementation of SIP in Oromia Special Zone Secondary Schools ?
2. To what extent monitoring and evaluating mechanism are used for implementation of SIP in school?
3. Is there significance difference in student's overall achievement after school improvement program implemented?
4. What are the major factors that affect the implementation of SIP in Secondary schools of the zone?
5. What possible actions to be taken to alleviate problems of the implementation of SIP in Oromia Special Zone Secondary Schools?

Thus, to conduct the study appropriate research method, sampling techniques and instruments have been developed and employed. In this research both quantitative and qualitative research approaches and survey method were implemented. As to sampling technique simple random sampling/lottery/ and purposive sampling method are used.

Separate questionnaires were prepared and distributed to teachers and students. Moreover, interviews were made with school principals, secondary school supervisors and woreda education office heads. In addition, FGD was conducted with PTA heads and SIC heads to obtain qualitative data which are used to supplement the quantitative analysis after categorizing and developing into main themes. Again, observation check list and document review were also used to strengthen and enrich the data obtained from the questionnaire and interview. The collected data and responses were tabulated and interpretation has been made using statistical methods such as percentage, mean value, standard deviation chi-square and t-test computations.

After the analysis and interpretation of the triangulated data, the following points taking as the main findings of the study.

- In most of the schools, the result of the study showed that the practices of SIP planning in listed items were rated low with aggregated mean value of 2.49 and 2.48 for both respondents of teachers and students, respectively. However, regarding to capacity building training given in light to SIP planning was relatively moderate with mean value of 2.77 and 2.84. The survey conducted come up with result that showed low level of performance in practices of planning that reveals all sample schools prepared a three or a five years strategic plan without making self-evaluation and identifying problem areas.
- Similarly as to SIP committee took to lead and coordinate to develop the strategic plan, the study revealed that all the respondent groups had at low level of agreement; from document review and interview responses the findings of the study showed that there was established SIP team /committee in all sample schools. However the performance of SIP team/committee was low in developing school improvement plan cooperatively. Only school directors were considered as responsible bodies. Thus the

study revealed that there was weak coordination of SIC in developing school plan. This showed that the school improvement committee that was founded in school to run school improvement program almost in more than half schools not performed their duties properly.

- Moreover, the study showed that there was weak involvement of stake holders (teachers, students and parents) in the planning and implementation of SIP plan. The responsibility of planning was remaining in the hands of school principals.
- The study also showed that the budget allocated for SIP implementation is low. This takes the implementation of the issue become low. But the utilization of school grant for school improvement plan is relatively good in its implementation.
- The central focus of SIP is enhancing students' achievement so as to bring quality of education. But in its three domains (teaching-learning, safety and conducive learning environment, and leading and managing) the study revealed that they are moderate. This is due to the problem of supplying the school facility, (for instance, library and laboratory). One of the domains (community participation) is low. Over all, concerning the domains of the SIP, it is impossible to say they are implemented as expected.
- Regarding monitoring and evaluation, the results of the study shows that, the mechanism through which they were practiced to support SIP implementation was low.
- The most common selected factors affecting the implementation of SIP responded by entire respondent groups from the total percentage and mean value and the result of findings revealed the shortage of budget for implementation of SIP, insufficient school facilities (lack of laboratory, library and pedagogical centers), inability of school committee to play their role and Lack of follow-up and supervision on SIP implementation found to be the first four top series problems to the effectiveness of SIP implementation as they have the highest mean value above 3.5, respectively.
- Following the low stakeholders' involvements in SIP implementation, inadequate planning of SIP, lack of training, incentives, committed teacher to implement SIP and incompetence of school leadership to lead SIP are respectively the next

challenges hindering negatively the implementation of SIP at moderate level with mean values 2.5 to 3.5.

5.2 Conclusions

There is no doubt that successful school improvement is related to systematically planning, monitoring and evaluation process which enable to increase student's achievement. Hence, the key stake holders (teachers, students and parents) should also be encouraged to have active participation in SIP planning and implementation by continuously aware them. The extent of providing monitoring and evaluation by concerned bodies and the extent of school leadership capacity determine the extent of stake holders' participation in planning and implementing SIP. Therefore, based on the findings of the study the following conclusions were drawn:-

The study revealed that the planning of SIP for implementation in most schools doesn't involve conducting self-evaluation, and identifying and prioritizing the problems. Moreover, there was weak involvement of stake holders (teachers, students and parents) in the planning of SIP, the responsibility of planning remained in the hands of school leaders due to lack of commitment of leaders to invite stake holders in planning. This implies that low involvement of key stake holders in planning and implementing SIP was the most challenge affecting the success of SIP in the secondary schools found in the zone.

Majority of schools implement SIP at moderate level performance with respect to four domains making safety and conducive learning environment domain, teaching learning process, leadership and management domain whereas the community involvement showed weak level of performance.

In most schools the extent of monitoring and evaluation process carried out was weak; there is no continuous follow up/supervision/ to evaluates the performance of schools and providing professional /technical /support /by educational officials that are found at different level in the implementation of SIP.

In most schools there was shortage of budget for implementation of SIP, insufficient school facilities (laboratories, libraries and pedagogical centers), inability of SIC to play their role and lack of follow up and supervision by concerned bodies, respectively were identified as the most major factors which affect the implementation of SIP.

On the other hand, low involvement of stake holders in SIP implementation, inadequate planning of SIP process, lack of training, lack of teachers commitment to implement SIP, lack of incentives and incompetence of school leadership to lead SIP implementation were reported to be the hindrance to SIP implementation at present.

5.3 Recommendations

The central focus of SIP was improving student's achievements. In order to improve academic achievements of students, therefore, the schools should implement school improvement program properly by making awareness creation for stake holders on collaborative planning to develop the accountability and responsibility in all stakeholders, to implement and improve the four domains of SIP, perform continuous monitoring and evaluation on the implementation of SIP and identifying challenges that affect the implementation of SIP. Therefore, based on the findings and conclusions drawn the following recommendations are forwarded to be used by the practitioners.

1. The finding of the study indicates that conducting self-evaluation and prioritizing problems to develop strategic plan of SIP was weak. Therefore the school principals have to give attention to planning, and should initiate commitments in developing strategic plan that entirely involves conducting self-evaluation by participating key stake holder (teachers, students and parents) and deploy by building consensus among stake holders for effective program implementation.
2. The study indicates that the SIP plan was developed by individual school leaders or a few individuals involved in planning process. The involvement of stake holders (teachers, students and parents) in the planning of SIP was low. To improve the problems related to planning even implementation, all stake holders should be involved in planning process. To do so school leaders are expected to mobilize the stake holders to actively participate in planning process.
3. The findings showed that involvement of stake holders in SIP implementation were not at the required level. School should make an effort to involve stake holders (teachers, students and parents) for the success of SIP implementation.
4. In order to improve students' achievements in teaching learning process, Practicing and developing the extent of SIP implementation was crucial. As the study reveals, the community involvement in improving teaching learning was the most critical issue which was not achieved yet. So WEO and schools should make great effort to strengthen their

relationship with local authorities and communities by creating forum so that they could get necessary support from them. In addition, creating mechanisms that enable school principals, teachers, parents, students and educational officials at every level of education sectors to work together, trust each other on SIP implementation is vital.

5.As indicated in the study, school improvement team committee did not discharge their responsibility to desirable stage. Therefore, school should make the committee functional for its better contribution to the success of the plan. In addition, empowering the capacity of school principals and SIP team committee in each school to work successfully and closely with stakeholders so as to make the implementation visible requires attention .

6.The findings showed that the allocation of budget for implementation of SIP was low. Therefore the government should allocate additional budget to the school grant for successful SIP implementation and moreover, in order to solve their problems of finance and material resource, the schools should design income-generating mechanisms by taking in to account the available school facilities and technical experts to make involvement of all the school stakeholders. On top of this, Woreda educational office and schools should allocate budget to motivate school principals, teachers and other stakeholders who perform well.

7.The findings showed that there were insufficient school facilities to carry out SIP implementation. Therefore Woreda Educational Office (WEO) and schools should full fill school facilities for success of SIP.

8.It was shown in the findings that teachers gave tutorials to students regard less of their level of understanding. However, it is better to classify students depending on their level of understanding to give more support for slow learners by subject teachers.

9.Monitoring and evaluation on the SIP were not under taken properly. Therefore, Zonal Educational Office (ZEO), Woreda Educational Office (WEO) and schools should give attention for monitoring and evaluation scheme for the success of SIP.

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Summary of school environment condition observation

No	Activities	Conditions	Sample Schools				Total	
			Oda Nabe	Gelan	Managesha	Tafki	N	%
1	School environment							
1.1	The extent to which school have a well kept and attractive school compound	satisfactory						
		good	✓			✓	2	50
		poor		✓	✓		2	50
		V.poor						
1.2	The availability of toilet for both male and female students separately	v.good				✓	1	25
		good						
		.poor	✓	✓	✓		3	75
1.3	The availability of water supply	v.good	✓	✓	✓	✓	4	100
		good						
		.poor						
1.4	The availability of school fence	V.good						
		good	✓	✓	✓	✓	4	100
		poor						
2	Class room learning facilities							
2.1	Avalibility of students furnature such as table chair	V.good						
		good	✓	✓	✓	✓	4	100
		poor						
2.2	Availability enough ofstudents class rooms	V.good						
		good			✓	✓	2	50
		poor	✓	✓			2	50
2.3	Existence of laboratory with sufficient chemical and equipments	good	✓				1	25
		poor		✓	✓	✓	3	75
2.4	Availability of library with sufficient books	good	✓				1	25
		poor		✓	✓	✓	3	75
2.5	Availability of pedagogical center and teaching aids	good						
		poor	✓	✓	✓	✓	4	100

Declaration

This thesis is my original work and has not been presented for a degree in any other University and that all sources of the material used for thesis has been acknowledged.

Name _____ Signataure _____ Date _____

This thesis has been submitted for the examination with my approval as the University advisor.

Name of Advisor _____ Signature _____ Date _____