



ADDISABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

**DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT**

**SCHOOL INSPECTION: STANDARDS AND THEIR REALIZATION IN
THE CONTEXT OF SECONDARY SCHOOLS IN WOLISO TOWN
ADMINISTRATION, OROMIA REGIONAL STATE**

By

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A Master Thesis Submitted to the Department of Educational Planning and
Management for the Partial Fulfillment of the Requirements for the Award of
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College of Education and Behavioral Studies

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BY
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DECLARATION

I, the undersigned, declared that this thesis on the title “School Inspection: Standards and Their Realization in the Context of Secondary Schools in Woliso Town Administration, Oromia Regional State”, is my original work and has not been submitted for a degree award in any other university.

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ACRONYMS AND ABBREVIATIONS

AAU	Addis Ababa University
EEDR	Ethiopian Education Development Roadmap
ESDP	Education Sector Development Program
EPRDF	Ethiopian People Revolutionary Democratic Front
FGD	Focus Group Discussion
GEMR	Global Education Monitoring Report
GEID	General Education Inspection Directorate
MoE	Ministry of Education
OECD	Organization for Economic Cooperation and Development
OEB	Oromia Education Bureau
OFSTED	Office for Standards in Education, Children’s Services and Skills
PTSA	Parent, Teacher and Students’ Association
REB	Regional Education Bureau
PISA	Program for International Student Assessment
SPSS	Statistical Package for the Social Science
UNESCO	United Nations Educational, Scientific and Cultural Organization
WEO	Woreda/District/ Education Office
ZEO	Zone Education Office

ABSTRACT

The main purpose of this study was to assess the Realization of School Inspection Standards in the Context of Secondary Schools in Woliso Town Administration. The study adopted a descriptive study design. The target population for this research was teachers, students, and head of schools drawn from three secondary schools, namely: Woliso Secondary, Dejazmch Geresu Secondary and Dejazmach Gesesu Preparatory schools. Inspectors and other workers from the town administration education office including head of the office were also involved. It was from this population that 152 respondents were sampled through purposive and simple random sampling techniques. Both primary and secondary data were collected. Primary data were collected using questionnaires, FGD and interview while secondary data were obtained through reviewing reports available. The conclusions drawn from the study were, first, the school standards were not sufficiently realized in all the three schools under the study. Secondly, although it was far below the expectation, schools were said to be benefitted from the practices of inspection. Thus, contribution for the effective classroom teaching, school improvement, improvement in student learning, were some of the benefits that acquired by the schools. Thirdly, multiple challenges were faced during the implementation of inspection. Such challenges include: negative perception towards school inspection, limited facilities, less attention given to standardize schools, lack of awareness among teaching and non-teaching staff towards the practices of school inspection, lack of supervision, inspectors' lack of awareness and experience, high turnover of inspectors, and financial constraints were the major challenges identified and considered as the bottleneck of the practices of school inspection. Finally, the researcher recommends that if education quality is to be improved, the realization of school standards required be given due attention. Capacity building activities required to be undertaken to fill the skill gap of inspectors. Inspection practices need to be communicated to key stakeholders.

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

The concept 'inspection' takes its root from the word 'inspect', which according to Oxford Dictionary of English is 'to make official visit to an organization or check on standards'. Ige, (2012) defines inspection, citing to Adetula (2010), as the assessment of the state of educational system, to ascertain its acceptable standard. It implies that from these definitions and others still in literature that inspection is a process of evaluating school's activities, to ensure that they are carried out according to standard in such a way that it can ensure the achievement of the stated schools' objectives and education objective in general. It is carried out by individuals who are referred to as the 'inspectors'.

Ehren and Shackleton, (2016), define School inspection as an external evaluation of schools, undertaken by officials outside of the school with a mandate from a national/local authority. Regular visits of schools are an essential part of school inspections to collect information about the quality of the school, check compliance to legislation and/or evaluate the quality of students' work (e.g. through observations, interviews and document analysis).

A number of countries have had school inspection for many years. The origins of these systems date back to the nineteenth century when mass public schooling was introduced, and education and other emerging public services were required to comply with centrally mandated rules and programmes (Brown, M. et. Al., 2016). Grauwe (2007) states that the first public inspection services in France were set up at the end of the 18th century by Napoleon's regime. Other European countries, according to Grauwe, followed suit in the 19th century. Under colonial times, these services were resettled into the colonies, to assist in the control of the subjugated population. Similarly, Ehren and Honingh (2011) explain that in 1801 the Dutch Inspectorate of Education was launched, and remains one of the eldest Inspectorates in Europe. Then, in the United Kingdom (UK), in 1839, the first inspection was established by Her Majesty's Inspectorate (HMI).

In contrast, many countries across the world have only introduced school inspection over recent decades as the perceived importance of educational quality as a driver of economic

competitiveness has become influential in state policy. International bodies such as the OECD and, in particular, comparative evaluations of education systems such as PISA have led to a constant stream of interventions and reforms designed to deliver higher student performance outcomes. These factors have driven the growth of inspection (Brown, M., et. al (2016).

Ethiopia is one of those countries that introduced school inspection in recent years having the ambition of improving the quality of education. The development of general education inspection (Grades 1-12) was a fundamental priority for the government of Ethiopia. Impressive progress has been made in recent years in improving access to education throughout the country. However, the government has also recognized the pressing need to improve the quality of teaching and learning in Ethiopian schools, and to raise the educational outcomes achieved by all students (MoE, 2012).

Consequently, in 2012, the General Education Quality Improvement Programme (GEQIP), having six components or pillars such as curriculum, textbooks and assessment; teacher development; school improvement; management and administration; information and communication technology; and ethical and civic education, was introduced. The development of a national system of school inspection in Ethiopia, with oversight by a national inspection body, is part of the first component. It has close links with other components, particularly with school improvement, teacher development, and management and administration (MOE, 2012).

Following this, The Ministry of Education (MoE), which is mandated by the government of Ethiopia to assure the quality of education, established the General Education Inspection Directorate (GEID) in 2012 to develop consistent national arrangements for the inspection of schools. Bodies responsible for quality assurance had been established in the regions, Administrative cities, zones and woredas (MoE, 2012).

Following the direction descended from the federal Ministry of Education, Oromia Education Bureau, to which Woliso town administration education office is accounted for, has established General Education Inspection Core Process lately changed to General Education Inspection Directorate. The regional general education inspection Core Process also

established general education inspection processes at zones, town administrations, and woredas level in 2012.

Since October 2013, the practices of inspecting schools get active following the pre-determined plan of addressing all schools in the region with the 20%, 40%, and 40% during the first phase of inspection from the year 2013/14, 2014/15, and 2015/16 respectively.

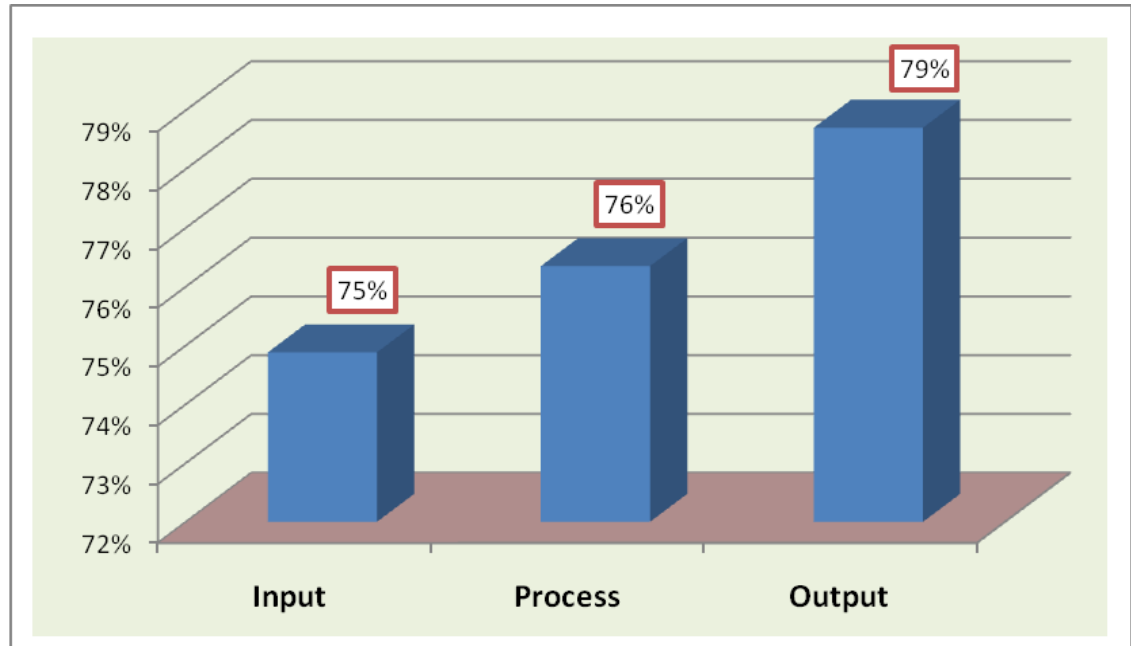
School inspection in Ethiopia in general and in Oromia in particular, including Woliso town administration, is conducted in a phase based interval. A phase is intended to be covered with in three consecutive years. Accordingly, the first phase of school inspection was taken place during the year 2013/14 to 2016/17 extended by one additional year. Currently, the reports at both federal and regional level indicates that the second phase which was planned to be undertaken from the year 2017/18 to 2019/20 is finalized and the third phase is expected to begin in October 2021.

The Federal Ministry of Education and Regional Education Bureaus undertake inspection of primary and secondary schools across the country every year with the aim of inspecting each school, at least once every three years. School size may affect the length of time to stay in a school. Accordingly, the School inspection that takes place in all schools covers two to three days per a school inspecting it against 26 standards which are split into Input, Process and Output categories. The standards have different focus areas, such as school infrastructure, facilities, human and financial resources, participatory school improvement planning, learning effectiveness, teaching effectiveness, and provision of services, partnership of school, parents and community engagement including other aspects (internal efficiency and student attainment) of the whole school development (MoE, 2012). The process of inspecting every individual school is finalized by grading those schools using level 1, level 2, level 3 and level 4.

Woliso town administration, which is the target of this study, has introduced school inspection since October 2013 using inspection tools developed at federal ministry of education. School inspection has been undertaken for two consecutive rounds since its introduction which takes three years for each round. The first round was undertaken during the year 2013/14 – 2016/17 and the next round was during 2017/18 – 2019/20.

Woliso town administration was running school inspection having three secondary schools which are directly accountable for Oromia Education Bureau. The result of secondary school inspection in both rounds that has been undertaken under the superintendence of the town administration is presented here under.

Figure 1.1: First round secondary school inspection result of Woliso Town Administration (2013/14 – 2016/17)



The above figure indicates that all the three secondary schools inspected during the first round inspection (year 2013/14 – 2016/17) were evaluated as well performing. The values of input, process and output are 75%, 76% and 79% respectively with the average performance of 75%. Thus, based on these results they are said to be classified as level 3 which implies that these secondary schools were satisfactorily performing.

In the contrary, the second round (year 2017/18 – 2019/20) inspection report indicates the deterioration of the result which is shown in the following figure.

Figure 1.2: Second round secondary school inspection result of Woliso Town Administration (2017/18–2019/20)

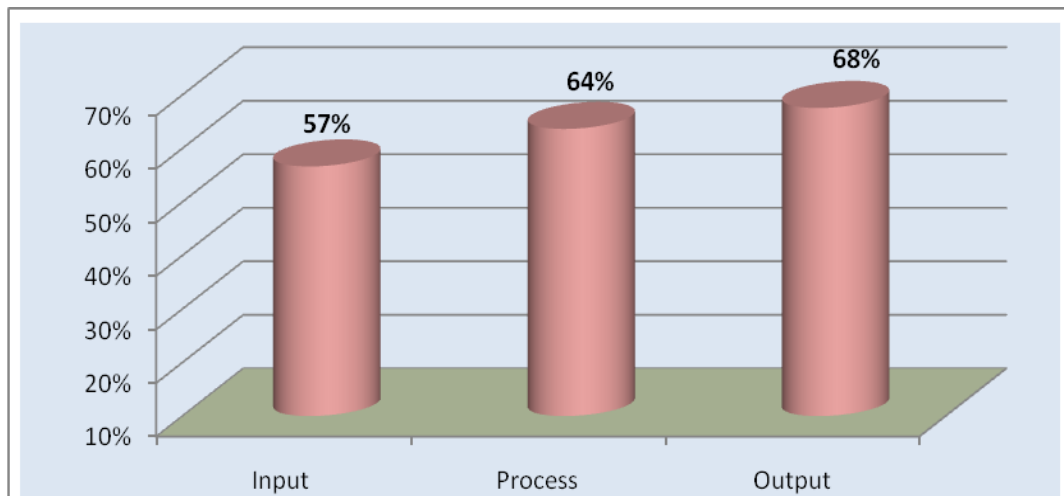
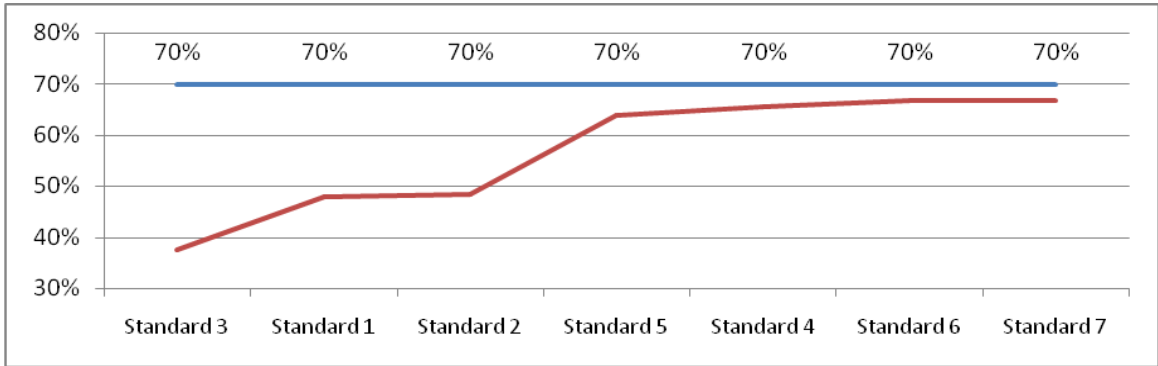


Figure 1.2 shows the second round inspection report of the three secondary schools of Woliso town administration. The average performance was 63% which is judged as level 2 (See Appendix VI). This indicates that the three schools were performing below the required standard. As shown on the figure above the input, process and output performance of these schools were 57%, 64% and 68% respectively with all were below the expected minimum standard of 70%.

The contradictory reports of the two sessions might stand for the suspicion that there might be problems in the realization of school standards and the practices of inspection activities. Because, the national document provided by MoE reports depicts 2,102(83%) of secondary schools inspected during the first round were classified as level 1 and 2, below the standard, while 424(16.7%) and only 6(0.2%) of secondary schools achieved the minimum and higher standard respectively (MoE, 2019). Similarly, equivalent result is reported at OEB level which states that 965(77.75%) of secondary schools were classified as level 1 and 2 both of which were below the minimum standard (OEB Annual Magazine 2018)

In relation to this, focusing on the second round inspection report which seems to be convincing, the performance level of the 26 standards (Standards of input, process and output) are stated in the following graphs which may help to better understand the status of those secondary schools upon which this study focuses.

Figure 1.3: Input standards and their performance level



As shown in figure 1.3, the first seven standards are input standards. They deal about educational resources like School facilities, and physical, human and financial resources, student support, leadership and management of the school. The graph clearly shows all standards of input were evaluated below the minimum requirement i.e. 70%.

Figure 1.4: Standards of process and their performance level

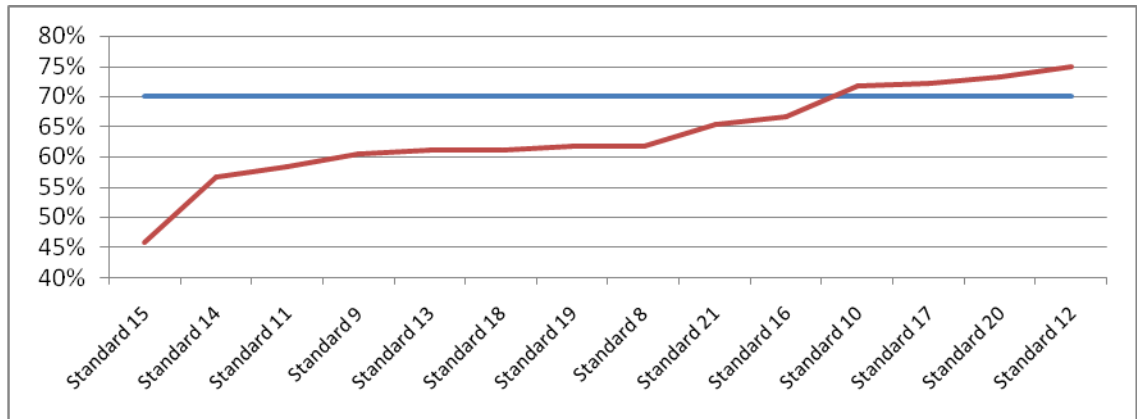
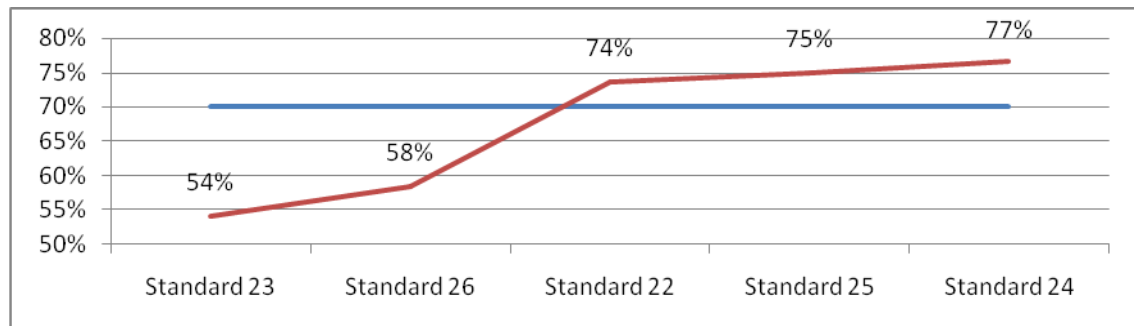


Figure 1.4 indicates the performance level of the process standards which covers standard 8 to 21. As the figure shows, standards 10, 17, 20, and 12 were above the minimum requirement whereas the rest ten standards were below the minimum requirement i.e. 70%.

Figure 1.5: Output standards and their performance level



With regard to the output standards, as shown on figure 1.5, standard 22, 25 and 24 which deals on achieving educational access, internal efficiency and goals of ESDP, Communication and interaction among teachers, leaders and support staff, and behavioral changes of students respectively were well achieved. The rest two standards of 23 and 26 which respectively deal on improvement of students' result in the classroom, regional and national examination and securing support from parents, local community and partner organizations were evaluated below the minimum requirement of 70%.

In general, the above stated empirical reviews of the overall performance of secondary schools which were the target of this study helped to grasp the status of their performance and the extent to which this study is valuable.

Thus, School inspection, as it has been practiced since recent years, requires assessing its implementation. To this effect, the realization of standards, the benefit that schools secure and possible challenges faced in the practices of school inspection in the context of secondary schools in Woliso town administration is going to be revealed in this study.

1.2. Statement of the Problem

Inspection serves many purposes in the education system. It is, for example, quality auditing and leveling the overall performance of a school against the already set standards. In support of this, Matthew A., (2012) states school inspection services as a powerful way of monitoring the educational system, tracking standards and performance levels over a period of time, and identifying schools failures. Moreover, Brown, M., et.al. (2016:4) strengthen this by quoting Bentham's assertion that 'the more strictly we are watched, the better we behave'. The quotation magnifies the importance of being inspected or being watched for a given school as

it is a social institution. In short, the more the school inspection is practiced the better the quality improvement is achieved.

Historically inspection was largely about compliance with rules and to judge the work of individual teachers. Now, at least, in theory, it is as much concerned with creating a regulatory framework within which schools as organizations can enjoy greater autonomy while simultaneously being held responsible for student performance outcomes (Brown, M., and et.al 2016). Wilcox, (2000) also agree with this stating that inspection, as a quality control mechanism, is considered to be a medium through which education providers can be held accountable for the standards of service and outcomes.

With regard to its implementation, school inspection is undertaken through collecting a range of evidence, march these against a statutory set of criteria, arrive at judgments and make those judgments known to the public. Matthew A. (2012) citing McGlynn & Stalker (1996) states the opinion that the findings of inspection are used to identify aspects which need more attention and improvement in individual schools to clarify performance of educational system and to inform national and regional educational policy, practice and development. Thus, this is to mean that schools need feedback on their performance to help them identify how to improve their practices; and they should be accountable for their performance.

School inspection is not only for accountability but also is for school improvement (Gaertner, H., et.al. 2014, Wilcox, 2000). Alkutich and Abukari (2018) also agree with the quality implication of inspection stating that “school inspection aims to improve education quality”. There are three different ways, according to these authors, to improve school performance through inspection, namely: improvement of student performance, strategic thinking to improve school policies and classroom performance and capacity building, which continuously improve schools by enhancing all players. The same authors, citing Eheren, et. al 2005, discuss the intended effects of school inspection as it aims to improve school performance and achieve a high quality of education, which is defined as the added value of student achievement. Other writers also state that school inspection effects as to ensure the quality level of education; compliance with school regulations; and to inspire the overall quality of school improvements. The above discussion, in sum, implies that school inspection has a positive effect on improving quality education.

On the other hand, OECD (2013), referring to different authors, states that there is a risk that external evaluation may be predominantly associated with compliance to procedural requirements, instead of with school improvement. Increased pressure stemming from external school evaluation might create incentives for mere compliance to administrative requirements at the expense of improvement and innovation. An approach that is largely top-down and that imposes changes on schools is believed to create a “culture of compliance” among teachers at the expense of innovation. It may also be the perception of school principals that external school evaluation is only an exercise in compliancy to ensure continued recognition or funding and that it is not a useful stimulus for school improvement. Such perceptions may reflect a lack of follow-up by external authorities on the implementation of recommendations within the evaluation reports. The association of external school evaluation with compliancy, putting other key issues aside, may also mean that school principals do not promote and seriously discuss the results of external school evaluation with the full school staff and parents, thereby severely reducing their impact on school improvement. This in turn implies that if observation during school inspection is not effectively communicated to all stakeholders and if feedback and follow up is lacking and if there is no implementation of inspectors’ recommendations then school inspection will be a waste of time and resources than improving school performances.

Similarly, the same problem might be faced in Ethiopian schools. This is, for example, the analytical report conducted by Ministry of Education in 2019, based on the second round school inspection, notes that 60% of the primary and secondary schools over the country have been evaluated and 89% of those schools were below the minimum standard (MoE, 2019). The case of school inspection report of Oromia regional state seems to be similar with that of the national status as it takes the lions share in the national report. Accordingly, during the first round of school inspection (2013/14 – 2016/17) 13,675 schools, which covers 90.27% of all primary and secondary schools, were inspected and classified. Following this classification, 11,640(85.12%) of them identified as level 1 and level 2 which implies that they were below the minimum standard (OEB GEID 2017/18 page 6). Similarly, the GEID of OEB had reported that during the second round school inspection (2017/18 -2019/20), 9317 (91%) of the inspected schools were graded into level 1 and level 2 which implies that those schools were evaluated below the required or minimum standard (OEB, GEID 2019/20 page

71). This data indicated that the performance of those inspected schools is deteriorating from first round to the second.

The case of Woliso town administration is not far from what has been reported at national and regional levels. During the first round school inspection (year 2013/14-2015/16) all the three secondary schools were evaluated as well performing. The values of input, process and output were 75%, 76% and 79% respectively with the average performance of 75%. This promising result has been deteriorated to 63% as reported in the second round school inspection (OEB Annual Report 2020).

The above discussed evidences can indicate two major problems related with school services and school inspection. First, most of schools in the country in general and schools under the study in particular were not delivering the required services in the required quality. Second, comparing the second round school inspection result with that of the first, the performance of those schools was envisioned to be improved rather it has been deteriorating. This, in general, sparked up on the importance of assessing the realization of school standards and their possible challenges in relation to school contexts.

The researcher has been working for eight years in the field of school inspection at regional level. Although different researchers conducted a research on issues related to education; to the knowledge of the researcher, there is no research conducted on the realization of school standards at Woliso town administration. By that the researcher felt there was a gap which needed in-depth investigation about the status of the current practices of school inspection such as the realization of standards in the context of secondary schools, the benefits of school inspection, and the challenges related to the implementation of school inspection and the practices of inspection.

Thus, it seems to be essential that the extent to which school standards were realized in secondary schools of Woliso town administration requires to be assessed. In so doing, the following basic questions need to be answered in the study.

1. How are the standards of school inspection implemented in secondary schools of Woliso town administration?
2. How does the practice of inspection benefit schools?
3. What are the challenges related to the implementation of school inspection?

1.3. Objectives

1.3.1. General Objective

The general objective of this study is to assess the overall implementation of school standards in the contexts of secondary schools of Woliso town administration.

1.3.2. Specific Objectives

1. To explore how the school standards are implemented in secondary schools of Woliso town administration
2. To examine the benefits that secondary schools in Woliso town acquire from the inspection practices.
3. To investigate the challenges faced during the implementation of inspection in secondary school of Woliso Town Administration.

1.4. Significance of the Study

The study findings are considered to have the following significances:

1. Educational policymakers, planners, concerning stakeholders and school leaders will be notified with the valuable information regarding the realization of school standards in the context of secondary schools so that they can make the necessary rearrangements in the subsequent inspection practices.
2. The town administration education office will be notified with the efficiency of school inspection processes so as to address critical challenges identified in schools during school visits.
3. The findings will also provide school inspectors with valuable information that get them alert on how they can best support schools especially in relation to improving their performance.
4. Teachers, school inspectors, school leaders and other educational stake holders will clearly understand the detail practices and rationale of school inspection.

In addition to this, the study will enable the town administration education office and other stakeholders to become aware of the practices and critical challenges of school inspection so as to improve the subsequent activities of secondary school inspection. The study will also

motivate school inspectors to perform their duties more diligently. Teachers and heads of schools will see the advantages of their schools being inspected.

1.5. Delimitation of the Study

In order to make it manageable and feasible, the study was delimited to the three secondary schools found in Woliso town administration. The study also focused on the realization of school standards in the context of these schools. Though there are a number of factors in relation to the realization of school standards, the researcher mainly dealt with the extent to which the standards of school inspection were realized in the context of secondary schools in Woliso town administration, the benefits that those secondary schools acquire from the practices of school inspection, and the challenges related to the implementation of school inspection.

1.6. Limitations of the Study

The limitations of the study were comprised of by many issues. First, it was the time the schools were reopened after the lockdown because of global Covid-19 pandemic so that the schools were busy in managing the uncovered portion during the lockdown. Thus, the researcher had to attend those schools repeatedly which highly consumed the researcher's time and affected the number of questionnaires to be returned. Second, teachers and principals were busy and had no time to effectively participate in the study because they were, at the same time, administering final examination. It was also planned to involve heads of PTSA but they were not available around the schools. Forth, some teachers and students were not aware of the issue of school inspection, and these affected the provision of meaningful data. In addition to this, the researcher faced with problems in finding relevant reference materials and local studies which again affected the soundness of the study. In order to overcome these challenges the researcher exerted all his efforts and finally managed the study.

1.7. Definition of Operational Terms

Inspection: in its most general sense may be defined as the process of assessing the quality and/or performance of institutions, services, programmes or projects. In particular to academic activity, it is supervision of academic activities that focuses on school

improvement, and administration of the overall teaching learning process (Kemethofer et.al.2017).

Standard: something considered by an authority or by general consent as a basis of comparison; an approval model; a rule or principle that is used as a basis for judgment (Dictionary. com)

Secondary School: educational institution that ranges from Grade 9 to 12

Challenges: factors negatively affecting the effectiveness of intervention.

Supervision: Watch over an activity or task being done by somebody and ensure that it is performed correctly. In this study supervision relate to see to it that heads of schools, teachers, and students perform their duties effectively.

1.8. Organization of the Study

The thesis covered five chapters. Chapter one consisted of the background of the problem, statement of the problem, research objectives, research questions, scope of the study, significance of the study. Chapter two dealt with literature review in which the standards and their realization in the context of secondary schools and the practices of school inspection was discussed in order to guide the researcher to grasp the themes of the study. Chapter three was also dealt with the study methodology, in which research design, population, sampling techniques and sources of data are included. Chapter four consisted of data presentation and discussion and chapter five gave a summary of the research findings, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

Introduction

Among other issues, this chapter includes: theoretical literature which consists of: operational definitions of the key terms, an overview of school inspection, importance of school inspection, models of school inspection, principles of school inspection, challenges of school inspection. The chapter will also present empirical reviews that discuss the factual situation of schools under the study. In this section, the current status of those secondary schools against the set school standard will be presented.

2.1. The Concept of School Inspection

According to Ehren and Shackleton, (2016) School inspections are external evaluations of schools, undertaken by experts outside of the school with a mandate from a national/local authority. Kemethofer, (2017) defines Inspection in its most general sense as the process of assessing the quality and/or performance of institutions, services, programmes or projects by those (inspectors) who are not directly involved in them and who are usually specially appointed to fulfill these responsibilities. Perry, (2013) also defines school inspection as a formal process of external evaluation which may aim to hold schools to account, and to drive school improvement.

School inspection also refers to the specific occasion when the entire school is examined and evaluated as a place of learning. It also means the constant and continuous process of guidance based on frequent visits which focus attention on one or more aspects of the schools and its organization. The concept ‘inspection’ takes its root from the word ‘inspect’, which according to Oxford Dictionary of English is ‘to make official visit to an organization or check on standards’.

The definitions given by these scholars have something in common. It is about evaluating the work of the school by external bodies which results in writing a report that target to the overall improvements of schools.

2.2. School Inspection and Quality Education

School inspections point to progress education quality through advancement of student performance, strategic considering, improving school policies and classroom execution and capacity building (Alkutich & Abukari, 2018). The required impacts of school inspections, according to these writers, point to forward school execution and accomplish a high quality of education, which is characterized by the added value of student accomplishment. School inspection also guarantee the quality level of education; compliance with school rules and regulations; and to rouse the general quality of school accomplishment. Another writer also finds that teachers think that their experiences and interactions with school inspection processes lead to a positive impact on creating and improving professional performance.

On the other hand, Gaertner et. al., (2014) state that researches conducted on the effects of school inspection quality education or improving schools came up with inconsistent findings. Moreover, international research, as to these authors, casts doubt on the belief that school inspection has in large high quality results. The outcomes vary with the neutrality of the body carrying out each assessment. As a result, studies carried out by the inspectorates themselves, such as the Office for Standards in Education, Children's Services and Skills (Ofsted) in England; find that school inspections enhance quality. In any cases, autonomous research has not only pointed out the positive effects but also the undesirable side effects of inspections, such as the extraordinary weight laid on staff and school administration in the lead-up to an inspection or the stress and nervousness of teachers.

Another researcher points out that the effects of inspection are affected by school features, inspection features and inspection judgment (Penninckx et al., 2014). Amongst the few relevant school features identified by these authors that affect the results of inspection are: the schools' innovative abilities and the principal's leadership quality. Relevant features of the inspection are, amongst others, perceived quality of the inspection process, quality of the oral and written feedback, inspector's perception for the school, and trustworthiness of the inspectors.

These, in general, are said to affect the outcomes of school inspection. It is, therefore, possible to infer that if both school features and inspection features made relevant to school

inspection, it will positively affect quality of education in general and that of inspection improvement in particular.

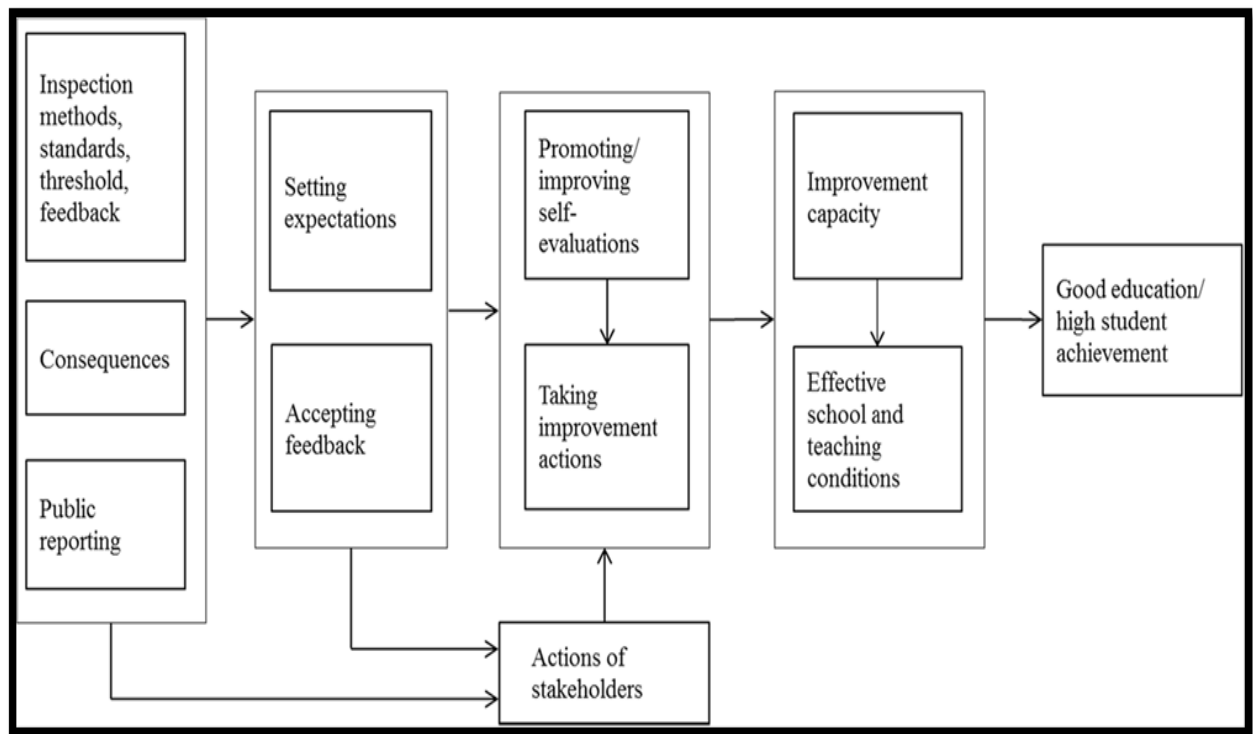
2.3. A Theoretical Framework for Mediating Processes in Inspections

Kemethofer et. al. (2017), and Altrichter, & Kemethofer, (2015) discuss the details of a conceptual model which was designed by Ehren et al. (2013). The conceptual model indicates the causal mechanisms of school inspections which are expected to lead to school improvement. For this purpose, they analyzed official documents and interviewed inspection officials in six European countries (i.e. Austria/Styria, the Czech Republic, England, Ireland, the Netherlands and Sweden) to identify causal mechanisms of school inspections that are expected to support school improvement. Although these countries were selected to represent different inspection systems, a cross-case analysis of the six programme theories revealed that (a) all inspectorates share common goals (good education and high student performance) and (b) refer to the same general mechanisms to meet these goals (see Fig. 2.1).

Kemethofer et. al. (2017), in the article titled “Comparing effects of school inspections in Sweden and Austria”, describe the model as follows. The left box in Fig. 1 includes inspection features that may affect change in schools: Inspection methods, the standards used, the consequences applied and the specific characteristics of reporting are considered fundamental issues which may adjust the effect of inspections. Three facilitating mechanisms were identified which inspectorial models undertake to be causal in mediating progressive activities. Firstly, inspectorates are setting anticipations about what a ‘good school’ should look like and how it is to function. This is done by the quality frameworks which explain inspection standards and benchmarks for good education. Accepting feedback, i.e. schools recognizing, accommodating, adopting and applying inspection feedback for improving the quality of their efforts, is considered the second important mechanism. Actions of stakeholders, a third mediating factor, may influence improvement processes in schools by (a) building external weight on schools to fulfill the inspection conditions and/or (b) by providing support for schools. In order to stimulate such processes, many inspectorates make sure to communicate inspections standards, procedures and inspection reports to stakeholders.

The mediating mechanisms, according to Kemethofer et. al. (2017), Altrichter & Kemethofer, (2015) are prerequisites for the school’s improvement activities which are characterized in the model by two factors, by promoting/improving self-evaluations and by taking development actions. These development activities, in turn, are made-up to result in improvement capacity and in effective school and teaching conditions which may be seen as ‘interim results’ of development on the case of inspections. Both, development capacity and effective school and teaching conditions symbolize quality indicators and therefore the prerequisites for good instruction and high student performance.

Figure 2.1: Framework of causal mechanisms of school inspections



Source: Kemethofer et. al. (2017), *Comparing effects of school inspections in Sweden and Austria citing to (Ehren et al. 2013, p. 14)*

2.4. Educational Inspection versus Educational Supervision

There are multiple definitions of educational supervision. It is required to state some of them in order to bring out what educational supervision is, and its nature and purposes in education.

A module printed in Nigeria in 2014 page 199, referring to “The Good’s Dictionary of education (1945)” defines educational supervision as:

“All efforts of designated school officials towards providing leadership to the teachers and other educational workers in the improvement of instruction. It also involves the stimulation of professional growth and development of teachers, a selection and revision of educational objectives; materials of instruction, methods of teaching; and the evaluation of instruction.”

The module further discusses that “Supervision is perceived as a way of advising, guiding, refreshing, encouraging, stimulating, improving and over-seeing certain groups with the hope of seeking their cooperation in order for the supervisors to be successful in their tasks of supervision”. Other schools of thought see supervision as a way of convincing people not to apply from applying wrong procedures in undertaking certain activities on their jobs, and at the same time try to give emphasis to the importance of good human relations in an organization (Sergiovanni, Thomas & R. Strarrat1993).

The principle of supervision is therefore the monitoring of the performance of school staff, noting the advantages and disadvantages and using appropriate and friendly techniques to ameliorate the flaws while still improving on the merits thereby increasing the standard of schools and achieving educational goals. Thus, the objective of educational supervision is the enhancement in teaching and teaching atmosphere in order to ensure effective teacher performance and learning in the school (Sergiovanni, Thomas & R. Strarrat. 2007).

On the other hand, the Oxford Advanced Learner’s Dictionary of current English, defines the word “Inspection” as:

- a) An official visit to a school, factory, etc. in order to check that rules are being obeyed and those standards are acceptable
- b) The act of looking closely at something/somebody, especially to check that everything is as it should be

Beyond this definition, the main emphasis of inspection is on the enhancement of learning and teaching activities in the school. It leans towards the critical examination and evaluation of the school as a place for teaching-learning enterprise. Onasanya (2019) referring to Oljelabi (1981) agree with this in describing inspection as the critical examination and evaluation of a school as a place of learning. Through inspection, according to this author,

essential and pertinent advice may be given for the improvement of the school. Such advice is usually showed in a report. On the other hand, supervision, according to Onasanya, is different from inspection since it can be termed as a perpetual and uninterrupted process of personal guidance based on regular to a school to give actual and productive advice and inspiration to teachers so as to improve the learning and teaching condition in the school. On such visits, attention is paid to one or more features of the school and its organization. Therefore, it is common to refer to both at the same time (Onasanya, 2019).

Considering the essence of school Inspection and supervision, one cannot stand alone rather they complement each other. In this regard, as to Onasanya, educational activities need supervision and inspection to achieve their intended targets. Supervision and inspection are good mechanisms to up-grade teachers into the expected standard. Teachers require supervision and inspection to exert their efforts no matter their level of understanding and dedication. Without supervision both teachers and school leadership back rapidly in their performance (Onasanya, 2019).

Inspection, because of its focus on monitoring and evaluation of academic performance and improvement in schools, is always carried out with the purpose of securing and improving on the quality of learning of students. It tends to improve all factors that affect teaching and learning in the school system.

2.5. Differences between Supervision and Inspection

Inspection and supervision are different in many aspects. For precision, the major areas of differences have been stated as follows:

Table 2.1: Differences between Supervision and Inspection

S/No	Inspection	Supervision
1	Formal	Less formal
2	Focuses on the monitoring and evaluation of performance	Focuses on maintaining and improving Performance
3	Usually carried out by an external agent the inspection, departments, etc.	Usually carried out by an internal agent (the head teacher) and head of subject
4	Aims at changing all factors affecting the behavior of the teacher	Aims at changing the instructional practice methods and techniques affecting teaching and learning.
5	Facilitates and reinforce teaching/learning activities	Explores, encourages and supports teaching/learning activities.
6	Less frequent	Frequent
7	Usually planned ahead	Sometimes not planned
8	Done as a team	Done individually

Source: Study Module on “Concepts of school inspection and Supervision”, 2014 page 204

Retrieved from <http://www.nti-nigeria.org/nti-pgde/>

2.6. Approaches to Inspection

Perry (2013) states that three comprehensive approaches in evaluating schools can be identified around the world – many countries combine these methods. The approaches embrace school self-evaluation; external evaluation; and comparison of schools using performance measures.

Organization for Economic Cooperation and Development (2013) identifies the three main approaches to evaluating schools globally. These are:

- **School self-evaluation or review:** This concerns an evaluation or review undertaken by members of the school staff to examine the usefulness of structures and processes functioning and the quality of student learning outcomes. Such self-reviews of school effectiveness and quality may draw on input from school leadership, teachers, other staff, students, parents and the school community (OECD, 2013).
- **External school evaluation or review:** This concerns the evaluation or review of the quality of structures and processes running within a school and the quality of student learning outcomes as determined by an external body. External reviews may be conducted by particular national or government institutions, such as Inspectorates or

Quality Review Agencies, by a group of officials within a government department or Ministry of Education or by accredited individuals. In these cases, external review usually involves a strong attention on accountability, but progressively aims to give feedback for school improvement. External reviews may also be performed by professionals in other schools in the nature of “collegial” or “peer” reviews. In these situations, external review typically gives emphasis on school improvement and can be taken up by schools as part of their own self-assessment activities (Ibid).

- **The comparison of schools on different performance measures:** This typically targets to compare schools on standardized measures to allow the benchmarking of their performance in relation to other schools, particular districts or regions or national averages. Such relative performance measures may be reported to schools for internal use in their self-assessment processes and/or may be reported publicly to get wider beneficiaries compare schools. The argument for the latter is generally linked to providing parents and students with information on which to make decisions of school selection (Ibid).

2.7. International Practices of School Inspection

Northern Ireland

External Inspection

According to Perry (2013), In Northern Ireland, a team of inspectors visits the school, ranging from two inspectors for a small primary school to up to eight for a large post-primary undergoing standard inspection. Multiple evidences are employed to lead to proper judgments, and there is particular attention on classroom visits. Evidence includes: Dealings with pupils during classroom instruction, discussions with teachers and principals, analyzing documents that developed by the school, responses to questionnaire by parents, teachers and support staff; and a discussion with senior administration regarding the school’s performance data.

Self-evaluation

Schools in Northern Ireland, according to this author, are not needed to undertake self-assessment; however school improvement planning consists of an element of this. Schools

should employ performance and other data to examine the school’s strategies for a range of areas, including teaching and learning and staff development (Ibid).

The Education and Training Inspectorate (ETI), which is part of the department of education, uses self-evaluation to provide evidence on leadership, and in particular the actions taken to drive improvement. The commonly known general directions of quality indicators given more attention in school self-assessment are: Leadership and management, Quality of delivery for learning, and Quality of accomplishment and standards (Perry C. 2013)

Perry C. (2013) further discusses that Over three quarters (77%) of countries reviewed by the OECD require school inspections, and most also require schools to undertake self-evaluation (Paşa, S., 2013). With this regard the author identified approaches to school evaluation of different countries with their key features.

Table 2.2: Examples of approaches to school evaluation

Countries	Evaluation/Inspection Approach	Key Features
England	High stakes approach	<ul style="list-style-type: none"> • Inspection plays a key part in the accountability framework • High stakes approach with potential “naming and shaming” • Emphasis on external inspection and a short notice period • “Satisfactory” grade recently replaced with “requires improvement”
Scotland	Collaborative approach	<ul style="list-style-type: none"> • Inspectors viewed more as ‘coaches’ than ‘external examiners’ • A sampling approach to selection of schools is taken and there is a two to three week notice period • The school’s capacity to improve is evaluated (confident, partially confident or not confident)
Republic of Ireland	Emphasis on self-evaluation	<ul style="list-style-type: none"> • Focuses on self-evaluation and light touch external inspection • Teachers have reported that the process can be positive and affirming, however criticisms include the avoidance of conflict with teachers
Singapore	Improvement driven by self-evaluation	<ul style="list-style-type: none"> • A self-assessment model is the primary driver of school improvement • Schools must provide evidence of continuous improvement in results • External experts visit the school to validate the self-evaluation • A comprehensive set of awards is linked to the model
Finland	No external inspection	<ul style="list-style-type: none"> • School inspections abolished in the early 1990s • Education system relies on the effectiveness of teachers and leaders • Finland places significant trust in teachers and principals and they have significant autonomy

Source: Perry (2013) Approaches to School Inspection. Research and Information Service

Research Paper

UNESCO (2016) stated that in most Asian countries, before the last decade, evaluations were based on teacher or student performance, and school evaluations relied almost exclusively on teacher appraisal with giving due attention on administrative inaccuracy and control of individual teachers or examinations, especially the evaluation of individual student assessment. However, in recent times, there has been a stronger intention of quality assurance in education systems in the countries: the notion of evaluations in education has been ever-changing from various forms of control in monitoring and evaluation towards a permutation of accountability and developmental aspects in quality assurance of schools. In addition, due to increasing implementation of decentralization in many countries of the region and their application of school-based administration, more countries have replaced or are in the process of replacing their outdated school inspections, which are mainly conducted by inspectors or state officers, with a permutation of school self-assessment and external school review of school performance.

In some developing countries, they are working hard to either re-structure or improve their quality assurance systems, although in particular methods and at quite different paces. Cambodia, Vietnam and Pakistan have developed education laws and policies for setting up measurement and evaluation systems in education in the recent decade (UNESCO, 2016). In addition, most countries have an official system of external school inspection, school review or school audit, except the Philippines. Yet, while Philippines and Indonesia do not have a formal policy or mechanism for school self-assessment, other countries follow different ways in their implementation of school self- assessment.

OECD (2013), in its Reviews of Evaluation and Assessment in Education across countries under its program, discusses that there are significant variations in the practices of school evaluation/inspection across different countries. To mention some of these:

Within the United Kingdom, Scotland has a clear policy for school self-evaluation to be the center of school self-evaluation. However, a change of culture requires persistent effort and capacity building. A strengthened role for self-evaluation has been hampered by: the historical environment of strong central impact; and other policies regarding the setting of targets by local authorities and the use of standard performance measures. They argue that

school self-evaluation has become a recognized system in schools, but that some accomplish this “enthusiastically”, while others “treat this with cynical compliance” (OECD, 2013).

In Norway, the Norwegian Labor Inspectorate conducts inspections of the health, environment and safety in Norwegian schools; it gives less attention to the provision of education in schools or the quality of teaching-learning. Typically, local and regional authorities, as part of their obligation to monitor schools, take note of school outcomes, sometimes require schools to submit annual strategic plans and/or development plans and intermittently make observations on schools to make discussion with senior staff and check compliance with the rules and regulations of their respective schools. They do not generally undertake more in-depth school reviews or inspections involving the direct observation and evaluation of the quality of teaching and learning. Similarly, the distinctive approach of the regional representatives of the central authorities in monitoring local approaches is to simply monitor results and check compliance at an administrative level (OECD, 2013).

In the Slovak Republic, there have been increased demands on the State Schools Inspectorate to undertake various kinds of external school evaluations, including “information inspections”. These types of external school evaluation makes emphasis on document analysis, are conducted in a single day and do not involve classroom observation. For example, recent information inspections have involved verification of the content of the school educational program against that of the national. Schools and other concerned participants and beneficiaries report experiencing information inspections as rigid administrative exercises focusing on demands on school time, but not delivering valuable feedback for the school. Although schools are expected to undertake an external whole school evaluation (complex inspection) every five years, this external evaluation phase appears to be under anxiety and some schools may wait for another additional time. During an external whole school evaluation, external visitors undertake multiple classroom visits using a stable analytical observation and judgment tools and often ask the teacher to give a short-term self-evaluation of the lesson before giving feedback (OECD, 2013).

In Mexico, there is no systematic external school evaluation. However, there is a long-established tradition of omission of school work by supervisors and other personnel external to the school, but their role has been basically linked with ensuring schools’ compliance with

regulations and other managerial tasks. The customary role and functions of supervisors, relating to regulations, control, administrative activities of schools and supervision of the political and ideological outlooks of teachers do not seem to have improved or to respond properly to the needs of the education system (OECD, 2013).

Similarly, Hong Kong and Singapore use an effective operation of quality assurance framework in evaluating schools which is developed by an ‘input-process-output’ model. The Hong Kong framework is reinforced by a set of quality performance indicators and composed of two parallel processes of self-evaluation and external review of schools with focusing on school development and accountability. The Singaporean model involves a multilateral approach – ongoing school self-assessment, the school improvement process, and validation every five years via an external evaluation. The system of having MOE officers inspect schools was replaced by a self-assessment approach, accompanied by external validations every five years (recently revised to six-yearly cycles) take place centrally by MoE (UNESCO 2016).

The above paragraphs indicate that there is a considerable variation in the practices of school inspection across different countries. In some countries, where there are no requirements for school inspection; there is often a necessity for school self-evaluation. On the other hand, some countries do not require external school inspection (such countries include Greece, Hungary, Luxembourg, Italy and Mexico) (OECD 2013: p401)

Even though, there is considerable variation in the use, frequency and scope of accountability mechanisms across and within countries, as the above discussion indicated, the key points most commonly covered by school inspections across the OECD countries are: Compliance with rules and regulations, Quality of instruction, and Student performance.

2.8. Principles of School Inspection

The framework for school inspection in England which was published by the Office for Standards in Education, Children's Services and Skills (Ofsted) in the year 2012 summarizes the main features of school inspections and describes how the general principles and processes of inspection are applied to maintained schools, academies and some other types of school in England.

According to the framework, school inspections will support and promote school improvement by stating a clear standard for improving education, modifying the focus and type of inspection to have the greatest effect and clearly stating opportunities and threats. It also focuses on recognizing precise actions to strengthen recommendations, explaining and discussing inspection findings with those whose work has been inspected. Further, school inspection monitors the schools with poor performance, reports challenges and possible solutions to senior leaders, staff and those responsible for school administration (Ofsted, 2012).

School inspection, as stated in the framework, focuses on pupils' and parents' need by taking account of pupils' and parents' opinions in the planning based on pupils' and parents' views to notify inspectors' findings and the results of inspection. It also focuses on minimizing risk to children, young people and adults by evaluating the effectiveness of schools' processes for preservation. It evaluates the extent to which schools deliver an inclusive environment which comes across the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation. School inspection also focuses on the needs of schools by providing high-quality and timely communication with schools, making use, as far as possible, of the existing data, documentation and systems of the schools inspected and avoiding placing excessive encumbrances on them and by taking account of schools' self-evaluation (Ofsted, 2012).

Transparency and consistency are some of the distinguishing characteristics of school inspection. In this regard, it makes clear and transparent judgments based on sound evidence, inspecting and reporting are undertaken with integrity with having clear evaluation criteria, procedures and guidance that are well understood by schools and users and that are readily available. Moreover, school inspection will be accountable by reporting the outcomes of inspection without fear or favor. It will also be accountable in publishing clear, accurate, timely reports that provide parents and prospective parents with an authoritative, autonomous assessment of the quality of education provided by the school. It will be committed in collecting the views of pupils and parents and those who have a substantial concern in the school to inform inspection (Ofsted 2012).

In general, as discussed in the above paragraphs, school inspection as a principle focuses on pupils' and parents' need, and minimizing risk to children, young people and adults. It also focuses on the needs of schools. School inspection will support and promote improvement; it stresses on identifying precise actions, and evaluates the provision of inclusive environment which meets the needs of all pupils irrespective of any differences. It is also guided by the principle of transparency and consistency and be accountable by publishing clear, accurate, timely reports.

2.9. Challenges of School Inspection

A study conducted to analyze the inspection processes and practices in six developing and emerging countries, which was commissioned for the 2017/8 Global Education Monitoring Report, has identified multiple challenges that faced in the practices of school inspection. The countries selected in the study were Bangladesh, India and Cambodia from the lower-middle income category; Uganda and Tanzania from the lower income group; and South Africa from the middle-income category (GEMR, 2017). The report discussed that the inspection system in these countries was facing a number of common challenges. Some of the challenges identified, among others, are:

Resources inadequacy and the lack of capacity

According to the paper, the lack of human resources was one of the main hindrances for the ineffective inspection in the country and as a result of this problem the schools were visited once in a month, while schools in the remote areas were not sometimes visited even once a year. Most of the challenges faced in majority countries, according to the report, were due to lack of the required resources. The fact that inspection was seen as a negative practice because of its controlling approach evident in almost all countries was mainly the results of inadequate inspection materials to address the main challenges and the lack of training of the inspectors (GEMR, 2017).

Teachers' views: the challenges related to teachers' view was also observed in majority of the countries that the study focused on. As to Indian experience, teachers allege that schools are not regularly visited as it is required by the formal guidelines. They are often only inspected when any of the head teachers apply for 'Best Teacher/School Award'. They also assume that the power of inspectors is very restricted that they cannot take any corrective

actions directly against schools, but just notify or advice. According to the experience identified in Tanzanian, inspectors use “abusive language and some of the inspectors ask questions that are out of schools’ capability” and the recommendations they give are also beyond the reach of schools to come into a solution. School principals in Cambodia thought that accountability in the form of control or the current form of school inspection could not help the effective use of the resources distributed by the government. In the case of South Africa, as of the report, teachers’ unions show a strong resistance against the inspection system saying that it is more about criticizing and harassing teachers by external interference. (UNESCO, 2017)

Irregular Inspection:

Although inspectors were required to regularly visit schools during the specific times allotted to school inspection majority of schools were found not inspected in Cambodia and Tanzania during the time of this report (GEMR, 2017).

Corruption:

The aim of school inspection is not only to monitor the performance of schools, but also to get schools nationalized or publicized. Evidence, according to the report, shows that corruption in the form of exchanging enticements is often being practiced in this process. Recently, as the report revealed, 7 high school inspectors in 3 different education boards in one of the six countries under investigation were found involved in presenting wrong information about the schools in exchange for money. In another country, some inspectors found extracting money in the form of enticements while inspecting schools (GEMR, 2017).

Inefficient School Inspection

The inspection system in some of countries of the investigation was designed in a way which neither can effectively evaluate the performance of schools nor does give an insight of the schools’ functioning. A study conducted on four schools in Tanzania showed that school inspection does not focus on the academic improvements of students. The performance audit report also revealed that the majority of the recommendations were out of the capacity of schools to implement and only the government could handle these recommendations.

Sometimes, recommendations were unrealistic, costly and too broad or not specific (GEMR, 2017).

Moreover, the findings of the above discussed study that undertaken in six different countries from different economic status identified some other challenges that school inspection faces such as increasing number of unrecognized schools and lack of coordination in Bangladesh, only private schools were facing penalty in India, less division of labor in Uganda and etc. (UNESCO, 2017)

Lack of professional orientation

Wilcox (2000), by addressing the importance of professional orientation discusses that if teaching and teachers are to be inspected they need inspectors who they regard as capable and acceptable in the subject or other areas, which they inspect and in their professional practice as inspectors. This is to mean that if one is assigned to inspect school practices with lack of professional orientation she or he will not deserve a moral to perform her/his duty which in turn significantly affect the quality of school inspection.

The writer further stresses that the inspectors distinguishing characteristics needs to be having appropriate qualifications and experience. To this effect, appropriate training is necessary throughout inspectorial career, not least to ensure that inspectors' qualifications and experience do not lag behind those in schools. In addition to this, recruiting initially qualified inspectors help to retain them for a long time which in turn helps to minimize challenges related to high turnover of inspectors (Wilcox, 2000).

2.10. Modern Education in Ethiopia

The introduction of modern education in Ethiopia began toward the end of the nineteenth century with the establishment of a central state authority and a permanent urban seat of power, the arrival of foreign embassies, and the development of a modern economic sector. Modern education officially commenced in 1908 with the opening of Menelik II School in Addis Ababa, marking a significant step in the history of education in the country(Joshi, 2013).

A World Bank study on secondary education in Ethiopia by the year 2013, states that Education in Ethiopia was focused on mainly towards religious learning until after World

War II (Joshi, 2013). The government then began to emphasize secular learning to achieve national development. Free public education is provided in Ethiopia at both the primary and secondary level.

After the overthrow of imperial rule, the provisional military government dismantled the feudal socioeconomic structure through a series of reforms that also affected educational development. The number of primary and secondary schools were begun to increase in different parts of the country. After the Derg regime was overthrown in 1991, Ethiopia has been begun to exercise ethnic based regional administration (Joshi, 2013). Following this, regional governments were established and educational expansion and their administration were also made under the responsibility of regional education bureaus.

The education system was restructured to better fit the context and needs of the country at that time. New policy directions for the sector were set out in the 1994 Education and Training Policy. The “6-2-4” structure (that is, six years of primary schooling, followed by two years of junior secondary education, followed by four years of senior secondary education) that had been in place since 1962 was replaced by a new “8-2-2” structure which states that primary education consists of an eight-year cycle divided into a basic education cycle covering grades 1–4 and a general primary cycle covering grades 5–8, followed by two years of general secondary education (grades 9–10) and two years of preparatory secondary education (grades 11–12)(Joshi, 2013).

Next to this, the Ethiopian Education Development Roadmap of 2018 proposed a 6-2-4 system (6 years of primary education and 2 years upper primary/lower secondary or junior secondary education) and 4 years of secondary education) reasoning that such structure will give children an opportunity to get mentally, socially and emotionally matured to benefit from the curriculum and lessons designed for the level. The proposed system has begun to be undertaken and the secondary school leaving examination which is expected to be given at the end of grade 10 made postponed to grade 12 because the exam was not given for grade 10 students during 2019/20 academic year (EEDR 2018).

2.11. School Inspection in Ethiopia

2.11.1. General Overview

Seyoum Tefera (1996) briefs the historical development of supervision and inspection in Ethiopian education system. According to Seyoum, back in the 1940's, when the British dominant, the term inspection was in use. However, with the advent of the Americans, beginning in the mid-fifties until the outbreak of the revolution in 1974, the term inspection was changed into supervision. Under the socialist regime, the term inspection resurrected. During EPRDF, though it is not quite clear which is the influential foreign power in the country, the term supervision seems to have resurfaced. The change of the term from supervision to inspection or vice versa, according to Seyoun, does not appear to have made a substantive difference in the subject matter rather it may remind us, the classical case of putting old wine in new bottles.

In the contrary, globally, over the past 30 years, there has been a strong tendency to increase both the autonomy of schools and their accountability. These developments are interconnected, and they both promote the improvement of outcomes for children and young people. Internationally, there is a strong association between accountability and evaluation, and high or improving performance by schools. In many countries, there is growing emphasis on the development and use of ambitious educational standards as the basis of assessment and accountability. By creating a set of standards against which student performance can be measured, countries aim to assess students against a desired measurable outcome (OECD, 2013).

In this regard, Federal Government Ministry of Education of Ethiopia with its respective Regional Education Bureaus has also recognized the pressing need to improve the quality of teaching and learning in their respective schools, and to raise the educational outcomes achieved by all students. This also has strong link with the attention given to improve quality of education worldwide.

Following this, Ministry of Education (MoE) has begun to introduce the practices of school inspection in new approach during the year 2012; having the general objective of inspection as to assure and improve the quality of education and the outcomes achieved by students in all schools in Ethiopia.

The inspection of schools in the country was at an early stage of development by this time. Bodies responsible for quality assurance had been established in the regions, zones and woredas/districts/. School self-assessment had developed well, but had not been linked to external evaluation. Approaches to external evaluation, through quality audit or inspection, varied greatly across the country, making comparison of the performance of schools in different regions impossible. The Ministry of Education (MoE), which is mandated by the government of Ethiopia to assure the quality of education, established the General Education Inspection Directorate (GEID) to develop consistent national arrangements for the inspection of schools (MoE, 2012).

The MoE's GEID has worked with the Regional Education Bureaus (REBs) to produce this National Framework for the Inspection of Schools. The Framework is the tool for ensuring that inspections of schools are carried out in a consistent and objective manner in all parts of Ethiopia. It includes the schedule for inspection (the aspects of the school that inspectors will evaluate), a summary of the process of inspection, and the code of conduct to which inspectors will work (MoE, 2012).

The National Framework for the Inspection of Schools has been made to guide the inspection of all schools in Ethiopia, including pre-primary schools, primary schools, secondary and preparatory schools, alternative basic education centers and private and other non-government schools. It was anticipated that teachers' education colleges would have also been inspected but this has not been in action till recent.

2.11.2. Mandates and Accountabilities of Administrative Levels

The following mandates and accountabilities of administrative levels running under the ministry of Education are summarized from the National School Inspection Guideline published in 2013 page 10-13

a. The MoE's General Education Inspection Directorate

The MoE's GEID has a key strategic role. It has the power and duty to develop and keep under review the national framework and guidelines for the inspection of schools, including standards and indicators of school quality for use across the country, and to report on the outcomes of inspections nationally.

The MoE's GEID has the power and duty to conduct inspections, both separately (when asked to do so by the MoE) and alongside inspectors from the REBs and ZEOs. Its mandate also includes monitoring the inspections undertaken by REBs and ZEOs, and the inspections and quality assurance activities undertaken by WEOs, ensuring that they are undertaken according to the National Framework for the Inspection of Schools and that the inspection reports are of consistently good quality. It also provides training, guidance, support and guidance for inspectors from the REBs, and through them for inspectors from the ZEOs and WEOs.

The MoE's GEID receives copies of the school inspection reports produced by inspectors from the REBs, ZEOs and WEOs, and quarterly reports from the REBs. It analyses these reports and produces an annual national report, drawing on the outcomes of the inspections across the regions. Finally, the GEID undertakes research on inspection and other forms of quality assurance internationally, and assesses the impact of inspections in promoting improvements in the quality of education.

b. The REBs and ZEOs

The REBs and (in regions which have zones) the ZEOs have the mandate and key role of undertaking inspections of schools within their areas, using the National Framework for the Inspection of Schools, according to an annual programme notified to the MoE's GEID (incorporating annual programmes notified to the REB by the ZEOs and WEOs). The REBs are responsible for sending copies of all inspection reports to the GEID, and for submitting to the GEID a quarterly report on the outcomes of inspections within their regions.

The REBs provide training, support and guidance for inspectors in the ZEOs, and liaise with the ZEOs and WEOs about the annual programme of inspections. They monitor the inspections undertaken by the ZEOs and WEOs, checking that they are undertaken according to the National Framework for the Inspection of Schools. They receive copies of the reports of inspections conducted by the ZEOs and WEOs, and check that the reports are consistent in their structure and quality.

The REBs and ZEOs are accountable for the effective implementation of the national framework and guidelines for school inspection in their regions and zones, and for reporting the outcomes to the MoE's GEID.

c. The WEOs

The WEOs have the power and duty to inspect pre-primary and primary schools (and, in collaboration with the ZEO or REB, secondary schools) within their areas and report on their performance to REBs and (where appropriate) ZEOs, according to an agreed timescale.

A major responsibility of the WEOs, through their supervisors, is to support schools in responding to the outcomes of inspections; ensuring that recommendations are followed up and the quality of education and outcomes achieved by students improve. They are accountable for the effectiveness of this support.

d. Schools

Schools have the duty to undertake self-assessment and/or self-audit, to co-operate with national, regional and zonal inspectors and to provide them with the access and assistance they require. Schools are accountable for the quality of education provided for their students and the outcomes that they achieve.

2.11.3. Guiding Principles of Inspection

As stated on MoE, (2013). Inspection is undertaken by inspectors who are independent of the school and can evaluate its performance objectively and consistently.

- Evaluations are objective because judgments are made against clear standards or criteria and do not reflect personal opinions. Evaluations are consistent because the same standards or criteria are applied by all inspectors to all schools.

Inspection is conducted fairly and transparently, with evaluations being made in relation to clearly defined and consistently applied standards.

- Inspection is fair because it is not affected by bias or prejudice. Inspection is transparent because the standards, criteria and procedures are all published; there are no hidden agendas (MoE, 2013).

Inspection is conducted sensitively and constructively, identifying and celebrating successes, but also identifying where improvement is needed, and recommending to those responsible the actions required to achieve improvement.

- Inspection is a positive, not a negative process. Inspectors respect the directors, teachers and other staff of schools. Inspection focuses on the performance of the school as an institution, not on the performance of individuals, and their aim is to enable the school to perform better (MoE, 2013).

2.11.4. The Schedule for Inspection

The Schedule for inspection comprises five focus areas or ‘domains’. These relate to the key inputs, processes and outcomes that determine the school’s overall performance and effectiveness.

Table 2.3 Focus Areas of Inspection

Criteria	Focus Areas
Inputs	Focus Area 1: The learning environment Focus Area 2: The leadership and management of the school
Processes	Focus Area 3: Learning and teaching Focus Area 4: The school’s engagement with parents and the community
Outputs	Focus Area 5: Student outcomes

Source: MoE (2013). National General Education Inspection Framework

Each focus area contains one or more aspects. For each aspect there are one or more standards. The indicators illustrate the standards and provide a basis for assessing whether the school is achieving them.

2.11.5. The Process of Inspection

Inspections of schools will be carried out in accordance with the national framework once every three years. When a school is inspected and is found not be meeting the standards, it will normally be inspected again after one year to determine the performance level of the school. Schools inspected by the REBs, ZEOs and WEOs are visited by teams of two or three inspectors, for two or three days. Schools are given one week’s notice of their inspections being asked to provide documentations necessary to undertake school inspection. Inspectors read and analyze the school’s internal audit report before the inspection and during the inspection; and they evaluate the accuracy of the school’s own assessments. Their

independent and objective view of the school's performance helps the school become better able to assess its own work (MoE, 2013).

Accordingly, when inspectors arrive at the school, they meet the director and other senior leaders. They explain the purpose and nature of the inspection and invite the director and his or her colleagues to ask any questions they may have. They invite the director to give a short presentation about the school, describing its context, its strengths and its priorities for development. The inspectors meet the director regularly throughout the inspection, to ensure that any questions or problems that arise can be resolved quickly (MoE, 2013).

Inspectors spend their time in the school gathering evidence to enable them to make accurate judgments about each of the standards. In so doing, they spend at least half their time on classroom observation; look at students' work; have discussions with the director; teachers and students; have discussions with parents and (as far as possible) representatives of the community; look at the school's results, records and other documentation.

Inspectors must judge whether the school is achieving each of the standards. They assess whether the school is not achieving the standard (Level 1), whether the school is likely to achieve the standard after some additional efforts (Level 2), and whether the school is performing in line with the standard or achieve minimum standard (Level 3), whether the school is performing well above the standard (Level 4). On the basis of their judgments against each standard, inspectors also make an assessment of the school as a whole, using the same four-point scale. This will be overall professional judgments, taking all the evidence into account.

Inspectors should offer to give feedback on classroom observations at a suitable time after the observation. The feedback should be constructive and focused on the students' learning, the features of the teaching or other factors that affected it, and (where appropriate) how it could be improved. At the end of the inspection, the inspectors meet the director and other senior leaders to provide a short oral report on their findings, judgments and recommendations. The school's supervisor should attend this meeting, as he or she will have an important role to play in helping the school to respond to the inspectors' recommendations and improve its performance.

After the inspection, inspectors produce a short written report, in a standard format provided by the MoE's GEID, summarizing their findings, judgments and recommendations. The report will be sent to the school and to the WEO, ZEO and REB, as well as to the MoE's GEID. Schools should be encouraged to share their reports with the whole school community, and with the local community, including parents. Reports can be published online.

Schools that are meeting the standards are encouraged to improve their performance further, and will be inspected again after three years to assess the progress that they have made. If a school is not meeting the standards, it will be inspected again after one year. After the inspection, the supervisor works with the school to support its improvement.

Finally, if a school feels that it has been treated unfairly by inspectors, it may make a complaint to the authority which conducted the inspection. If it remains dissatisfied, the matter may be referred to the next higher authority. All complaints will be taken seriously and investigated in accordance with a defined procedure.

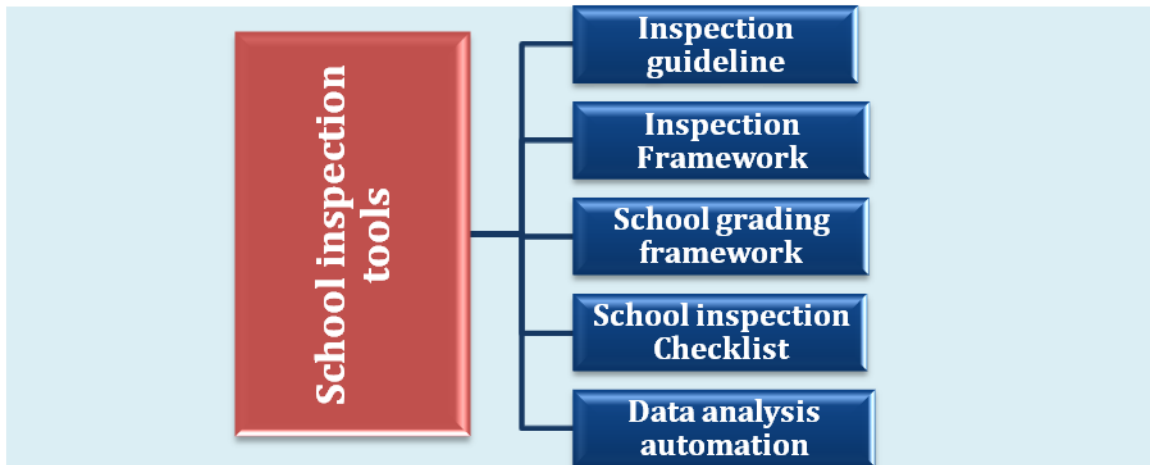
2.11.6. The Code of Conduct for Inspectors

Inspectors will conduct themselves professionally at all times and treat the director, staff, students, parents and other stakeholders with courtesy, sensitivity and respect. They will also seek to minimize any anxiety that may be felt by the director and staff, and any disruption to the school's normal work. They are required to adhere to the procedures of the National Framework for the Inspection of Schools; reach judgments objectively, fairly, consistently and transparently, on the basis of their evidence. They adopt a constructive approach, maintaining a positive dialogue with the school and concentrating not on finding fault but on promoting improvement with respecting the confidentiality of the information they gather, while acting always in the interests of the students. They should have no connection with the schools they inspect that could prejudice their objectivity in gathering evidence and reaching judgments (MoE, 2013).

2.11.7. School Inspection Tools

School inspection is undertaken with employing five different materials/tools/ which are shown in the table below.

Figure 2.2 Inspection Tools



Source: *Oromia Education Bureau Annual magazine of Inspection 2018 page 2*

As shown on the above figures, school inspection is undertaken using a package of five different tools. The first tool shown on the figure is Inspection guideline. It discusses the detailed activities that guide the implementation of inspection practices. Inspection framework presents the overall activities and steps that should be followed before, during and after school visit. School grading framework states the details of how activities are to be graded and how performances are to be levelled. School inspection checklist provides key points by which schools are evaluated. Data analysis automation is Microsoft excel based data processing tool that inspectors use to identify the final result of school evaluation.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

The study aimed at assessing the realization of school standards in the context of secondary schools in Woliso town administration. This chapter offers a detailed explanation of the research procedures and methodologies that have been employed in this study. It spells out the techniques and methods of sampling, data collection, processing and analysis methods and highlights the limitation of the study. It also included the research design, area of the study, study population, and sampling procedure.

3.1. Research Design and Method

Creswell (2003) defines a research design as the plan of action which specifies exactly who or what is to be studied, when, how and for what purpose a study is conducted. Since the study focused on assessing the realization of school standards in the context of secondary schools in Woliso town administration, it adopted a descriptive research design where both qualitative and quantitative methods were employed.

According to Creswell (2012), a mixed method is a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative methods in a single study or a series of studies to understand a research problem. The basic assumption to employ a mixed method, according to this writer, is that the uses of both quantitative and qualitative methods, in combination, provide a better understanding of the research problem and question than either method by itself.

3.2. Study Area

The study area for this research is Woliso town administration which is found in the South West Shoa zone of Oromia Region, about 114 km south west of Addis Ababa. It has a latitude and longitude of 8⁰32' N and 37⁰57' E with an elevation of 2063 meters above the sea level. It is the capital of south west shoa zone and structurally accountable for the region. The town administration, currently, has a total of 6 primary and 3 secondary government

schools and 6 primary private schools. The researcher has chosen 3 secondary government schools from which data was obtained. The research area is preferred on the basis of accessibility in terms of transport, and communication so that the investigator will be comfortable with the area as it will not be hard to reach. The investigator found it easier to communicate with the informants both in the local language of the area (Afan Oromo Language) and the national language (Amharic) which makes the research process easier.

3.3. Study Population

Creswell (2012) defines research population as a group of individuals who have the same characteristic. The writer further defines a target population (the sampling frame) as a group of individuals (or a group of organizations) with some common defining characteristic that the researcher can identify and study. Within this target population, according to this author, researchers select a sample for study. A sample here is a subgroup of the target population that the researcher plans to study for generalizing about the target population.

Woliso town administration consists of 3 secondary schools that are accountable to the town administration education office. The researcher dealt with these schools namely Dejazmach Geresu Dukii Preparatory school, D. Geresu secondary school and Woliso Secondary school.

The three secondary schools had a total of 200 teachers. It was from this population the researcher drew 100 teachers where two schools were represented by 30 teachers each and the rest one was represented by 40 teachers. Also the 3 schools had a total of 7664 students. It is from this number that the researcher drawn 40 students from forty sections. Here, as far as teachers were in concern of teaching-learning in a school, they were responsible with implementing the curriculum whereas students were key beneficiaries from the school activities and practices.

Included here also will be head of education office who is responsible with administering education in the town administration, Inspectors, school principals and vice principals who are responsible with managing the schools, Supervisors who coach every activities that takes place in the school.

3.4. Sampling Methods and Procedures

Sampling methods in education are range of approaches used in educational research to gather data which are to be used as a basis for inference and interpretation, for explanation and prediction (Cohen, 2000).

3.4.1. The Sample

Creswell (2012) defines a sample as a subgroup of the target population that the researcher plans to study for generalizing about the target population. Accordingly, the study sample comprised of respondents from 3 secondary schools and the town administration education office. These include Head of education office, Principals and vice principals from each school, Supervisors, Teachers, and Students which make a total of 152 respondents as shown in table below. The major respondents were teachers selected from the three secondary schools. The total number of teacher's population from those schools was 200, as shown on the table below. It was from this population that 100(50%) teachers were selected. It was based on the assertion that Cresswell, (2012) proposed which states that for descriptive survey research; it is common to sample 10 % to 20 % of the population. The researcher, therefore, believed that taking the sample of 50% was adequate for this descriptive study that undertaken in the total of three secondary schools. Thus, the sample is shown on the table below.

Table 3.1: The Sample Size

Respondents	Total Population	Sample
Head of Education Office	1	1
School principals	3	3
Vice principals	6	6
Supervisors	1	1
Inspectors	1	1
Teachers	200	100
Students from randomly selected sections		40
Total	212	152

3.4.2. Sampling Technique

The researcher has used two sampling techniques which are purposive and simple random sampling techniques. Cohen, (2000) discusses the reason why purposive sampling is used in

a study stating that researchers handpick the cases to be included in the sample on the basis of their judgment of their typicality. In this way, they build up a sample that is satisfactory to their specific needs. Based on this information, purposive sampling was employed in order to select head of the town administration education office, school principals, vice principals, school inspectors, and supervisors. The reason for using purposive sampling here is that first, there is only one head for the town administration education office, one school principal, two vice principals in each school, only one school inspector, and one supervisor at office level. Second, these informants were importantly involved in school inspection in one way or another. Thus, they had full knowledge about school inspection.

The three schools under the study had 7,664 students with more than 170 sections. In order to take manageable number of students for the purpose of Focus Group Discussion, the researcher randomly selected forty sections (24%) and one classroom monitor from each section purposely selected in considering that a classroom monitor was participating on student related affairs in the school. These students were acting as a representative for each section/class. The researcher also believed that they had a chance to participate in school inspection practices in behave of their fellow classmates. Therefore, they were considered to be capable of sharing sufficient information regarding school inspection. Following this, three FGD sessions were held with three groups of students in those three secondary schools.

Simple random sampling was also employed to select teachers from each school. The researcher used the lists of teachers from each school under the study. The next step was assigning numbers to the names given, then mixing the numbers in one place and finally peaking randomly the numbers of the required amount of respondents from the numbers mixed up. The rationale is to get true representation of the sample. The three secondary schools were those owned by the government and selected purposively. The reason for selecting these schools was that first there were only three secondary schools in the selected study area, second it was easy for the researcher to get data because the researcher was familiar with them.

3.5. Sources of Data

The researcher used both primary and secondary data. Primary data are those items that are original to the problem under study and secondary data may be used in the absence of, or to

supplement, primary data. They include published and unpublished reports, literature reviews and others (Cohen et.al, 2000). The reason for using both primary and secondary data was to enable the researcher to triangulate information which would eventually lead to confirmation of the information. The information that was collected from primary source focused on the experiences of inspectors, supervisors, students, teachers, and head teachers on school inspection, the rules and regulations that were made as ways of implementing the recommendations. From the secondary source the researcher reviewed the inspection reports, trends and practices that were recorded in the school inspection.

3.6. Data Collection Methods

The tools of data collection involved Questionnaire, interview, FGD and document analysis. A questionnaire with both open and closed ended questions was employed in data collection. Open ended questions gave room to respondents to give their opinions freely on the phenomenon under study and this enabled the researcher get more information. The respondents that participated in filling the questionnaire were teachers at school level. Thus, in order to gather appropriate information regarding the current practices of inspection and the implementation of school standards in the selected secondary schools, 100 questionnaires were distributed to teachers teaching in these three secondary schools and 82(82%) were returned.

The interview permits greater depth of response which may not be possible through any other means. Thus, the purpose of the interview here was to collect more supplementary opinions, so as to support the quantitative data. Semi-structured interview items were employed and the three school principals, six vice principals, one inspector and one supervisor were participated in the interview and it helped the respondents get opportunity of expressing their feelings in depth. Following this, the head of the town education office, school principals and their vices, a supervisor, and the school inspector were interviewed. Three sessions of focus group discussion was held with students in the three secondary schools. This allowed direct communication and also enabled to acquire relevant information through flexible conversation on the phenomenon. In so doing, both the questionnaire and the interviews were managed by the researcher.

3.7. Pilot Testing

3.7.1. Reliability of Instrument

The prepared questionnaires were distributed to 12 teachers who were considered to be more experienced and the result of the pilot testing was statistically computed by SPSS version 20.

Table 3.2: Reliability Test Results with Cronbach's Alpha

No	Variables	Number of items	Cronbach Alpha
1	Standard 1	4	.79
2	Standard 2	6	.93
3	Standard 3	3	.82
4	Standard 4	1	.82
5	Standard 5	1	.82
6	Standard 6	1	.82
7	Standard 7	2	.76
8	Standard 8	1	.74
9	Standard 9	1	.74
10	Standard 10	1	.76
11	Standard 11	1	.72
12	Standard 12	1	.86
13	Standard 13	4	.86
14	Standard 14	2	.84
15	Standard 15	2	.76
16	Standard 16	1	.88
17	Standard 17	1	.88
18	Standard 18	3	.82
19	Standard 19	2	.72
20	Standard 20	5	.89
21	Standard 21	2	.86
22	Standard 22	3	.88
23	Standard 23	3	.94
24	Standard 24	4	.95
25	Standard 25	2	.80
26	Standard 26	2	.60
		59	.82

Creswell (2013) suggests that, the cronbach's Alpha result >0.9 is Excellent, >0.8 is Good, >0.7 is Acceptable, ≤ 0.6 is Questionable, and <0.5 is Poor. Based on this, the pilot test indicated the reliability to be 0.82 which was regarded as acceptable and there was strong

correlation coefficient. The instrument, therefore, found to be reliable as statistical literature recommended a test result of 0.82 (82%) was acceptable and reliable.

3.7.2. Validity of Instrument

The researcher interviewed the selected respondents for the pilot study and used the comments given by these selected teacher respondents and refined the tools by removing the ambiguous items, inserting important terms, and omitting error items. Based on the comments given, the instruments were, then, improved before they were administered to the respondents of the study to reduce the identified errors. After all, each instrument was carefully examined and two questions were improved based on the comments that were forwarded for further improvement. The instruments had been improved and made ready for final data collection. Based on the comments identified by the piloting, items properly responded was maintained where as poor items were improved. Finally, the improved questionnaires were distributed to the sample subjects and important efforts were exerted to fill the necessary information.

3.8. Data Analysis

According to Johnson (2011), data analysis is a process used to transform, remodel and revise certain information (data) with a view to reach at certain conclusion for a given situation or problem. It also involves organizing, accounting for, and explaining the data; in short, making sense of the data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities (Cohen L. et al, 2000).

Based on this insight, the quantitative data in this research was subjected to mathematical computations using SPSS version 20. Average mean and percentage were employed in the statistical analysis. The qualitative data was analyzed using thematic analysis. The researcher looked the themes that emerged from the respondents in the interview, focus group discussion and questionnaire filling. The researcher organized those themes into categories to be meaningful. Thus, the researcher looked into the main ideas in the answers that was given by the respondents and evaluated those ideas to come up with logical arguments.

3.9. Research Ethical Considerations

The study considers all fundamental research ethics where confidentiality is ensured to all participants. Protection of research participants from any harm as a result of the information they provided was also be observed. Participants were informed about the objectives of the study, procedures, risk and benefits of the research and give their consent to participate in the study and that no information from them would be disclosed to other people. In addition to this, the researcher used codes to present data gathered from selected schools, respondents and informants. In so doing, no one of the individual respondents or schools was mentioned along with the corresponding data presented in the study.

In order to carry out the study ethically and legally, the researcher obtained a cooperation letter from AAU. The research cooperation letter from AAU was presented to the respective concerned bodies which were in position to issue permission to collect data in the targeted schools in the study area.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

Introduction

This chapter is dealt with the presentation, analysis and interpretation of data arranged in to two main parts. The first part presents the Characteristics of the respondents. The second part deals with the analysis and interpretation of the realization of school standards in the context of secondary schools under Woliso town administration.

4.1. Characteristics of the Study Participants

Four groups of respondents were included in the study. The data were collected from teachers via questionnaire. School leaders and the town education office workers and leaders were interviewed. Focus group discussion was held with students. The total number of questionnaires distributed to the teachers was 100. A total of 82(82%) of questionnaire were completed and returned. The data gathered through interviews was also incorporated into the analysis. The interviews were held with 3 school principals, 6 vice principals, a supervisor, an inspector, and a head of education office.

Of the two major parts of the chapter, the first section deals with the characteristics of the respondents and the second section presents the analysis and interpretation of the main data. The groups of respondents were asked to indicate their background information. The details of the characteristics of the respondents are given in the table 4.1. Thus, as shown on the table 4.1 below, the backgrounds of the respondents have been discussed. Concerning sex, 58(70.7%) were male teachers and 24 (29.3%) were female teachers. This statistical data showed that female teachers in teaching position in Woliso secondary schools were less in number when compared with their male counterparts. According to the data in the table 4.1, the majority of participants were male teachers with 58(70.7%). This also showed that there was a big gap between the male and female participants in teaching position.

Table 4.1: Backgrounds of the Respondents

		Respondents					
		Teachers		School Principals		Vice Principals	
		N	%	N	%	N	%
Sex	M	58	70.7	3	100	6	100
	F	24	29.3	-	-	-	-
	T	82	100	3	100	6	100
Age	25-29	9	11				
	30-34	30	36.6				
	35-39	2	2.4	2	66.7	4	66.7
	Above 40	41	50	1	33.3	2	33.3
	Total	82	100	3	100	6	100
Education Level	First Degree	53	64.6	-	-	-	-
	Second Degree	29	35.4	3	100	6	100
	Total	82	100	3	100	6	100
Service year	1-5	3	3.7	-	-	-	-
	6-10	11	13.4	-	-	-	-
	11-15	15	18.3	-	-	1	16.7
	16-20	20	24.4	2	66.6	4	66.6
	21-25	6	7.3	-	-	1	16.7
	26-30	9	11	1	33.3	-	-
	Above 30	18	22	-	-	-	-
	Total	82	100	3	100	6	100

Concerning the age, respondents were asked to indicate their age, for teacher respondents no one of them responded to be in the age range of 20-24. Nine (11%) were 25-29 years old, thirty respondents(36.6%) were 30 - 34 years old, 2 respondents(2.4%) were 35-39 years old, the rest 41 respondents(50%) were above 40 years old. As shown in the table, the majority of teacher respondents were between the ages of 30 - 34 with the number of 30(36.6%) and above 40 with the number of 41(50%). Thus, this indicated that more than half of the respondents were adults and this also implied that they had more experiences in teaching.

The level of education for teacher respondents is reflected on the table. Fifty three (64.6%) teacher respondents had first degree whereas 29(35.4%) of them had second degree. Although secondary schools require second degree qualified teachers for the quality education, here majority of the respondents were assigned against the required standard. In this regard, the responsible body for the assignment of teachers has to take in to consideration these gaps and seek solution.

Concerning the service years of the respondents, as indicated in the above table 4.1, they were asked to indicate their working experiences in teaching. Thus, 14(17.1%) teacher respondents were served for less than ten years. Fifteen respondents (18.3%) had 11-15 years of work experience and 20 (24.4%) respondents had 16 - 20 years of work experiences, Six respondents(7.3%) had 21 - 25 years of work experiences, nine respondents (11%) had 26-30 years of work experiences and the rest 18 (22%) of them had above thirty years of work experience in teaching. The finding showed that the majority of the respondents i.e. 53 (64.6%) of them had 20 and above years of work experiences. Since majority of the respondents are experienced they can share their experiences with those who had less experience.

4.2. The Implementation of Standards of School Inspection in Secondary Schools of Woliso Town Administration

Introduction

Sections 4.2.1 to 4.2.3 are concerned with the first basic question. Under these sections the extent to which the standards of school inspection were implemented in the three secondary schools under the study are going to be presented and discussed. The standards were presented in terms of input, process and output categories. Item scores for each category were arranged under the five rating scales. The range of rating scales were Very High = 5, High = 4, Medium = 3, Low = 2 and Very Low = 1. In making decision on the ranges of values of the scales, rounding decimals places has been employed in determining of the ranges between each scale. Following this, the researcher decided to limit the cutting point of the mean value of scales based on rounding two decimal places. Thus, 1.00 - 1.44 has been considered as very Low, 1.45 – 2.44 as Low, 2.45 – 3.44 as medium, 3.45 – 4.44 High, 4.45 and above as very high.

4.2.1. The implementation of Input Standards

In order to identify how well standards of input were implemented key indicators were provided to be rated by the respondents. These standards were discussed by being split into three different categories as shown here under.

4.2.1.1. School Facilities, Buildings, Human and Financial Resources

Table 4.2: The Implementation of Standards Related with School Facilities, Buildings, Human and Financial Resources (Standard 1 - 3)

Standard	No	Items	Mis sing		Very High		High		Me diu m		Lo w		Ver y Lo		Mean	SD
			N	%	N	%	N	%	N	%	N	%	N	%		
Standard 1	1.1	The school has fulfilled the necessary facilities (Buildings, Services, equipment, etc.) as per the set standards	-	-	1	1.2	17	20.7	36	43.9	23	28	5	6.1	2.83	.87
	1.2	The school has fulfilled pedagogical resources as per the set standards	-	-	0	0	9	11	37	45.1	26	31.7	10	12.2	2.55	.85
	1.3	The school has fulfilled implementing documents as per the set standards	-	-	3	3.7	20	24.4	40	48.8	17	20.7	2	2.4	3.1	.84
	1.4	The school's buildings are made to meet the needs of students with special needs	-	-	2	2.4	9	11	21	25.6	35	42.7	15	18.3	2.4	.99
		Average Mean of Standard 1													2.72	
Standard 2	2.1	The school is properly utilizing its budget of block grant	1	1.2	7	8.5	30	36.6	27	32.9	8	9.8	9	11	3.2	1.1
	2.2	The school is properly utilizing its budget of school grant	1	1.2	9	11	40	48.8	23	28	4	4.9	5	6.1	3.5	.98
	2.3	The school has begun raising resources(in cash, in kind and labor) from parents, residents and local community	1	1.2	3	3.7	10	12.2	34	41.5	27	32.9	7	8.5	3.7	.93
	2.4	The school has begun raising resources(in cash, in kind and labor) from NGO's	1	1.2	2	2.4	2	2.4	19	23.2	39	47.6	19	23.2	2.1	.89
	2.5	The school has begun raising resources(in cash, in kind and labor) from former students	-	-	2	2.4	10	12.2	18	22	29	35.4	23	28	2.3	1.1
	2.6	The school has well organized financial documents	-	-	11	13.4	27	32.9	36	43.9	7	8.5	1	1.2	3.5	.88
		Average Mean of Standard 2													3.05	
Standard 3	3.1	The school has sufficient suitably qualified principal(s)	-	-	11	13.4	20	24.4	15	18.3	18	22.0	-	-	3.6	1.1
	3.2	The school has sufficient suitably qualified teachers	1	1.2	11	13.4	45	54.9	20	24.4	4	4.9	1	1.2	3.8	.80
	3.3	The school has sufficient suitably qualified supportive staff members	-	-	11	13.4	29	35.4	28	34.1	12	14.6	2	2.4	3.4	.98
		Average Mean of Standard 3													3.6	

As the above table 4.2 indicated, the first three standards of input with their important details have been provided for the respondents and asked to indicate the performance level each issue. Concerning the first standard, whether or not the schools had fulfilled the necessary facilities (Buildings, Services, Equipment, etc.) as per the set standards was asked to be scaled. As a result of this, 18 (21.9%) respondents replied that the required school facilities were fulfilled in a high level and 34 (43.9%) of them responded medium. The rest 28 (34.2%) respondents expressed their agreement that the performance level of this input was low. The mean value of these responses was 2.83 which indicated medium performance and it also implied that majority of the respondents were not satisfied with the provision of school facilities which were inadequately delivered.

Under the same standard, Standard 1, which stresses on the fulfillment of classrooms and other buildings, facilities, pedagogical resources and implementing documents in line with the set standards, different issues that are considered to construct the standard were asked to be leveled by the respondents. Thus, the level of the fulfillment of pedagogical resources, the fulfillment of the implementing documents and the arrangements of buildings to meet the needs of students with special needs were leveled by the respondents. As shown on the table above, the mean value of these issues was 2.55, 3.1, and 2.4 respectively. The average mean of the standard was 2.72 which indicated that the overall performance of this standard was moderate. Although the cumulative performance of the standard was medium with the mean of 2.72; it should be noted that the fulfillment of implementing documents was better than the other with the mean value of 3.1.

The second standard deals about securing financial resources to execute the priority areas of the school in order to improve the teaching-learning process. The efforts that the school made in raising financial and nonfinancial resources from different sources and the proper utilization of those resources were asked to be scaled. Accordingly, as shown on the table 4.2 above, the utilization of block grant and school grant budgets were rated 3.2 and 3.5 respectively. This statistical data indicated that the level of budget utilization in those schools under the study was moderately performed while the utilization of school grant was relatively better than the other.

The next issue that the respondents asked to rate under this standard was the efforts the school made in securing resources. According to the documents of school inspection, schools were expected to give value for their planning and securing resources from different bodies and individuals. Based on this direction, the respondents were asked to identify the performance level of their school in raising resources (in cash, in kind, and labor) firstly from parents, residents and local community, secondly from NGO's and thirdly from former students. The mean value for each source was 3.7, 2.1 and 2.3 respectively. According to the respondents, though the amount of resources secured from all sources was not satisfactory, the participation of NGO's and former students was minimal. Because, 70.8% and 63.4% of the respondents expressed that the resources secured from NGO's and former students respectively were low.

In addition to this, not only securing resources or utilizing budgets but also whether or not the schools under the study had a well-organized financial documents that support the proper utilization of the resources was also asked to be rated by the respondents. Thus, 38(46.3) respondents replied High, 35(43.9%) replied Medium and 8(9.7%) said Low. This indicated that the schools had well-organized financial documents to run their resources. The average mean value of indicators of this standard was 3.05 which implied that the utilization of budgets secured from different sources, the performance level of issues related with raising resources, and their management was medium or average.

The third standard deals with the provision of human resources i.e. the fulfillment of sufficient suitably qualified principals, teachers and other staff members. In this regard, the respondents were asked to rate whether or not the schools had fulfilled the required number of principals, teachers, and other staff members by the required qualification. As a result of this, 49(59.7%) of the respondents replied that the performance level of the provision of suitably qualified principals was High whereas 15(18.3%) rated Medium and the rest 18(22%) said Low. Concerning the provision of sufficient suitably qualified teachers, 56 (68.3%) respondents rated High, 20(24.4%) of them rated Medium and 5(6.1%) of them rated Low. With regard to the fulfillment of other staff members, 40(48.8%) respondents replied High, 28(34.1%) respondents replied Medium, whereas 14(17%) of them said Low. One (1.2%) respondent was missing the response. The mean value of this standard was 3.6

and the data indicated that the provision of the required human resources was on its better performance.

On the other hand, the inspection report that was resulted from the second round inspection depicted that the provision of the fulfillment of the required human resource of the three schools was evaluated and graded as level 1 with the 38% of its performance (OEB, 2020). This report implied that the provision of human resource in these secondary schools is by far below the minimum requirement i.e. 70%.

The standard also asked each school to have a guidance and counseling expert and teachers who are qualified in Special Needs Education. As observed from the lists of staff members of all the three schools no one with the mentioned profession was recruited and assigned. This also significantly contributed for the failure of the provision of the required human resources. In addition to this, the interviewed principals, experts in the town education office, including inspectors pointed out that the provision of sufficient suitably qualified teachers, principals and supportive staff was not to the required level or standard (See Appendix VII). Then, the observation of teacher respondents on the issue might be biased to their group because the inspectors' report and interviewees' response support each other. It is, therefore, possible to draw that the standard related with the provision of the required human resources is minimally realized

4.2.1.2. Learning Environment

Table 4.3: The Implementation of Standards Related with the Learning Environment (Standard 4 and 5)

Standards	No	Items	Missing		Very High		High		Medium		Low		Very Low		Mean	SD
			N	%	N	%	N	%	N	%	N	%	N	%		
Standard 4	4.1	The school has created conducive teaching and learning environment which is safe and secured for school community	-	-	7	8.5	17	20.7	42	51.2	16	19.5	-	-	3.2	.85
Standard 5	5.1	The school has created team spirit among students, teachers and other staff members so that the desire and willingness of people to work together and help each other as part of a team has been increased.	-	-	7	8.5	26	31.7	36	43.9	12	14.6	1	1.2	3.3	.87

Standard four, which is presented in table 4.3 above, is about learning environment. It deals with creating conducive teaching-learning environment which is safe and secure for the school community. The respondents were, then, asked to rate the performance level of this standard. Twenty four (29.2%) respondents replied high, 42(51.2%) replied medium, 16(19.5%) rated low. Although majority of the respondents replied high or medium performance of the standard, the mean value 3.2 indicated that the schools moderately created conducive teaching-learning environment.

Standard five, shown in the same table, encourages schools to organize education development army lately changed to education quality circle. It is a kind of team organization which comprises 6-8 members that work together as a team so as to improve the overall performance of students, teachers and other staff members. Following this, the respondents were asked to rate whether or not the school has benefited from this arrangement. Thus, the respondents have rated the performance of their school in creating team spirit among students, teachers and other staff members which is expected to result in the increased desire and willingness of people to work together and help each other as part of a team. Thus, 33(40.2%) respondents rated high, 36(43.9%) Medium, and 13(15.8%) replied Low. Inspectors' report also pointed out similar result 64% (level 2) and the mean value of the responses was 3.3. This data implied that team spirit among teachers, students and supportive staff members was moderately performed.

4.2.1.3. The Schools' Vision, Mission, Values and Plans.

Table 4.4: The Implementation of Standards Related with the Vision, Mission, Values and Plans. (Standard 6 and 7)

Standard	No	Items	Missing		Very High		High		Medium		Low		Very Low		Mean	SD
			N	%	N	%	N	%	N	%	N	%	N	%		
Standard 6	6.1	The school has developed its vision, mission and values through the involvement of all the required key stakeholders.	-	-	5	6.1	20	24.4	45	54.9	12	14.6	-	-	3.2	.77
Standard 7	7.1	The school development plan is prepared through involving teachers, students, supportive staff and other stake holders	1	1.2	10	12.2	19	23.2	39	47.6	9	11	4	4.9	3.3	.99
	7.2	School problems are properly prioritized in the preparation of school development plan so that financial resources are wisely utilized	3	3.7	10	12.2	18	22	39	47.6	9	11	3	3.7	3.3	.96
		Average Mean of Standard 7													3.3	
Average Mean of Standards of Input (Standards 1 to 7)															3.2	

The state of having shared vision, mission and values stated under standard six, table 4.4 above, in the practice of school inspection. What is expected from every school, according to the documents of school inspection, is making these vision, mission and values shared with the concerning stakeholders. Regarding this, the respondents were asked to express their feeling through the provided scale. Twenty-five (30.5%) of them replied that their schools had highly developed the vision, mission and values through involving all the required key stakeholders whereas 45(54.9%) of them agreed with the medium performance of the issue. The rest 12(14.6%) respondents disagreed with the response of other respondents. The mean value of the responses showed 3.2 and inspectors reported 67% (level 2) which in sum implied that the preparation of vision, mission and values partially involved the required key stakeholders and it was also partially shared with them.

The seventh standard, shown in table 4.4 above, is concerned with the preparation of participatory school improvement plan. In order to achieve the requirement of this standard

schools are expected to firstly identify their priorities and then prepare a three year strategic and annual plans by involving stakeholders. Based on this, the respondents were requested to rate whether or not the school improvement plan was prepared through involving teachers, students, supportive staff and other stakeholders. Thus, 29 (35.4%) respondents supported the idea that the school was sufficiently (highly) involved its stakeholders. The other 39(47.9%) replied that the involvement of the stakeholders was medium. The rest 13(15.9%) respondents agreed with the low involvement of teachers, students, supportive staff and other stakeholders in the preparation of school improvement plan. The mean value was 3.3 with one respondent was missing the response. According to this data, the involvement of the key stakeholders in the preparation of school improvement plan was medium.

Next, under the same standard, the respondents were asked to rate whether or not the school's problems were properly prioritized in the preparation of school improvement plan which in turn contributes to the wise utilization of financial resources. Accordingly, 3(3.7%) respondents missed the response and 28(32.2%) of them agreed that the schools' problems were properly prioritized. The priority issue was medium for 39(47.6%) respondents whereas 12(14.7%) respondents replied that the problems of the schools were less prioritized. The data indicated that prioritizing problems of the schools was not satisfactory with the mean value of 3.3. The average mean of the standard showed 3.3 which implied that both the involvement of the key stakeholders in the preparation of school improvement plan and prioritizing problems of the school in the plan were performed in average which still showed inadequacy of its performance.

As discussed above, the key issues stated under the seven input standards such as the provision of buildings, facilities, services and relevant documents, issues related with securing and utilization of financial resources, provision of human resources with the required qualification, the creation of conducive teaching and learning environment, organization of quality circle, developing vision, mission, and values, and the preparation of school improvement plan have been considered and provided as the input of school operation. As indicated in the table above, the overall mean of input standards have been rated to 3.2 by the respondents. This indicated that the required inputs that were necessary to run the teaching learning process in secondary schools found in Woliso town administration were not fulfilled to the expected level.

On the other hand, the inspection report published in the year 2019 following the second round school inspection held during the year 2017/18–2019/20 revealed that the overall performance of input standards of secondary schools in Woliso town administration was 57% (level 2) which implied that the fulfillment level of input was far below the required standard or from the minimum requirement of 70%. Similarly, the school principals were interviewed on how their schools contributed in the fulfillment of inputs and whether or not the necessary inputs were provided in line with the set standards. They responded that there was a great mismatch between what was envisioned and what was actually performed. The resources allotted for the fulfillment of inputs, according to the interviewee, were as usual even after the findings of inspection were repeatedly announced (See Appendix VII).

In sum, all information drawn from the analysis of questionnaire, referred from school inspection reports, and summarized from the interview of school principals indicated that the required inputs that support the smooth implementation of teaching-learning process was not fulfilled as per the set standard. This inadequacy, in turn, implied that the quality issue in education was compromised. Therefore, it needs more attention from any concerned individuals and stakeholders.

4.2.2. The Implementation of Standards of Process

Standards of process, which are 14 in number, are going to be discussed here under. In order to make them manageable, they will be presented in categories of their focus areas like Teaching (standard 8-10), Learning (Standard 11-16), Curriculum (Standard 17), Assessment (Standard 18), Monitoring and Evaluation (Standard 19-20), and Partnership of the school, parents and the community (Standard 21).

Table 4.5: Standards of Learning (8-10)

Standards	No	Items	Missing		Very High		High		Medium		Low		Very Low		Mean	SD
			N	%	N	%	N	%	N	%	N	%	N	%		
Standard 8	8.1	The school has created favorable conditions that help students to improve their learning	1	1.2	9	11	24	29.3	33	40.2	14	17.1	1	1.2	3.2	.93
Standard 9	9.1	The school has made various awareness creation activities for students so that they have made progress in their learning, they give equal importance for all subjects and they agree with the attitude of “cheating exam is despicable or shame”	·	·	4	4.9	17	20.7	33	40.2	24	29.3	4	4.9	2.9	.95
Standard 10	10.1	The school has provided the necessary services for students so that they show positive attitude towards their school through providing support to the school’s activities, respecting the entire school community and accepting and implementing the school’s rules and regulations.	·	·	5	6.1	29	35.4	27	32.9	16	19.5	5	6.1	3.2	.92

Table 4.5 was concerned with issues related with students’ learning consisting standards 8, 9 and 10. Standard 8 dealt with the improvement of students’ learning and their participation in the learning activities. In order to achieve this result the schools are expected to create favorable conditions that help students to improve their learning. Accordingly, the respondents were asked to rate how well the schools have created favorable conditions that help students to improve their learning. Thirty-three (40.3%) respondents rated the effort made by the school as high whereas the same number of respondents rated medium. The rest 15 (18.3%) respondents replied the schools’ effort was low with one missing response. The

mean of the responses was 3.2 which implied that the efforts made by the school in creating favorable conditions for the students' learning was medium.

Similarly, the effort made by these schools in creating favorable conditions for student learning was leveled 62% (level 2) by school inspectors which implied that the performance was below the required standard. This in turn indicated that the issue of creating favorable conditions for students learning needs more attention.

With regard to students' learning, it is common that they were expected to demonstrate progress in their learning. To this effect, the schools are mandated with making various awareness creation activities that facilitate progression in students' learning. This activity constitutes standard 9. Considering these efforts, the respondents were asked to level whether or not the school has made various awareness creation activities for students so that they have made progress in their learning, and whether the students gave equal importance for all subjects or not and whether they agreed with the attitude of "cheating exam is shame" or not. Then, as indicated on the above table, 21(25.6%) respondents replied high, 33(40.2%) replied medium, and 28(34.2%) of them rated low. The mean of their responses was 2.9 which implied that awareness creation activities were not sufficiently implemented so that the learning progression was medium or not satisfactory.

Standard 10 evaluates students' attitude towards their school. In this regard, the document of school inspection stated that the provision of necessary services for students encourages them to demonstrate positive attitude towards their school which could be reflected through providing support to the school activities, respecting school community, and obeying the rules and regulations of the school. In consideration of this, the respondents were requested to identify how well the schools have provided the necessary services for students that get them develop positive attitude towards their school. Thus, 34 (41.5%) respondents replied high, 27(32.9%) replied medium and 21(25.6%) replied low with the mean value of 3.2. This indicated that though students were moderately satisfied with the services that the school provided them, their attitude towards their school was medium which means the services was not satisfactory but, still the attitude of students towards their school remained moderate not low. This in turn indicated that improved service results in improved satisfaction or attitude.

Likewise, the inspection report of the second round indicated that the standard was evaluated as well performed with 72% (level 3) which was above the minimum requirement of 70%. This indicated that students attitude towards their school was good enough. It was said to be recognized that, though the services that the school provided for students was not satisfactory, they had showed positive attitude towards their school and if the school provides the required services, students will show more concerns for their school.

Table 4.6: Standards of Teaching (11-16)

Standards	No	Items	Mean	SD
Standard 11	11.1	The school has made continuous follow up on all activities undertaken in different departments so that teaching is well planned, supported by suitable teaching-learning materials, and is aimed to achieve high educational results.	3.3	.92
Standard 12	12.1	The school has played a significant role to equip teachers with the required knowledge and skills on the subject they teach so that they clarify key concepts in such a way that students can clearly understand	3.3	1.0
Standard 13	13.1	The school leadership has created favorable conditions for the implementation of participatory teaching methods.	3.3	1.1
	13.2	Teachers usually use various active learning methods that encourage students to investigate, to be creative, and to be problem-solving and independent thinkers.	3.2	.96
	13.3	Teachers provide special support for female students.	2.6	.89
	13.4	Teachers provide special support for students with special needs.	2.4	1.0
		Average Mean of Standard 13	2.86	
Standard 14	14.1	The school has kept important and relevant records of female students and has provided special support to increase their attainment	2.5	.93
	14.2	The school has kept important and relevant records of students with special needs and has provided special support to increase their attainment	2.3	.93
		Average Mean of Standard 14	2.4	
Standard 15	15.1	Veteran/Experienced/ teachers have carried out suitable continuous professional development (CPD) activities for at least 60 hours each year	2.5	.93
	15.2	Directors have carried out suitable continuous professional development (CPD) activities for at least 60 hours each year	2.7	.93
		Average Mean of Standard 15	2.6	
Standard 16	16.1	The school has created a well-organized team among school leaders, teachers, students and support staff and so that they are working effectively being involved in decision making	3.2	.98

Table 4.6 above consisted of standards of teaching i.e. standard 11 to 16. The table that consists of the responses with the five scales is presented under Appendix VIII. The eleventh standard deals with whether teaching was well planned or not, whether teaching was supported by suitable teaching-learning materials or not, and whether teaching was made to aim to achieve high educational results or not. According to the requirement of school inspection, schools are expected to make continuous follow up to ensure the implementation of these issues. Based on this, the respondents were asked to identify whether the schools have made continuous follow up or not. The mean value of the responses was 3.3. This implied that the supervision that the schools made over the activities of their respective departments was lacking consistency which in turn resulted in limited level of planning, limited use of teaching-learning materials and limited achievement of education results. In addition to this, the second round inspection report also depicted that the average performance of the issue in those schools was 58% which is categorized under level 2. These statistical data implied that the overall performance of the standard was medium which in turn indicated that teaching was not well planned, not supported by suitable teaching materials, and it was also not made to aim to achieve high educational results.

The next standard that deals with teaching is standard 12. It evaluates teachers' knowledge on the subject they teach. According to this standard, teachers are expected to have adequate knowledge and skills of the subject they teach, clarify the contents and key concepts using appropriate and easy language. Based on this direction, respondents were asked to identify the efforts made by the schools to equip teachers with the required knowledge and skills. The mean value of the responses was 3.3 which implied that the efforts made by the schools to equip teachers with the required knowledge and skills were medium. School inspection report, on the other hand, stated that teachers' knowledge on the subject they teach was evaluated sufficient with 75% of level 3. The statistical data from these two sources seemed to have some discrepancies. What could be observed from this data was that though the efforts exerted by the schools to equip teachers with the required knowledge and skills were minimal, teachers exerted all their efforts so that they sufficiently managed the classroom instruction.

Standard thirteen is about the proper implementation of appropriate and modern teaching methods. In this regard, the creation of favorable conditions for the implementation of

participatory teaching methods, the utilization of various active teaching methods, and the support provided for female students and students with special needs were assessed. The respondents, then, asked to rate the performance level of these points. As shown on the table 4.6 above, the efforts of the schools in creating favorable conditions for the implementation of participatory teaching methods was 3.3 of the mean value. Similarly, the utilization of various active teaching methods by teachers was rated as 3.2 of mean value. The provision of special support for female students and students with special needs were rated with the mean value of 2.6 and 2.4 respectively. The average mean value of these issues or the average performance level of the implementation of appropriate and modern teaching methods was 2.86 which implied that the performance level was medium. The inspection report also confirmed that the performance was below the minimum standard with the 61% of level 2. This, in general, indicated that the implementation of appropriate and modern teaching methods by the schools and teachers was not satisfactory and the standard was inadequately realized.

Standard fourteen focuses on keeping records of data of and provision of special support for female students and students with special needs. With this regard, respondents were asked to rate whether or not the schools had kept relevant records of female students with providing special support. The mean value of the responses was 2.5. The provision of similar treatment for students with special needs was also asked to be rated. Thus, the mean value of these responses was 2.3 while the average mean of the standard was 2.4. It indicated that the culture of keeping records and the provision of special support for female students and students with special needs was low in these schools. Inspectors, after their visit, reported that this issue was evaluated and ranked level 2 (57%). Both sources of evidence confirmed that the attention given to keeping records and provision of special support for female students and students with special needs was low.

As explained on the above table, another issue concerning teaching is the issue of performing continuous professional development (CPD). Experienced teachers and school principals were expected to carry out the activities of CPD. Having this as a guide, respondents were asked to comment on whether or not experienced teachers have carried out suitable continuous professional development (CPD) activities for at least 60 hours each year using the provided scale. The mean of these responses was 2.5. The next issue that were asked to

be rated under the issue of CPD was specifying whether or not school principals have carried out the activities of CPD. The mean value of their responses was 2.7 and the average mean value of the standard was 2.6. Similarly, inspectors evaluated and reported that the performance level of CPD during their school visit were 46% (level 1) which in turn implied poor performance of the standard. According to the inspectors report, the realization of CPD was graded very low which was the second least form the last. The reason why the realization of CPD has been by far below the minimum standard also needs further investigation.

As stated on the table above, the last standard dealing with teaching was standard 16. It dealt with working as a team among school leaders, teachers, students and support staff. Following this, respondents were asked to rate the extent to which the school has created a well-organized team among school leaders, teachers, students and support staff and so that they were working effectively being involved in decision making. The mean value of the responses was 3.2 which implied that the organization of team work among the mentioned staff members and the sense of working as a team were performed at a moderate level. The inspectors' report also confirmed that the realization level of the standard was 67% (level 2) which was below the minimum requirement of 70%.

Table 4.7: Standard related to Curriculum (17)

Standards	Items	Missin		Very High		High		Mediu		Low		Very Low		Mean	SD
		N	%	N	%	N	%	N	%	N	%	N	%		
Standard 17	Teachers evaluate and give feedback on whether or not the syllabi and other curriculum materials are meaningful, participatory, and meet the development level and needs of students, and they improve it.	1	1	5	6.1	21	25.6	31	37.8	18	22	7	8.5	2.98	1.0

Table 4.7 above concerned with a standard that deals with the curriculum and its implementation. Considering this, respondents were asked to rate the extent to which

teachers evaluate and give feedback whether or not the syllabi and other curriculum materials are meaningful, participatory, and meet the development level and needs of students. Thus, twenty-six (31.7%) respondents replied that the performance was high while almost equivalent number of respondents i.e. twenty-five (30.5%) respondents replied the performance was low. The rest thirty-one (37.8%) said medium. The mean value of the responses was 2.98 which implied that the performance of evaluating and giving feedback on curriculum materials was almost medium. Inspectors also reported that the minimum requirement was achieved with scoring level 3(72%). The school principals witnessed that curriculum evaluation was implemented by virtue of the guideline descended from the office so that curriculum materials were properly evaluated and reported for the concerned boy. In sum, the realization of curriculum evaluation seemed to be satisfactory.

Table 4.8: Standard related to Assessment (18)

Standards	No	Items	Missing		Very High		High		Medium		Low		Very Low		Mean	SD
			N	%	N	%	N	%	N	%	N	%	N	%		
Standard 18	18.1	The school prepares tests in accordance with the curriculum and Table of Specifications.	1	1.2	7	8.5	30	36.6	31	37.8	10	12.2	3	3.7	3.3	.94
	18.2	Teachers undertake continuous assessment of students' work balancing theory and practice.	1	1.2	13	15.9	24	29.3	35	42.7	7	8.5	2	2.4	3.5	.95
	18.3	The school monitors that teachers mark students' work accurately and give them guidance on how to improve their performance.	-	-	6	7.3	30	36.6	30	36.6	15	18.3	1	1.2	3.3	.89
		Average Mean of Standard 18													3.4	

Table 4.8 above is concerned with standard 18 which deal with the assessment of students' performance and giving appropriate feedback. Under this standard, the preparation of tests, the issue of continuous assessment and monitoring of these activities have been assessed. Accordingly, the respondents were asked to rate whether the preparation of tests was in

accordance with the curriculum and table of specification. The mean of the responses was 3.3. Next to this, whether or not teachers undertake continuous assessment of students' work balancing theory and practice was asked to be rated. The mean value of this activity was 3.5. The effort the school made in monitoring teachers work in this line was also asked to be identified by the respondents and the mean value of their responses was 3.3. The overall average mean of the standard was leveled 3.4 which implied that the performance level of assessment of students' work was approach to be medium. Inspectors were also reported that the accuracy of students' assessment was evaluated at level 2 (61%). This, in general, indicated that the accuracy of students' assessment was moderate.

On the other hand, although the performance level of the standard was evaluated as medium, no one of the schools under the study was applied the guideline of table of specification in preparing tests. Because, the information gathered through the interviews held with school leaders confirmed that "table of specification" was not ever used in the preparation of tests (See Appendix VII). The interview held with school principals and their vices indicated that lack of awareness and lack of attention affected the utilization of table of specification in preparing tests.

Table 4.9: Monitoring and Evaluation (Standard 19-20)

Standards	No	Items	Missing		Very High		High		Medium		Low		Very Low		Mean	SD
			N	%	N	%	N	%	N	%	N	%	N	%		
Standard 19	19.1	The school's leadership and responsible bodies of various arrangements like SIP Committee, CPD Committee, and Concerned school's community... usually monitor whether or not the plans are implemented as per the required time, quality and quantity.	-	-	3	3.7	16	19.5	40	48.8	18	22	5	6.1	2.9	.89
	19.2	The school encourages individuals that record better achievements; gives recognition	-	-	7	8.5	17	20.7	31	37.8	24	29.3	3	3.7	3.0	.99
	Average Mean of Standard 19														2.95	
Standard 20	20.1	The school principals are working in the subject area they are qualified	-	-	11	13.4	26	31.7	15	18.5	25	30.5	5	6.1	3.2	1.2
	20.2	Teachers are working in the subject area they are qualified	1	1.2	27	32.9	25	30.5	14	17.1	10	12.2	5	6.1	3.7	1.2
	20.3	Support staffs are working in the subject area they are qualified	-	-	10	12.2	27	32.9	20	24.4	17	20.7	8	9.8	3.2	1.2
	20.4	The school's buildings, facilities and additional inputs are properly utilized	-	-	6	7.3	14	17.1	25	30.5	30	36.6	7	8.5	2.8	1.1
	20.5	The school's budget is properly used for priority areas of SIP plans and is in line with the decision made by appropriate bodies.	1	1.2	12	14.6	20	24.4	34	41.5	13	15.9	2	2.4	3.3	1.0
	Average Mean of Standard 20														3.24	

Table 4.9 above is concerned with standard 19; the issue of conducting monitoring and evaluation. Thus, the respondents were asked to identify how well the school's leadership and responsible bodies of various arrangements like SIP Committee, CPD Committee, and concerned school's community... monitor whether or not the plans are implemented as per the required time, quality and quantity. Then, 19 (23.2%) respondents replied that monitoring and evaluation on the implementation of school plans were well implemented whereas

40(48.8%) were replied medium and the rest 23(28.1%) respondents replied low. The mean value of the responses was 2.9 which implied that monitoring and evaluation employed on the implementation of school plans were medium or inadequately employed.

In relation to this, the schools were expected to encourage best performer individuals or bodies in the implementation of school plans. Following this, the respondents were requested to verify whether or not the school had encouraged or had given recognition for individuals that recorded better achievements. The mean value of respondents' response was 3.0 and the average mean for conducting monitoring and evaluation on the implementation of school plans and the issue of giving recognition for best achievers was 2.95. The inspectors' report also verified that the performance level of this standard was classified under level 2 (61%). This, in general, indicated that the standard was moderately realized in the schools under the study.

The next standard, standard 20, under monitoring and evaluation is concerned with the establishment and implementation of a system for proper utilization of human, financial and material resources in the schools. In order to verify its realization, first, the respondents were asked to show their feelings on whether or not school principals, teachers and support staffs were working in the subject area they are qualified. The mean of their responses was 3.2, 3.7, and 3.2 respectively. It indicated that the assignment of school principals, and support staffs based on the subject area they were qualified was moderately realized while the assignment of teachers on the subject area they were qualified for was relatively better than that of the principals' and of the supportive staff.

With regard to the proper utilization of financial and material resources, how well the school's buildings, facilities and additional inputs were utilized and how well the school's budget was used for priority areas were asked to be rated by the respondents. The mean value of the responses was 2.8 and 3.3 respectively. The average mean value of the standard was 3.2 which indicated that the system establishment was undertaken at a moderate level. The report of the second round school inspection stated that the standard was performed satisfactorily with the value of 73% (level 3). School principals on their part pointed out that the assignment of the existing human resources as per their qualification and the utilization of school budget as per the priority area was given more attention. These sources of evidences,

in sum, confirmed that the establishment and implementation of a system for proper utilization of human, financial and material resources in these schools seemed to be well done.

Table 4.10: Partnership of the School, Parents and the Community (Standard 21)

Standards	Items	Missing		Very High		High		Medium		Low		Very Low		Me an	SD
		N	%	N	%	N	%	N	%	N	%	N	%		
Standard 21	The school provides regular information to parents and the local community about students' learning and behavior, it also receives feedback.	-	-	6	7.3	14	17.1	40	48.8	17	20.7	5	6.1	2.98	.96
	The school provides regular information to parents and the local community about financial utilization and other issues; it also receives feedback.	-	-	5	6.1	12	14.6	26	31.7	31	37.8	8	9.8	2.69	1.0
	Average Mean of Standard 21													2.84	
Average Mean of Standards of Process (8-21)														3.0	

Table 4.10 above is concerned with standard 21; the last standard of teaching and learning process. It deals with the schools' partnership with parents and the local community. In regard to this, first, the respondents were asked to rate whether or not the schools provided regular information to parents and the local community about students' learning and behavior with receiving feedback. The mean value of the responses was 2.98. Second, they were also asked to rate whether or not the schools provided regular information to parents and the local community about financial utilization and other issues with receiving feedback. The mean score of the responses here was also 2.69 and the average mean of the standard was 2.84. The inspection report showed 61% (level 2). In sum, these statistical data indicated that the schools' partnership with parents and the local community was medium.

On the other hand, the inspection report published in the year 2019 following the second round school inspection held during the year 2017/18–2019/20 revealed that the overall performance of output standards of secondary schools in Woliso town administration was 64% (level 2) which implied that the overall teaching learning process was below the minimum requirement of 70% (level 3). Similarly, the school principals were interviewed on how well their schools were handling the teaching learning process as per the set standards. They responded that they exerted all their efforts but they confirmed that unless the required inputs were fulfilled, according to the interviewee, it was challenging to manage or improve the teaching learning process to the required level.

The principals were also expressed that there were issues provided as key points that considered constituting process standards. Such issues were not implemented at school level rather than written on the inspection documents. These were, for example, the limited application of Continuous Professional Development (CPD), standard 15, the totally neglected issue of preparing tests using the table of specification (standard 18), considering the goals of ESDP at school level in developing school plan and etc. were issues left to paper work. The interviewee, confirming the importance of these issues in the improvement of school performance, forwarded that the provision of additional trainings and awareness creation activities for all school staff members, leaders and students could significantly minimize the observed inconveniences (See Appendix VII).

4.2.3. Achievements of standards of Output

The school inspection documents express that the output part of inspection consists of five standards; standard 22-26. These standards deal with the schools' and students' outcomes (Standard 22-23), students' personal development (Standard 24), teachers' and education leaders' personal development (Standard 25), and participation of parents and the local community (Standard 26). In this study, the achievement level of standards of output was assessed and the detail of the analysis is presented here under.

Table 4.11: The school's and students' outcomes (Standard 22-23)

Standards	o N	Items	Missing		Very High		High		Medium		Low		Very Low		Mean	SD
			N	%	N	%	N	%	N	%	N	%	N	%		
Standard 22 (Internal efficiency)	22.1	The school's dropout rate has reduced as per its plan	-	-	4	4.9	19	23.2	38	49.3	18	22	3	3.7	3.0	.89
	22.2	The school's repetition rate has reduced as per its plan	1	1.2	3	3.7	18	22	39	47.6	18	22	3	3.7	3.0	.87
	22.3	The school has met its plan of gender ratio	-	-	10	12.2	28	34.1	29	35.4	11	13.4	4	4.9	3.4	1.0
	Average Mean of Standard 22														3.1	
Standard 23	23.1	All students have scored 50% and above in each subject of the classroom examinations	-	-	1	1.2	15	18.3	33	40.2	21	25.6	12	14.6	2.7	.98
	23.2	All female students have scored 50% and above in each subject of the classroom examinations due to the special support the school provided for them	-	-	1	1.2	14	17.1	28	34.1	25	30.5	14	17.1	2.5	1.0
	23.3	All students with special needs have scored 50% and above in each subject of the classroom examinations due to the special support the school provided for them	-	-	-	-	11	13.4	32	39.0	23	28.0	16	19.5	2.5	.96
	Average Mean of Standard 23														2.6	

As table 4.11 above presented, the two standards that deal with the school's and students' outcome, internal efficiency and students' result respectively, having three key points each,

were provided to be identified by the respondents. With regard to internal efficiency, standard 22, the reduction of dropout rate and repetition rate, and meeting the planned gender ratio has been addressed. In so doing, the respondents were asked to rate whether or not the schools' dropout rate and repetition rate has been reduced as per the school plan. The mean value of both issues was 3.0 which implied that the result was medium.

Concerning achieving the planned gender ratio, respondents were asked to reflect their observation whether or not the school has met its plan. The mean of the responses was 3.4 which implied medium performance and it was better than the achievement recorded on the reduction of dropout rate and repetition rate. The average mean of the standard was 3.1. The inspection report, on the other hand, stated that the standard was evaluated at level 3 (74%). The observation of teacher respondents which indicated that the internal efficiency of the school was moderately realized and the inspection report that confirmed better performance of the standard showed that the schools under the study were recorded better performance on achieving internal efficiency as per the plan of the schools.

Regarding the students' result, standard 23, the respondents were asked to reflect their observation on whether or not all students, all female students, and all students with special needs have scored 50% and above in each subject of the classroom examinations. Consequently, the mean value of the responses was 2.7, 2.5, and 2.5 respectively while the average mean of the standard was 2.6. Similarly, the second round inspection report depicted that the performance level of the standard was 51% which was by far below the minimum requirement of 70%. This implied that it was challenging to enable all students to score 50% and above in each subject of the classroom examinations and there by more effort is required by the side of the schools

Table 4.12: Students' Personal Development (Standard 24)

Standards	No	Items	Very High		High		Medium		Low		Very Low		Mean	SD
			N	%	N	%	N	%	N	%	N	%		
			Standard 24 (Students' Behavior)	24.1	Students are disciplined, respect the school's community, respect & help each other	3	3.7	13	15.9	44	53.7	16		
24.2	Students protect the school's properties	3		3.7	17	20.7	34	41.5	22	28	5	6.1	2.9	.94
24.3	Students protect the school and their environment	8		9.8	19	23.2	33	40.2	14	17.1	8	9.8	3.1	1.1
24.5	Students have developed a culture of co-existence and solving differences through discussion	7		8.5	15	18.3	40	48.8	14	17.1	6	7.3	3.0	.99
Average Mean of Standard 24													2.98	

Table 4.12 above is concerned with students' personal development as an output of the school system. In this regard, firstly, how well students were disciplined, respected the school's community, respected & helped each other was asked to be identified by the respondents. Secondly, whether or not students protect the school's properties, Thirdly, whether or not students protect the school and their environment and finally, the extent to which students have developed a culture of co-existence and solving differences through discussion were asked to be rated by the respondents. The mean value of the responses was 2.9, 2.9, 3.1, and 3.0 respectively with the average mean of 2.98. It implied that the students' behavior in all secondary schools under the study was evaluated medium. The inspectors' report also confirmed that students' behavior was evaluate on 77% (level 3) which means the minimum requirement was achieved. The interviewees' response (See Appendix VII) also confirmed that students' behavior was improving from time to time and it implied that the standard was sufficiently implemented.

Table 4.13: Teachers’ and Education Leaders’ Personal Development (Standard 25)

Standard	No	Items	Missing		Very High		High		Medium		Low		Very Low		Mean	SD
			N	%	N	%	N	%	N	%	N	%	N	%		
Standard 25	25.1	Students’ learning has increased due to the respect given to them by the school teachers, leaders and support staff	0	0	7	8.5	26	31.7	35	42.7	13	15.9	1	1.2	3.4	.88
	25.2	There is a culture of cooperation and positive working relation among teachers, leaders and support staff	0	0	16	19.5	23	28.0	28	34.1	13	15.9	2	2.4	3.5	1.1
	Average Mean of Standard 25														3.45	

Table 4.13 above is concerned with standard 25; having good communication and interaction with accountability among the school’s teachers, leaders and support staff. Key issues that considered constituting the standard such as the respect given to students and a culture of cooperation and positive working relation among teachers, leaders and support staff have been assessed. First, the respondents were requested to express their feelings on whether or not students’ learning has increased due to the respect given to them by the school teachers, leaders and support staff. The mean of their responses was 3.4.

Second, the development of a culture of cooperation and positive working relation among staff members was also asked to be rated. The mean value was 3.5. The average mean of the standard was 3.45 which indicated that the performance level of the standard was more than its moderate level. In addition to this, the inspection report stated there was a better achievement of the standard with 77% i.e. level 3. These evidences implied that there was a better communication and interaction with accountability among the school’s teachers, leaders and support staff.

Table 4.14: Participation of Parents and the Local Community (Standard 26)

Standards	No	Items	Missing		Very High		High		Medium		Low		Very Low		Mean	SD
			N	%	N	%	N	%	N	%	N	%	N	%		
Standard 26	26.1	The school has obtained support as a result of its strong relations with parents, local community and partner organizations.	0	0	6	7.3	18	22.0	34	41.5	20	24.4	4	4.9	3.0	.98
	26.2	Parents and the local community have also developed a sense of ownership in the school affairs	0	0	6	7.3	12	14.6	36	43.9	19	23.2	9	11.0	2.8	1.5
	Average Mean of Standard 26														2.9	
Average Mean of Standards of Output														2.99		
Average Mean of 26 Standards														3.1		

Standard 26, which is presented on table 4.14 above, is concerned with the support that the school secured due to the strong relation it had created with parents, local community and partner organizations. Regarding this, respondents were requested to express their feelings on how well the schools had obtained support as a result of their strong relations with parents, local community and partner organizations. Next to this, whether or not parents and the local community had developed a sense of ownership in the school affairs was also requested to be identified. Accordingly, the mean value for each was 3.0 and 2.8 respectively while the average mean of the standard was 2.9. On the other hand, the performance level of this standard was poor as stated in the inspectors' report which was 58% that classified as level 2. Both evidences showed that the standard was moderately realized in these secondary schools.

As shown on the above table, the average mean of the five standards of output was 2.99. It implied that the schools' and students' outcomes, students' personal development, teachers' and education leaders' personal development and participation of the local community was moderately performed. In addition to this, inspectors evaluated and reported as the average value of teaching learning process in these schools was 64%, which was still level 2. According to the inspection document level 2 implies the school is improving but not achieved the standard. Equivalent implication could be inferred from what teacher respondents observed i.e. moderate performance of teaching learning process.

Concerning all the twenty-six standards (standards of input, process and output) the overall mean was shown 3.1 based on teachers' observation. This implied that there was still average performance of input, process and output vis-à-vis the set standards.

Interview Analysis

The implementation of standards of school inspection in secondary schools of Woliso town administration

- The school principals were interviewed on how well their schools contributed in the fulfillment of inputs and whether or not the necessary inputs were provided in line with the set standards.
 - A principal from school 1 responded that “There is a great mismatch between what is ambioned and what is actually performed. The resources allotted for the fulfillment of inputs are as usual. No significant change has been made even after the findings of inspection are repeatedly announced. Currently, said the principal, our school is not in a good position to serve the need of the society due to the limited classrooms and related facilities”
 - Principals and their vices from school 2 and 3, and experts from the town education office also confirmed the occurrence of similar problems in the schools under the study.
- The interviewed principals from the schools and experts from the office also confirmed that it was challenging to manage or improve the teaching learning process to the required level because of the limited provision of inputs.

Focus Group Discussion

As stated in chapter 3, three FGD sessions were held with three groups of students in those three secondary schools. These students were provided with different questions that stimulate them to express their awareness about school inspection. All the students participated in the FGD confirmed that they were not heard anything about the issue so that they can say nothing about it.

In general, based on the data gathered from the interview and FGD presented above, the extent to which school standards were implemented in those secondary schools under the study was said to be inadequate.

4.3. Benefits of School Inspection Practices

The second research question was addressing the benefits the schools acquired from the practices of inspection. Ten items that were considered to have strong relationship with the benefits of school inspection have been provided for teacher respondents to be scaled via expressing their agreement or disagreement using the five scales. The details of the responses are presented here under.

As shown on table 4.13 below, teacher respondents were asked to express the level of their agreement or disagreement on whether or not school inspection contributed for the improvement of effective classroom teaching. Majority of the respondents, 44 (53.7%), agreed with the idea that inspection contributed for the improvement of effective classroom teaching whereas only 9(11%) disagreed. The rest 29 (35.4%) respondents were undecided to agree or disagree. The mean of the responses was 3.5. On the other hand, school principals and vice principals interviewed expressed their opinion that they all agreed with inspection practices significantly contributed for school improvement in general and for the improvement of effective classroom teaching in particular. This implied that majority of teacher respondents and all of interviewed principals and their vices confirmed that inspection practices contributed for the improvement of effective classroom teaching.

Table 4.15: The Benefits of School Inspection

No	Items	Missing		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Mean	SD
		N	%	N	%	N	%	N	%	N	%	N	%		
1	School inspection contributed for the improvement of effective classroom teaching?	·	·	9	11	35	42.7	29	35.4	5	6.1	4	4.9	3.5	.95
2	School inspection helps to increase the improvement of students learning.	·	·	14	17.1	36	43.9	17	20.7	11	13.4	4	4.9	3.5	1.1
3	School inspection is an opportunity for experienced and competent teachers to self-direct.	·	·	12	14.6	41	50	16	19.5	11	13.4	2	2.4	3.6	.98
4	The standards used in school inspection are fair and realistic	1	1.2	3	3.7	35	42.7	26	31.7	12	14.6	5	6.1	3.2	.97
5	Standards used in school inspection make sense according to the context of secondary school	·	·	5	6.1	34	41.5	30	36.6	11	13.4	2	2.4	3.4	.88
6	School inspection is for school improvement	1	1.2	13	15.9	39	47.6	13	15.9	14	17.1	2	2.4	3.6	1.0
7	School inspection is for professional development of teachers	·	·	14	17.1	42	51.2	6	7.3	15	18.3	5	6.1	3.5	1.2
8	School inspection is for guaranteeing education quality	1	1.2	18	22	36	43.9	8	9.8	15	18.3	4	4.9	3.6	1.2
9	School inspection is for parents and students school choices	·	·	7	8.5	38	46.3	22	26.8	9	11	6	7.3	3.4	1.0
10	School inspection is well organized, professional and educative	·	·	7	8.5	34	41.5	23	28.0	13	15.9	5	6.1	3.3	1.0

As it can be seen on table 4.15 above, respondents were asked to indicate their feelings on whether or not school inspection increased the improvement of students learning. Following this, fifty respondents (61%) agreed that school inspection contributed for the improvement of student learning while fifteen (18.3%) respondents disagreed. Seventeen (20.7%) respondents undecided their response and the mean of their responses was 3.5 which

indicated that inspection contributed to improve students' learning. Similarly school principals and vice principals participated on the interview confirmed that inspection practices contributed for the improvement of student learning. These evidences indicated that majority of teachers and school principals serving in all the three schools under the study accepted the importance of school inspection in improving students' learning.

Item 3, on the same table, explained that school inspection is an opportunity for experienced and competent teachers to self-direct. Majority of the respondents, fifty-three (64.6%), were agreed with the idea whereas 13 (15.8%) were disagreed. Those who undecided their response were 16 (19.5%). The mean of the responses was 3.6. Similarly, school leaders who were interviewed also expressed their agreement that school inspection supported competent and experienced teachers to self-direct. This implied that competent and experienced teachers were benefited from school inspection to self-direct.

Item 4 was about the standards used in school inspection. Respondents were asked to express the level of their agreement on whether or not standards used in school inspection were fair and realistic. Thus, 38 (46.4%) respondents were agreed, 17 (20.7%) disagreed and the rest 26 (31.7%) undecided. This indicated that majority of the respondents were agreed. The interviewed school principals were also expressed their agreement that school standards were fair and realistic excepting that some of which were required improvement because some standards, according to the interviewee, were over ambitious compared to the school contexts (See Appendix VII).

Item 5 provided that, School standards make sense according to the context of secondary schools. Thirty-nine (47.6%) respondents agreed with this. Thirteen (15.8%) disagreed whereas Thirty (36.6%) respondents undecided. Principals interviewed indicated that standards of school inspection make sense with the exception of limited improvements. These evidences indicated that standards used in school inspection make sense according to the context of secondary school while minor improvements were required.

Item 6 on the table 4.15 above presented that school inspection is for school improvement. The respondents were asked to identify the level of their agreement using the given scale. Fifty-two (63.5%) respondents shown their agreement whereas 13 (15.8%) were disagreed. The rest 13 (15.9%) respondents were undecided to agree or disagree. The mean of the

responses was 3.6. School principals and their vices, similarly, expressed their opinion that school inspection contributes to school improvement. This implied that majority of the teacher respondents and school leaders agreed with the contribution of inspection for the improvement of schools.

Item 7 on the same table stated that school inspection is for professional development of teachers. Following this, 56 (68.3%) respondents explained their agreement with the idea that school inspection is for professional development of teachers whereas 20(24.4%) disagreed. Those who undecided their response were 6(7.3%). The mean of the responses was 3.5. School principals and their vices were agreed with the positive effect of school inspection on professional development of teachers. These, in sum, indicated that school inspection was contributing for professional development of teachers.

Under item 8, school inspection was provided as it was guaranteeing education quality. Consequently, 54 (65.9%) were agreed with it whereas 19(24.2%) were disagreed. Only 8(9.8%) respondents were undecided to agree or disagree. The mean of the responses was 3.6. The findings of the interview held with school principals and their vices also confirmed that school inspection significantly contributed to quality education. They pointed out that schools were at least evaluated and recognized their status yearly or once every three years and these increased the efforts made to cope with the set standards. These, according to the interviewee, contributed to improve quality of education. Therefore, it was, from these evidences, implied that school inspection had a significant role in guarantying quality education.

What has been stated under item 9 on the table 4.15 above says “School inspection is for parents and students school choices”. Respondents, then, asked to reflect the level of their agreement and 45 (54.8%) of them agreed with it while 15(18.3%) disagreed and the rest 22 (26.8%) remained undecided. The mean of the responses was 3.4 which indicated that majority of the respondents were agreed with the idea that school inspection gives opportunity for students and their parents to make choices among schools.

The above discussion focused on the benefits schools acquired from the practices of school inspection. The discussion explicitly identified that majority of the respondents agreed that school inspection contributed for the effective classroom teaching, increased the

improvement of student learning, gave opportunity for experienced and competent teachers to self-direct, and fairly evaluated every dimension of school activities. In addition to this, it was also identified that school inspection is for school improvement, for professional development of teachers; it guaranteed quality education and promoted parents and students' school choices. Therefore, it is possible to infer that secondary schools under the study were quite benefitted from the practice of school inspection.

On the other hand, significant number of respondents denied agreeing with the above mentioned benefits of school inspection. As shown on the table 4.15 above, 9 (11%) respondents disagreed with item 1, 15 (18.3%) disagreed with item 2, 13 (15.8%) disagreed with item 3 etc. and in average 15 (18.4%) respondents disagreed with all stated benefits of school inspection and 17 (20.8%) respondents remained undecided. This implied that 15 respondents (in average) directly disagreed to accept the benefits of school inspection whereas the rest 17 respondents (in average) undecided to agree or disagree which implied that either they disagreed with the benefits of school inspection or they lacked awareness on the practices of school inspection. This indicated that school inspection is still left with some more efforts to be communicated with its stakeholders on its age of third round.

Interview Analysis

The school principals, experts and head of the town education office, including inspectors were requested to express how schools benefitted from the practices of school inspection. Thus:

- Informant 1 said, “Although the benefit that our school acquired from inspection was not as of the standards, it was said to be promising. To mention: our school has begun to be improved as a result of identifying what it lacks from what is expected to fit with the standard.”
- Informant 2 also said “Students learning has been increased because the standard forced every activities of the school to be tuned to the direction of improving students learning.”
- Another informant replied “Teachers begun to be more concerned about their professional development following the professional requirement stated in the standard.

The data gathered from the interview indicated that all secondary schools under the study were begun to exercise the benefits that can be acquired from the practices of school inspection.

Focus Group Discussion

Forty purposely selected students, from the three schools, were made to participate on the focus group discussion. The students were asked whether or not they were informed about the practices of school inspection and what opinion they had on the benefits of school inspection. All participants, in one voice, replied that they did not see anyone inspect their schools, no one informed them about school inspection, and they could say nothing about it. As mentioned above, all the students participated in the FGD expressed their opinions that they could not link any benefit that their school acquired with school inspection because they were not well informed about the advantages of school inspection.

4.4. Challenges related to the Implementation of School Inspection

Assessing challenges related to school inspection was the third research question that needs to be answered. To this effect, first, an open ended question that invited the respondents give their response based on what they were observing from their school environment was provided. The respondents were asked to briefly state the challenges they observed in the realization of school standard. Following this, 45 (58.9%) respondents replied their views from their observation and some of the major responses collected were summarized and presented in the following table.

Table 4.16 below presented challenges that faced in the practices of school inspection. According to the respondents, limited resources, shortage of classrooms which resulted in large class size, increased financial constraints, limited access to information technology, and lack of awareness at the side of practitioners and implementers were identified as some of input related challenges that hindered the effectiveness of school inspection. Limited training provided to inspector, limited support provided by inspectors, lack of supervision whether or not the standards were realized and insufficient relationship between schools and their respective local community were also identified as process and output related challenges. Others like negatively perceiving the practices of school inspection, having no legal ground that forces schools to fulfill the required standards respective to their level, less attention given to standardize schools, inspectors' lack of awareness and experience towards the practices of school inspection, high turnover of inspectors, and lack of structural independency of the inspectorate were the major challenges identified and considered as the bottleneck of the practices of school inspection. In the same way, the interviewed school principals, vice principals, office workers including their head expressed their agreement with the mentioned independencies in the practices of school inspection.

Table 4.16: Challenges related to school inspection

Criteria	Challenges	Informants
Input related	<ul style="list-style-type: none"> Limited school facilities Shortage of classrooms Limited access to information technology 	Respondent 2
	<ul style="list-style-type: none"> Increased financial constraints 	Respondent 1
	<ul style="list-style-type: none"> Shortage of human resources, especially teachers, inspectors 	Respondent 4
	<ul style="list-style-type: none"> Overcrowded class rooms i.e. large class size 	Respondent 5
	<ul style="list-style-type: none"> The contribution of school inspection for the realization of school standards is not well understood and positively perceived by majority of teachers. 	Respondent 6
	<ul style="list-style-type: none"> No planned activity to support schools in enabling them achieve the required standard 	Respondent 7
Process Related	<ul style="list-style-type: none"> Inspectors were not well-trained; they only used to come to school when they were feeling something went wrong. Their activity was routine; they were not supporting the school on how to plan to improve their performance. New faces used to come to school during inspection who were lacking experience in inspection activities 	Respondent 10
	<ul style="list-style-type: none"> Lack of supervision whether or not the standards are realized 	Respondent 14
	<ul style="list-style-type: none"> Limited orientation on some indicators of teaching learning process 	Respondent 8
	<ul style="list-style-type: none"> Inspectors with new face may be because of high turnover 	Respondent 5
Output Related	<ul style="list-style-type: none"> No strong relationship between school and local community 	Respondent 14
	<ul style="list-style-type: none"> Limited support from parents and local community 	Respondent 6
Others	<ul style="list-style-type: none"> I did not observe any responsible government body who supervised the realization of school standards. No legal system that is responsible for the realization of school standards. 	Respondent 1
	<ul style="list-style-type: none"> Applying inspection for fault finding purposes by some inspectors 	Respondent 3
	<ul style="list-style-type: none"> No one gives attention to improve schools 	Respondent 8
	<ul style="list-style-type: none"> Less attention is given to school standard 	Respondent 9
	<ul style="list-style-type: none"> Some of the standards do not fit the real situation of the school. The standards are over ambitious when compared to the actual situation of the school. For example, standardized facilities were asked to be fulfilled in the schools with poor facilities. 	Respondent 11
	<ul style="list-style-type: none"> I know nothing about inspection; so I can say nothing about it. 	Respondent 12
	<ul style="list-style-type: none"> Inspectors are employee of the town administration education office. They inspect their own plan that is undertaken in the school. That means they evaluate their own work. Therefore, they are not independent. It is not fair that who developed the standard, who implement it and who evaluate or inspect the standard are from the same institution, the town education office. 	Respondent 13

Next to this, other challenges that may potentially hinder the practices of school inspection were provided to the respondents and they were reflected their views using the five scale. These challenges could also be considered as the hampering factors that affect the effectiveness of school inspection and they are discussed here under.

Table 4.17: Challenges that Limited the Effectiveness of School Inspection

No	Items	Missing		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Mean	SD
		N	%	N	%	N	%	N	%	N	%	N	%		
1	School inspection is a fault finding than helping activity	1	1.2	8	9.8	25	30.5	21	25.6	18	22.0	9	11.0	3.1	1.2
2	School inspection reports are not user friendly to most of teachers	-	-	6	7.3	26	31.7	24	29.3	16	19.5	10	12.2	3.0	1.1
3	School inspections lead to artificial appearances of schools (window dressing) to please inspectors	-	-	9	11	18	22.0	34	41.5	15	18.3	6	7.3	3.1	1.1
4	Inspectors are not well trained in educational inspection practices	-	-	14	17.1	22	26.8	25	30.5	15	18.3	6	7.3	3.3	1.2
5	School inspection reports are not disseminated to schools	1	1.2	10	12.2	25	30.5	27	32.9	18	22.0	1	1.2	3.3	.99
6	School inspection report only focuses on students' academic performances	1	1.2	8	9.8	13	15.9	28	34.1	21	25.6	11	13.4	2.8	1.2
7	School inspection leads schools focus on teaching to a test/exam or teaching to inspection	-	-	10	12.2	29	35.4	22	26.8	18	22.0	3	3.7	3.3	1.1

As shown on the table 4.17 above, a statement that reflected school inspection as a fault finding than helping activity was provided for the respondents and they were asked to identify the level their agreement or disagreement. Consequently, 33 (40.3%) respondents reflected their agreement. This means 33 respondents believed that “school inspection is a fault finding than helping activity”. In addition to this, 32 (39%) respondents believed that

school inspection reports were not user friendly to most of teachers. Twenty-seven (33%) respondents also believed that school inspection leads to artificial appearances of schools to please inspectors. Thirty-five (42.7%) respondents replied that school inspection reports are not disseminated to schools which implied that they were not familiar with the practices of school inspection.

On the same table, 21 (25.7%) respondents expressed their views that school inspection reports focused only on students' academic performances. Another 39 (47.6%) respondents reflected their opinion that school inspection leads schools focus on teaching to a test/exam or teaching to inspection which magnified the drawbacks of school inspection that might be arose from misleading information or from lack of sufficient awareness concerning the issue.

On the other hand, the town administration education office staff members including those assigned on the duty of school inspection were interviewed regarding the challenged faced in the practices of school inspection. They confirmed that the same challenges with that of which the above respondents explained were faced in the inspection practices. Most of the interviewee agreed that lack of awareness was practically there among school staff members and it resulted in developing negative attitude among teachers and other staff members towards school inspection (See Appendix VII).

In sum, as discussed above, the number of respondents took stand at the negative side of school inspection was not insignificant which means considerable number of school members believed that school inspection was a fault finding than helping activity, reports were not user friendly, school inspection leads to artificial appearances of schools, school inspection reports focused only on students' academic performances, school inspection leads schools focus on teaching to a test/exam or teaching to inspection. The interviewed education office staff members were also confirmed the occurrence of the challenges. These, in general, indicated that school inspection was running among the opposing staff members which, in turn, significantly challenged the practices of school inspection.

Interview Analysis

The school principals, experts and head of the town education office, including inspectors were requested to express what challenges were observed during school inspections undertaken in their respective secondary schools. Thus:

- Two vice principals from school 2 who worked on the position for above two years each were asked whether or not they were well informed about school inspection; they said “We did not see anyone inspecting our school, no one informed us about school inspection, and we could say nothing about it.” They also witnessed that they were not participated on any one of the inspection practices during the last two years and even before.
- The town administration education office staff members, including inspector, were interviewed regarding the challenges faced in the practices of school inspection. They confirmed that lack of sufficient awareness, limited orientation, negatively perceiving school inspection; and inadequate facilities were some of the challenges faced during the practices of school inspection.
- Another informant replied “School inspection is not well communicated with students and their families. It was undertaken among inspectors and school principals leaving other stakeholders aside. It should be given more attention now on. Written and oral feedback which is provided for school principals alone will never improve schools, rather more attention should be given for fulfilling the required resources in all aspects.”

In sum, all the above responses collected from the interviewee indicated that school inspection was facing multiple challenges that hampered its effective implementation so that the expected results of school inspection and its implementation was said to be significantly affected.

Focus Group Discussion

As mentioned above, since all the students participated in the FGD were not well informed about the practices of school inspection, they expressed their opinions that they could not clearly state what challenges school inspection faced.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter deals with the summary of the main findings, the conclusions drawn from the findings and recommendations which the researcher proposes and assumes to be able to be implemented which will go a long way to help to improve the realization of school standards as desired in secondary schools in Woliso Town Administration.

5.1. Summary of the Study

The main aim of this study was to assess the realization of school standards in the context of secondary schools in Woliso town administration. In order to meet the desired objectives an attempt has been made to evaluate the implementation of standards in the context of secondary schools, the benefits schools acquire from the practices of inspection, and the challenges that hinder the realization of school standards and the implementation of school inspection. Finally, the researcher made an attempt to come up with suggestions and recommendations for the future.

To achieve the objectives of the study, the following basic questions were formulated and answered.

1. How are the standards of school inspection implemented in secondary schools of Woliso town administration?
2. How does the practice of inspection benefit schools?
3. What are the challenges related to the implementation of school inspection?

To this effect, the study was conducted in the existing three government secondary schools in Woliso town administration.

Finally, the study sets out suggestions and recommendations for future consideration and implementation. A related literature was reviewed and questions were developed from it to develop the required questionnaires. A descriptive design with a mainly quantitative and qualitative research approach was used in the study. The representatives of the three secondary schools were selected by using a simple random sampling technique. The main

subjects were teachers from the selected schools and they were selected by using simple random sampling technique. The school principals and their vices, inspectors and experts from the town administration education office, and head of the education office were selected by using purposive sampling technique because they were deemed important for the study. Primary and secondary data sources were used. Accordingly 100 copies of the questionnaires were prepared and distributed to teachers. Eighty-two (82%) questionnaires were returned while 18 were missed because the teachers were busy in administering final examination and covering courses.

A combination of tools employed in this study as data collection instruments were questionnaires with teachers and semi structured interview with school leaders, experts in the education office, and head of the office.

In order to assess the realization of standards in the context of secondary schools, the benefits schools acquire from the practices of inspection, and the challenges that hinder the realization of school standards and the implementation of school inspection, the required information was obtained from the sample respondents through close ended and open ended questions, interviews and analysis of data, and came up with the following findings.

Background Information of the Respondents

With regard to the background information of the respondents, the majority of participants were male teachers with 58(70.7%) which indicated that there was a big gap between the male and female participants in teaching position. Concerning their age, more than half of the respondents were adults and this implied that they had more experiences in teaching. Regarding education level, majority of the respondents i.e. 53 (64.6%) were first degree holders though secondary schools require second degree qualified teachers for the quality education. Majority of the respondents were experienced so that they can share their experiences with those who had less experience.

The Findings of the Study

- **The Implementation of Input Standards**

Concerning standard one the study showed that, majority of the respondents were not satisfied with the provision of school facilities such as buildings, services, equipment, etc. as

related to the already stated standard. The efforts made by the schools in securing financial and non-financial resources as well as organizing financial documents were assessed under the second standard. The study revealed that the utilization of budgets secured from different sources, the performance level of issues related with raising resources and their management was medium or average in its performance. With regard to the provision of human resources i.e. the fulfillment of sufficient suitably qualified principals, teachers and other staff members, the evidences acquired from various sources such as the background information of the respondents, the average mean of the responses, the inspectors' report and the lists of staff members of all the three schools confirmed that the provision of the required suitably qualified human resources was performed at a minimal level.

Standard four is about creating conducive learning environment. With this regard, the study showed that the schools under the study were moderately created conducive teaching-learning environment with the mean value of 3.2. Standard five deals with organizing education development army which was lately changed to education quality circle. Under this standard, the study depicted that there was moderately performed team spirit among teachers, students and supportive staff members with the mean value of 3.3. The state of having shared vision, mission and values and the preparation of participatory school improvement plan were the concern of standard 6 and 7 respectively. Consecutively, the study identified that the preparation of vision, mission and values was partially involved the required key stakeholders and it was also partially shared with them. It was also identified that the involvement of key stakeholders in the preparation of school improvement plan was minimal. In general, the study clearly indicated that the required inputs that were necessary to run the teaching learning process in secondary schools found in Woliso town administration were not fulfilled to the expected level or standard.

- **The Implementation of Standards of Process**

Standards 8, 9 and 10 evaluated issues related with students' learning. Concerning standard 8, the improvement of students' learning and their participation in the learning activities, majority of the respondents agreed with the performance of this standard was either medium or low. The inspectors' report also indicated that its performance was below the expected standard. These indicated that efforts made by the school in creating favorable conditions for

the students' learning was not satisfactory. Regarding standard 9, the study identified that the awareness creation activities were not sufficiently implemented so that the learning progression was not satisfactory. Concerning students' attitude towards their school, standard 10, though the services that the school provided for students was not satisfactory, they had showed positive attitude towards their school and if the school provides the required services, students will show more concerns for their school.

Standards 11 to 16 were concerned with the issues of teaching. With standard 11, the study confirmed that the supervision the schools made on the activities of their respective departments was lacking consistency which in turn resulted in limited level of planning, limited use of teaching-learning materials and limited achievement of education results. Concerning teachers' knowledge on the subject they teach, standard 12; majority of the respondents evaluated it as medium with the mean of 3.3 while inspectors reported sufficient level of performance. This indicated that the efforts exerted by schools to equip teachers with the required knowledge and skills were minimal. What inferred from the evidences was that though the efforts exerted by the schools to equip teachers with the required knowledge and skills were minimal, teachers exerted all their efforts so that they sufficiently managed the classroom instruction.

The proper implementation of appropriate and modern teaching methods was the concern of standard thirteen. The efforts the schools made in creating favorable conditions for the implementation of participatory teaching, the utilization of various active teaching methods by teachers, the provision of special support for female students and students with special needs were evaluated as medium with the average responses of 2.86 and this was also confirmed by the inspectors' report. Therefore, the performance level of the implementation of appropriate and modern teaching methods was said to be moderately performed. In the case of standard 14, the study identified that the attention given to keeping records and provision of special support for female students and students with special needs was minimally implemented.

Standards 15 and 16 were dealing with the implementation of Continuous Professional Development (CPD) and working as a team among school leaders, teachers, students and support staff respectively. With regard to the implementation of CPD, the findings of the

study revealed that it was a standard with the least performance. It was also indicated that the reason why the realization of CPD has been by far below the minimum standard needs further investigation. The organization of team work among school leaders, teachers, students and support staff and the development of sense of working as a team were performed at a moderate level.

Concerning the curriculum and its implementation, standard 17, majority of the respondents and documents of inspection confirmed that teachers evaluated and gave feedback whether or not the syllabi and other curriculum materials were meaningful, participatory, and meet the development level and needs of students so that the standard was satisfactorily realized. The finding of the study also confirmed that the assessment of students' performance and giving appropriate feedback, standard 18, was moderately performed. But, the preparation of tests using "table of specification" was not familiar in the schools under the study.

Under the standards 19 and 20, Monitoring and Evaluation, Majority of the respondents expressed their agreement with monitoring and evaluation on the implementation of school plans were undertaken at moderate or low level. Inspectors' report also confirmed similar performance level of the standard. Therefore, monitoring and evaluation employed on the implementation of school plans were unsatisfactorily employed. Concerning standard 20, majority of the respondents and inspectors' report identified that the establishment and implementation of a system for proper utilization of human, financial and material resources in the schools under the study was well performed.

The schools' partnership with parents and the local community, Standard 21, was identified as unsatisfactory. Because majority of the respondents were agreed that the partnership between schools and local community was low with the mean value of 2.8 and inspectors reported that it was evaluated below the standard with 61% of level 2.

- **Achievements of Standards of Output**

Standards of output consisted of five standards (Standard 22-26). Accordingly, internal efficiency under standard 22, identified as its moderate performance by majority of the respondents. In this regard, the reduction of dropout rate and repetition rate was moderately achieved while meeting the planned gender ratio was well achieved. In the case of students' result, standard 23, all the evidences employed in the study confirmed that it was challenging

to enable all students to score 50% and above in each subject of the classroom examinations. Regarding standard 24, majority of the respondents and inspectors' report confirmed that students' personal development was at its better performance. Most of the respondents and evidences from inspectors' report confirmed that teachers' and education leaders' personal development was good enough in line with increasing students' learning. Under standard 26, the support that the school secured due to the relation it had created with parents, local community and partner organizations was identified as unsatisfactory.

In general terms, all the twenty-six standards (standards of input, process and output), based on teachers' observation, were said to be moderately realized in the context of secondary schools under the study. The inspectors' report also confirmed the same performance that the overall achievement of the 26 standards during the second round school inspection was 63% of level 2 which was below the expected standard.

- **Benefits of School Inspection Practices**

The second research question was assessing the benefits the schools acquire from the practices of inspection. In this regard, respondents were provided with and asked to identify the level of their agreement on issues that were considered to be related with the benefits that schools acquire from the practices of school inspection.

Accordingly, majority of the respondents (54% - 68%) agreed with the idea that: Inspection contributed for the improvement of effective classroom teaching, School inspection increased the improvement of students' learning, School inspection served as an opportunity for experienced and competent teachers to self-direct, School inspection was for school improvement, School inspection was for professional development of teachers, School inspection was for guaranteeing education quality, and School inspection was for parents and students school choices. In addition to this, school principals, vice principals, experts of education office, and head of the office who were interviewed confirmed their agreement with the views of teacher respondents.

Contrary to this, it should not be undermined that 15 respondents (in average) directly disagreed with the benefits of school inspection whereas the rest 17 respondents (in average) undecided to agree or disagree which implied that either they disagreed with the benefits of school inspection or they lacked awareness on the practices of school inspection. This

indicated that school inspection is still left with some more efforts to be communicated with its stakeholders on its age of third round.

- **Challenges related to the Implementation of School Inspection**

An open ended question that invited the respondents to state the challenges related to the implementation of school inspection based on what they were observing from their school environment was provided.

According to the respondents, limited resources, shortage of classrooms which resulted in large class size, increased financial constraints, limited access to information technology, and lack of awareness at the side of practitioners and implementers were recognized to be some of input related challenges that hindered the effectiveness of school inspection. Limited training provided to inspectors, limited support that inspectors delivered, lack of supervision whether or not the standards were realized and insufficient relationship between schools and their respective local community were also identified as process and output related challenges. Others like negatively perceiving the practices of school inspection, having no legal ground that forces schools to fulfill the required standards respective to their level, less attention given to standardize schools, inspectors' lack of awareness and experience towards the practices of school inspection, high turnover of inspectors, and lack of structural independency of the inspectorate were the major challenges identified and considered as the bottleneck of the practices of school inspection.

In addition to this, the respondents were provided with some more questions that were considered to affect the effectiveness of the practices of school inspection. Consequently, 33% - 47% expressed their opinion that: school inspection is a fault finding than helping activity, school inspection reports were not user friendly to most of teachers, school inspection led to artificial appearances of schools to please inspectors, school inspection reports were not disseminated to schools, school inspection reports focused only on students' academic performances, and school inspection led schools focus on teaching to a test/exam or teaching to inspection. Staff members of the town administration education office interviewed also confirmed that the above mentioned challenges were faced in the inspection practices.

5.2. Conclusions

5.2.1. The Implementation of Standards of School Inspection in the Context of Secondary School in Woliso Town Administration

The study showed that the implementation of school standards in the contexts of secondary schools in Woliso town administration was not satisfactorily performed. This is to mean that the necessary inputs that required in running the teaching learning process were not provided to the required level. The performance level of standards of the teaching learning process was also inadequate. The limited provision of inputs of education added on the inadequate implementation of process standards resulted in unsatisfactory achievement of output.

Thus, with regard to the input standards, the provision of school facilities like buildings, services, equipment, etc. were average when compared to the set standards. The study revealed that the efforts made by the schools in securing financial and non-financial resources were also moderately performed. Rather, the schools were better in the handling and managing their financial documents. The provision of human resources, which was focused on the fulfillment of sufficient suitably qualified principals, teachers and other staff members, was minimally realized. The efforts that exerted to create conducive teaching-learning environment in the schools were identified moderate. Similarly, organization of Education Quality Circle which was aimed to develop team spirit among teachers, students and supportive staff members was average in its realization. The preparation of vision, mission and values was not participatory in the sense that the required key stakeholders were partially involved and they were partially shared with it. The attention given to involve key stakeholders in the preparation of school improvement plan was also minimal. In sum, as discussed above input standards were moderately implemented which indicated that the provision of input of education were inadequate.

Based on the mentioned unsatisfactory provision of inputs, the findings of the study revealed that the standards of teaching learning process were also unsatisfactorily realized. In the first place, the efforts made by the schools in creating favorable conditions for the students' learning was not satisfactory whereas the awareness creation activities were not sufficiently implemented so that the learning progression was not satisfactory. Although students were not satisfied by the services they were provided, they had showed positive attitude towards

their school. The supervision made by the schools on the activities of their respective departments was lacking consistency which was, therefore, resulted in limited level of planning, limited use of teaching-learning materials and limited achievement of education results.

The efforts exerted by the schools to equip teachers with the required knowledge and skills were minimal. Following this, the appropriate and modern teaching methods (Active learning) were not well implemented. Limited attention was also given to keeping records and providing special support for female students and students with special needs. Similarly, the activities of Continuous Professional Development (CPD) were not properly undertaken by teachers, principals and other staff members and what was identified here was that nobody gave attention to it. The organization of team work among school leaders, teachers, students and support staff and the development of team spirit were performed at a moderate level; i.e. not satisfactorily realized.

Teachers used to evaluate and give feedback whether or not the syllabi and other curriculum materials were meaningful, participatory, and meet the development level and needs of students so that the standard was satisfactorily realized. The assessment of students' performance and provision of appropriate feedback was moderately performed while the preparation of tests using "table of specification" was not familiar in the schools under the study. The activities of monitoring and evaluation undertaken on the implementation of school plans were unsatisfactorily employed. The establishment and implementation of a system for proper utilization of human, financial and material resources in the schools under the study was well performed. The schools' partnership with parents and the local community was not strong enough so that parents and local community did not develop a sense of ownership towards their schools.

5.2.2. The Benefits that Schools Acquire from the Practices of Inspection

As the majority of respondents and the interviewed groups confirmed, school inspection had contributed for the effective classroom teaching, increased the improvement of student learning, gave opportunity for experienced and competent teachers to self-direct, and fairly evaluated every dimension of school activities. In addition to this, it is also possible to conclude that school inspection was contributed for school improvement, for professional

development of teachers; it guaranteed quality education and promoted parents and students' school choices. Therefore, it is possible to generally conclude that secondary schools under the study were quite benefitted from the practice of school inspection. What has to be noted here is that though majority of the respondents agreed with the mentioned benefits of school inspection, 15 respondents did not agree whereas 17 respondents did not decide to agree or disagree with the benefits of school inspection. It indicated that more efforts required to be exerted to get this amount of human resources positively contribute for the effectiveness of school inspection.

5.2.3. Challenges related to the Implementation of School Inspection

Based on the opinion collected from 45 (58.9%) respondents and comments from the interviewee, it is possible to conclude that the following issues were faced as the major challenges of the practices of school inspection. These are:

Having negative perception towards the practices of school inspection, limited facilities, having no legal ground that forces schools to fulfill the required standards respective to their level, less attention given to standardize schools, lack of awareness by teaching and non-teaching staff towards the practices of school inspection, lack of supervision whether or not the standards were realized, inspectors' lack of awareness and experience towards the practices of school inspection, high turnover of inspectors, and financial constraints that hampered the implementation of recommendations given by school inspectors were the major challenges identified and considered as the bottleneck of the practices of school inspection.

5.3. Recommendations

In light of the findings of the study and the conclusion drawn the following recommendations are forwarded:

Quality education is not ensured by the efforts of single individuals rather is the result of cumulative efforts of all concerned stakeholders in and around the school community. The realization of school standards which has been considered to support the improvement of quality education should not be left for some individuals or groups. Everybody needs to contribute for the improvement of quality education which is resulted from the provision of

quality input, and smoothly running of teaching learning processes. According to the principle of school inspection, whatever resources invested on the realization of input and output standards is intended to bring the expected output. Thus, this study revealed that both the input and output standards of school inspection were not satisfactorily implemented in secondary schools under the study so that the expected output is not achieved as per the set standard. This, in turn, implied that quality of education has been compromised. Consequently, the following some key points have been recommended for the effective implementation of school inspection and the realization of school standards:

- Focusing on input standards, the study revealed that the provision of input of education were inadequate. This was because of the challenges faced during the practices of inspection. Some of the identified challenges that affected the realization of input standards were limited resources, shortage of classrooms which resulted in large class size, increased financial constraints, limited access to information technology, and lack of awareness at the side of practitioners and implementers. In order to ensure the realization of input standards, it is recommended that schools required to be empowered to raise their own income that help them fulfill the required inputs. In addition to this, the town administration education office, in collaboration with any concerned body, required to give special attention in support of improving input of education in all the three secondary schools under the study.
- With regard to the process, the study revealed that the standards of teaching learning process were also unsatisfactorily implemented due to challenges such as: limited training provided to inspectors, limited support that inspectors delivered, lack of supervision on checking whether or not the standards were realized. Others like negatively perceiving the practices of school inspection, having no legal ground that forces schools to fulfill the required standards respective to their level, less attention given to standardize schools, inspectors' lack of awareness and experience towards the practices of school inspection, high turnover of inspectors, and lack of structural independency of the inspectorate were also contributed to the inadequacy of process standards. It is, therefore, recommended that teachers, students, parents, local communities and other stakeholders required to be well communicated with the

practices of school inspection. In so doing, the realization of school standards will be improved as well as negative attitudes observed among implementers will be curved to the supportive direction. Besides, awareness creation activities that involve all teachers, students, and supportive staff members needs to be undertaken in all secondary schools under the study so that all the beneficiaries and key stakeholders will play their role in the realization of school standards. Organizing continuous follow-up on the realization of school standards, identifying hampering factors and possible hindrances, and taking research based corrective measures are key solutions for the inspection system to be more effective. Therefore, all the efforts exerted on input and process standards will sufficiently improve the output standards.

- If teaching and teachers are to be inspected they need inspectors who they regard as capable and acceptable in the subject or other areas, which they inspect and in their professional practice as inspectors (Wilcox, 2000). Based on this assertion, inspectors required to be provided with pertinent training in a consistent way. In addition to this, it is advisable that the process of school inspection needs to be provided at least as a common course in teachers training college. It is also recommended that school inspectors required to be provided with a clear and detailed inspection hand book.
- The finding of the study also confirmed that the currently functioning structural arrangement of inspection system is organized against the guideline and principle of school inspection. With this regard, Ehren and Shackleton (2016) state that school inspection is external evaluations of schools, undertaken by experts outside of the school with a mandate from a national/local authority. It is, therefore, recommended that the currently functioning structural arrangement of inspection needs to be rearranged and independently organized.

5.4. Further Studies

Based on the findings of this study, further studies such on the following areas may be useful for school improvement and the realization school standards:

- The extent to which the inspectors' recommendations are implemented at school level.
- The impact of school inspection on the students' achievement
- The realization of school standards at national level

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APPENDICES

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be completed by teachers

Dear Respondents!

My name is Zeryihun Kerorsa, a student at Addis Ababa University. I am doing a research on “SCHOOL INSPECTION: STANDARDS AND THEIR REALIZATION IN THE CONTEXT OF SECONDARY SCHOOLS IN WOLISO TOWN ADMINISTRATION”. This research is a part of the requirements of Master of Arts in Educational Policy and planning. I kindly ask you to fill in this questionnaire by ticking on the appropriate answer. The main purpose of this questionnaire is to gather relevant data on the issues mentioned above. The response you provide will have a constructive and paramount importance for the successful accomplishment of this study. So, you are kindly requested to give your genuine response. Your response will be used only for academic purpose and kept confidential.

Thank you in advance for your cooperation!

General Direction

Please note the following points before you start filling the questionnaires.

1. Don't write your name on the questionnaire.
2. Use a tick mark “√” to your response of each closed-ended item from the given rating scales.
3. Please, give appropriate response based on your school experience/context.
5. Please do not leave the questions unanswered.

Part I: General information and respondents' personal data

Please, put a thick mark “√” in the box for your response or give short answers on the blank space.

1. **School name**_____

2. **Sex:** Male Female

3. **Age:** 20-24 25-29 30-34 35-39 above 40

4. **Educational level:** Diploma First Degree Second Degree other specify_____

5. **Service year in teaching:** 1-5 6-10 11-15 16-20 21- 25 26-30 above 30

Part II: STANDARDS AND THEIR REALIZATION

All secondary schools are expected to fulfill the already set standards that help them provide the necessary services for their students. The following lists are assumed to be potential factors related to the realization of standards in the context of your school. Show the level of their implementation using the provided scales simply from your own personal observation.

Response key:

5=Very High (VH) 4= High (H) 3= Medium (M) 2= Low (L) 1= Very Low (VL)

The realization of standards of Input

Standards	No	Items	5	4	3	2	1
			VH	H	M	L	VL
Standard 1	1	The school has fulfilled the necessary facilities (Buildings, Services, equipment, etc.) as per the set standards					
	2	The school has fulfilled pedagogical resources as per the set standards					
	3	The school has fulfilled implementing documents as per the set standards					
	4	The school's buildings are made to meet the needs of students with special needs					
Standard 2	5	The school is properly utilizing its budget of block grant					
	6	The school is properly utilizing its budget of school grant					

	7	The school has begun raising resources(in cash, in kind and labor) from parents, residents and local community					
	8	The school has begun raising resources(in cash, in kind and labor) from NGO's					
	9	The school has begun raising resources(in cash, in kind and labor) from former students					
	10	The school has well organized financial documents					
Standard 3	11	The school has sufficient suitably qualified principal(s)					
	12	The school has sufficient suitably qualified teachers					
	13	The school has sufficient suitably qualified supportive staff members					
Standard 4	14	The school has created conducive teaching and learning environment which is safe and secured for school community					
Standard 5	15	The school has created team spirit among students, teachers and other staff members so that the desire and willingness of people to work together and help each other as part of a team has been increased.					
Standard 6	16	The school has developed its vision, mission and values through the involvement of all the required key stakeholders.					
Standard 7	17	The school development plan is prepared through involving teachers, students, supportive staff and other stake holders					
	18	School problems are properly prioritized in the preparation of school development plan so that financial resources are wisely utilized					

The realization of standards of Process

Standards	No	Items	5	4	3	2	1
			VH	H	M	L	VL
Standard 8	19	The school has created favorable conditions that help students to improve their learning					
Standard 9	20	The school has made various awareness creation activities for students so that they have made progress in their learning, they give equal importance for all subjects and they agree with the attitude of “cheating exam is despicable or shame”					
Standard 10	21	The school has provided the necessary services for students so that they show positive attitude towards their school through providing support to the school’s activities, respecting the entire school community and accepting and implementing the school’s rules and regulations.					
Standard 11	22	The school has made continuous follow up on all activities undertaken in different departments so that teaching is well planned, supported by suitable teaching-learning materials, and is aimed to achieve high educational results.					
Standard 12	23	The school has played a significant role to equip teachers with the required knowledge and skills on the subject they teach so that they clarify key concepts in such a way that students can clearly understand					
Standard 13	24	The school leadership has created favorable conditions for the implementation of participatory teaching methods.					
	25	Teachers usually use various active learning methods that encourage students to investigate, to be creative, and to be problem-solving and independent thinkers.					
	26	Teachers provide special support for female students.					
	27	Teachers provide special support for students with special needs.					
Standard 14	28	The school has kept important and relevant records of female students and has provided special support to increase their attainment					
	29	The school has kept important and relevant records of students with special needs and has provided special support to increase their attainment					
Standard 15	30	Veteran/Experienced/ teachers have carried out suitable continuous professional development (CPD) activities for at least 60 hours each year					
	31	Directors have carried out suitable continuous professional development (CPD) activities for at least 60 hours each year					

Standard 16	32	The school has created a well-organized team among school leaders, teachers, students and support staff and so that they are working effectively being involved in decision making					
Standard 17	33	Teachers evaluate and give feedback on whether or not the syllabi and other curriculum materials are meaningful, participatory, and meet the development level and needs of students, and they improve it.					
Standard 18	34	The school prepares tests in accordance with the curriculum and Table of Specifications.					
	35	Teachers undertake continuous assessment of students' work balancing theory and practice.					
	36	The school monitors that teachers mark students' work accurately and give them guidance on how to improve their performance.					
Standard 19	37	The school's leadership and responsible bodies of various arrangements like SIP Committee, CPD Committee, and Concerned school's community... usually monitor whether or not the plans are implemented as per the required time, quality and quantity.					
	38	The school encourages individuals that record better achievements; gives recognition					
Standard 20	39	The school directors are working in the subject area they are qualified					
	40	Teachers are working in the subject area they are qualified					
	41	Support staffs are working in the subject area they are qualified					
	42	The school's buildings, facilities and additional inputs are properly utilized					
	43	The school's budget is properly used for priority areas of SIP plans and is in line with the decision made by appropriate bodies.					
Standard 21	44	The school provides regular information to parents and the local community about students' learning and behavior, it also receives feedback.					
	45	The school provides regular information to parents and the local community about financial utilization and other issues; it also receives feedback.					

Achievements of Standards of Output

Standards	No	Items	5	4	3	2	1
			VH	H	M	L	VL
Standard 22		Education access and internal efficiency					
	46	The school's dropout rate has reduced as per its plan					
	47	The school's repetition rate has reduced as per its plan					
	48	The school has met its plan of gender ratio					
Standard 23		Students' result:					
	49	All students have scored 50% and above in each subject of the classroom examinations					
	50	All female students have scored 50% and above in each subject of the classroom examinations due to the special support the school provided for them					
	51	All students with special needs have scored 50% and above in each subject of the classroom examinations due to the special support the school provided for them					
Standard 24		Students have demonstrated responsible behavior, so that:					
	52	They are disciplined, respect the school's community, respect& help each other					
	53	They protect the school's properties					
	54	They protect the school and their environment					
	55	They have developed a culture of co-existence and solving differences through discussion					
Standard 25	56	Students' learning has increased due to the respect given to students by the school teachers, leaders and support staff					
	57	There is a culture of cooperation and positive working relation among teachers, leaders and support staff					
Standard 26	58	The school has obtained support as a result of its strong relations with parents, local community and partner organizations.					
	59	Parents and the local community have also developed a sense of ownership in the school affairs					

Part III: The benefits of school inspection

The following lists are assumed to be potential issues related to the benefits of school inspection. Show the level of your agreement or disagreement using the provided scale.

Response key:

5=Strongly Agree (SA) 4= Agree (A) 3= Undecided (U) 2= Disagree (D) 1= Strongly Disagree (SD)

No	Items	5	4	3	2	1
		SA	A	U	D	SD
1	School inspections contributed for the improvement of effective classroom teaching?					
2	I believe that school inspection helps to increase the improvement of students learning.					
3	School inspection is an opportunity for experienced and competent teachers to self-direct.					
4	The standards used in school inspection are fair and realistic					
5	Standards used in school inspection make sense according to the context of secondary school					
6	School inspection is for school improvement					
7	School inspection is for professional development of teachers					
8	School inspection is for guaranteeing education quality					
9	School inspection is for parents and students school choices					
10	School inspections are well organized, professional and educative					

Challenges that limited the effectiveness of school inspection

No	Items	5	4	3	2	1
		SA	A	U	D	SD
1	School inspection is a fault finding than helping activity					
2	School inspection reports are not user friendly to most of teachers					
3	School inspections lead to artificial appearances of schools (window dressing) to please inspectors					
4	Inspectors are not well trained in educational inspection practices					
5	School inspection reports are not disseminated to schools					
6	School inspection report only focuses on students' academic performances					
7	School inspection leads schools focus on teaching to a test/exam or teaching to inspections					

Is there any challenge you observe in the realization of school standards? Mention bellow if any.

Would you give any comment or suggestion on school inspection and the realization of its standards?

Thank you for your cooperation!!

Interview guide for School Principals

Dear interviewee:

My name is Zeryihun Kerorsa, a student at Addis Ababa University. I am doing a research on “SCHOOL INSPECTION: STANDARDS AND THEIR REALIZATION IN THE CONTEXT OF SECONDARY SCHOOLS IN WOLISO TOWN ADMINISTRATION”. This research is a part of the requirements of Master of Arts in Educational Policy and planning. The main purpose of this interview is to gather relevant data on the issues mentioned above. The response you provide will have a constructive and paramount importance for the successful accomplishment of this study. So, you are kindly requested to give your genuine response. Your response will be used only for academic purpose and kept confidential.

Thank you in advance for your cooperation!

General information and interviewee’s personal data

Please, put a thick mark “√” in the box for your response or give short answers on the blank space.

1. **School name** _____
2. **Sex:** Male Female
3. **Age:** 20-24 25-29 30-34 35-39 above 40
4. **Educational level:** Diploma First Degree Second Degree other specify _____
5. **Service year in teaching:** 1-5 6-10 11-15 16-20 21- 25 26-30 above 30
6. **Service year as a principal:** 1-5 6-10 11-15 16-20 21- 25 26-30 above 30

Main research question: How are **the standards of school inspection realized in the context of secondary school?**

Discussion questions:

- What are your opinions on school inspections criteria and standards? Are they realistic? Are they fair or make sense when implemented in the context of your school? How? , Is there any standard which is difficult to apply in your school context? Which one, for example? Any solution?
- How do you evaluate the implementation of issues like:
 - The development of school development plan as of the set standard (Standard 7)
 - CPD and its application by all staff members (Standard 15)
 - Preparing tests in accordance with “Table of specification” (Standard 18)
 - Proper utilization of school property (Standard 20)
 - Considering goals of ESDP at school level (Standard 22) etc.
- How do you evaluate the contribution of your school to fulfill the standards of input? Is your school providing inputs in line with the set standards? Do the standards of input and process stimulate the school to bring the expected output?
- What are your views on school inspections data collection and inspectors observations during their school visits? Do inspectors gather the right information or get reliable picture of your school during school visits? Can you give examples?

How does the practice of inspection benefit your school?

Discussion questions:

- How are school inspections reports received at schools? Are there any areas of teaching practice that have been changed as a result of the reports? Can you give examples? If not why?
- In your opinion how would you tell about school inspections reports and recommendations? Was the report accurate / fair or make sense? Were the reports superficial?
- In your views, how did the school respond to the recommendations made in the school inspections reports? Have these responses brought about any changes in the school? Or any school improvement? Can you give examples? Would you think school accept or reject the findings? Why?
- Do you consider school inspections useful towards improving teaching and learning in schools? Why? Does the school inspection have any negative effects? What are they?

What are the challenges related to the implementation of school inspection?

- What type of recommendations are you given following the inspecting of your school? (Oral, written, both?) To what extent are those recommendations implemented? Are they applicable in the context of your school?
- What are the challenges you face in the implementation of recommendations given by school inspectors? What do you think are the sources of those challenges? How do you tackle the challenges? What should be done to improve school inspection?

According to your views, how should school inspections be improved?

Discussion questions:

- Would you consider school inspectorate an independent institution? Why?
- How should school inspections be improved?
- How should the inspectorate be improved or managed?

Thank you for your cooperation!!

Interview Guide for School Inspectors

Dear interviewee:

My name is Zeryihun Kerorsa, a student at Addis Ababa University. I am doing a research on “SCHOOL INSPECTION: STANDARDS AND THEIR REALIZATION IN THE CONTEXT OF SECONDARY SCHOOLS IN WOLISO TOWN ADMINISTRATION”. This research is a part of the requirements of Master of Arts in Educational Policy and planning. The main purpose of this interview is to gather relevant data on the issues mentioned above. The response you provide will have a constructive and paramount importance for the successful accomplishment of this study. So, you are kindly requested to give your genuine response. Your response will be used only for academic purpose and kept confidential.

Thank you in advance for your cooperation!

General information and interviewee’s personal data

Please, put a thick mark “√” in the box for your response or give short answers on the blank space.

1. **Sex:** Male Female
2. **Age:** 20-24 25-29 30-34 35-39 above 40
3. **Educational level:** Diploma First Degree Second Degree other specify _____
4. **Service year in teaching:** 1-5 6-10 11-15 16-20 21- 25 26-30 above 30
5. **Service year in inspection:** 1-5 6-10 11-15 16-20 21- 25 26-30 above 30

Part II: Give your response to the questions in short, and be precise

Main research question: How are **the standards of school inspection realized in the context of secondary schools in Woliso town administration?**

Discussion questions:

- What are your opinions on school inspections criteria and standards? Are they realistic? Are they fair or make sense when implemented in the context of your school? How? , Is there any standard which is difficult to implement in your school context? Which one, for example? Any comment to improve?
- How do you evaluate the implementation of issues like:
 - The development of school development plan as of the set standard (Standard 7)
 - CPD and its application by all staff members (Standard 15)
 - Preparing tests in accordance with “Table of specification” (Standard 18)
 - Proper utilization of school property (Standard 20)
 - Considering goals of ESDP at school level (Standard 22) etc.
- Do the tools of school inspection help you to gather the right information or to get reliable picture of schools during school visits? Can you give examples?
- How do you explain the proportion of your number and the number of schools you are intended to inspect? How many schools do you inspect per academic year?
- What type of recommendations do you give when inspecting schools? (Oral, written, both?) Do you make any follow up to see the implementation of the recommendations? To what extent are those recommendations implemented?
- What measures do you take against schools which do not implement the recommendations? Are these recommendations implemented by only particular schools or there are also other educational stakeholders? Can you mention any of these stakeholders?
- How do teachers react to your work of inspecting? What kind of cooperation you get from them when inspecting?

How does the practice of inspection benefit your school?

Discussion questions:

- Would you consider school inspections achieving its purposes? How? Any examples. Do you consider school inspections useful towards improving teaching and learning in schools? Why?
- Are there observed unintended (negative) effects of school inspections in schools? Any example? How do they affect schools?
- How are school inspections reports received at schools? Are there any areas of teaching practice that have changed as a result of the reports? Can you give examples? If not why?
- Can you tell how teachers and school principals react on school inspections as to improve the teaching practices? Are there any significant changes in their teaching practices? Any examples
- How do school teachers and principals respond to the findings and recommendations made in the school inspections reports? Are there any significant results/impact? Any examples?

What are the challenges related to the implementation of school inspection?

- What are the challenges you face in the course of inspection? What do you think are the sources of those challenges? How do you tackle the challenges? What should be done to improve school inspection?

According to your views, how should school Inspection be improved?

Discussion questions:

- Would you consider school inspectorate an independent institution? Why?
- How should school inspections be improved?
- How should the inspectorate be improved or managed?

Guiding questions for students' Focus Group Discussion

How are the standards of school inspection implemented?

Discussion questions:

1. Have you ever heard about school inspection? If yes, can any one of you mention something about its importance?
2. Did you observe when inspectors evaluate your school at any time in the past?
If yes, do inspectors inspect you as students? On what areas do they inspect you?
3. After inspection, how do you get the results of inspection? Could you mention the result/level/ of your school for the last or recent inspection? Who releases the result of your school?
4. Can you mention any recommendations of the school inspection report? Did you observe anyone of the recommendations is being implemented?

How does the practice of inspection benefit your school?

1. What changes do you see as a result of inspection?
2. Do you think that school inspection benefits you? Has it improved your learning environment and your academic performance? If yes, how has it improved? If no, what are your suggestions for the subsequent improvement?

What are the challenges related to the implementation of school inspection?

1. Do you think that standards of school inspection are realistic and achievable in the context of your school?
2. What are the challenges you observe in the course of inspection? What do you think are the sources of those challenges? What do you contribute to tackle those challenges? What do you expect from school inspection in order to improve your learning?

Thank you for your cooperation!!

**Guides to interview that was conducted with city administration education office head,
Process owners, and Supervisors**

Dear interviewee:

My name is Zeryihun Kerorsa, a student at Addis Ababa University. I am doing a research on “SCHOOL INSPECTION: STANDARDS AND THEIR REALIZATION IN THE CONTEXT OF SECONDARY SCHOOLS IN WOLISO TOWN ADMINISTRATION”. This research is a part of the requirements of Master of Arts in Educational Policy and planning. The main purpose of this interview is to gather relevant data on the issues mentioned above. The response you provide will have a constructive and paramount importance for the successful accomplishment of this study. So, you are kindly requested to give your genuine response. Your response will be used only for academic purpose and kept confidential.

Thank you in advance for your cooperation!

Part I: General information and interviewee’s personal data

Please, put a thick mark “√” in the box for your response or give short answers on the blank space.

1. **Sex:** Male Female
2. **Age:** 20-24 25-29 30-34 35-39 above 40
3. **Educational level:** Diploma First Degree Second Degree other specify _____
4. **Service year in teaching:** 1-5 6-10 11-15 16-20 21- 25 26-30 above 30
5. **Service year in _____:** 1-5 6-10 11-15 16-20 21- 25 26-30 above 30

Part II: Give your response to the questions in short, and be precise

How are the policy provisions on school inspection implemented?

1. What are your opinions on school inspections criteria and standards? Are they realistic? Are they fair or make sense when implemented in the context of your school? How? , Is there any standard which is difficult to implement in your school context? Which one, for example? Any comment to improve?
2. How do you evaluate the implementation of issues like:
 - i. The development of school development plan as of the set standard (Standard 7)
 - ii. CPD and its application by all staff members (Standard 15)
 - iii. Preparing tests in accordance with “Table of specification” (Standard 18)
 - iv. Proper utilization of school property (Standard 20)
 - v. Considering goals of ESDP at school level (Standard 22) etc.
3. How do you evaluate the contribution of your office to fulfill the standards of input? Is your school providing inputs in line with the set standards? Do you think that the standards of input and process stimulate the school to bring the expected output?
4. How do you evaluate the practices of school inspection in your city administration?
5. How do you follow up the implementation of the findings and recommendations provided in the school inspections reports?
6. What are the supports you provide to school based inspectors in schools under your city administration?

Benefits of school inspection

7. How do you explain the effectiveness of the practices of school inspection?
8. What are the achievements gained from school inspection?

Challenges of school inspection

1. What are the challenges faced while inspection activities?
2. What are the problems encountered during the implementation of school inspection?
3. What solution do you suggest to overcome the problems?

Thank you for your cooperation!!

Appendix VI:

Woliso town secondary schools second round (2010-2012 E.C.) inspection report

a. Standards of input

School	St1	St2	St3	St4	St5	St6	St7
1	50%	50%	25%	61%	67%	75%	63%
2	44%	41%	50%	68%	67%	50%	63%
3	50%	54%	38%	68%	58%	75%	75%
Average	48%	48%	38%	65%	64%	67%	67%

b. Standards of process

School	St8	St9	St10	St11	St12	St13	St14	St15	St16	St17	St18	St19	St20	St21
1	65%	56%	65%	54%	75%	63%	60%	63%	63%	75%	63%	60%	75%	67%
2	60%	75%	75%	63%	75%	58%	50%	38%	75%	67%	63%	55%	70%	63%
3	60%	50%	75%	58%	75%	63%	60%	38%	63%	75%	58%	70%	75%	67%
Ave.	62%	60%	72%	58%	75%	61%	57%	46%	67%	72%	61%	62%	73%	65%

c. Standards of output

School	St. 22	St. 23	St 24	St 25	St 26
1	83%	50%	80%	75%	50%
2	63%	56%	75%	75%	63%
3	75%	56%	75%	75%	63%
Average	74%	54%	77%	75%	58%

d. Overall average

Average Input	57%
Average Process	64%
Average Output	68%
Total Ave	63%

Appendix VII:

Interview Feedback

School principals, vice principals, supervisor and inspector, city administration education office head, and workers /experts/ were interviewed and their responses were summarized as shown below.

Input related responses

- The interviewed principals, experts in the town education office, including inspectors pointed out that the provision of sufficient suitably qualified teachers, principals and supportive staff was not to the required level or standard
- The school principals were interviewed on how their schools contributed in the fulfillment of inputs and whether or not the necessary inputs were provided in line with the set standards. They responded that there was a great mismatch between what was ambitioned and what was actually performed. The resources allotted for the fulfillment of inputs, according to the interviewee, were as usual even after the findings of inspection were repeatedly announced.

Process related responses

- The information gathered through the interviews held with school leader confirmed that “table of specification” was not ever used in the preparation of tests.
- CPD, an issue that left on paper work, the interviewee, confirming the importance of these issues in the improvement of school performance, forwarded that the provision of additional trainings and awareness creation activities for all school staff members, leaders and students could significantly minimize the observed inconveniences.
- The school principals were interviewed on how well their schools were handling the teaching learning process as per the set standards. They responded that they exerted all their efforts but they confirmed that unless the required inputs were fulfilled, according to the interviewee, it was challenging to manage or improve the teaching learning process to the required level.

Output related responses

- **Standard 24**, the interviewees’ response also confirmed that students’ behavior was improving from time to time and it implied that the standard was sufficiently implemented.

Benefits of inspection

- School principals and vice principals interviewed expressed their opinion the they all agreed with inspection practices significantly contributed for school improvement in general and for the improvement of effective classroom teaching in particular. Thus,

- all of interviewed principals and their vices confirmed that inspection practices contributed for the improvement of effective classroom teaching.
- **Students Learning:** school principals and vice principals participated on the interview confirmed that inspection practices contributed for the improvement of student learning
 - They were also expressed their agreement that school inspection supported competent and experienced teachers to self-direct.
 - The interviewed school principals were expressed their agreement that school standards were fair and realistic excepting that some of which were required improvement because some standards, according to the interviewee, were over ambioned compared to the school contexts.
 - The school principals and their vices also confirmed that school inspection significantly contributed to quality education. They pointed out that schools were at least evaluated and recognized their status yearly or once every three years and these increased the efforts made to cope with the set standards. These, the interviewee confirmed, contributed to improve quality of education.

Responses related to the Challenges of school inspection

- Two vice principals from school 2 who worked on the position for above two years each were asked whether or not they were well informed about school inspection; they responded that they did not see anyone inspect their schools, no one informed them about school inspection, and they could say nothing about it. They also witnessed that they were not participated on any one of the inspection practices during the last two years and even before.
- The town administration education office staff members including those assigned on the duty of school inspection were interviewed regarding the challenged faced in the practices of school inspection. They confirmed that lack of sufficient awareness, limited orientation, negatively perceiving school inspection; facility related inadequacies, were some of the challenges faced during the practices of school inspection.
- Most of the interviewee agreed that lack of awareness was practically there among school staff members and it resulted in developing negative attitude among teachers and other staff members towards school inspection.
- Students selected from the three schools and participated on FGD confirmed that they knew nothing about school inspection.
- The interviewed school principals, vice principals, office workers including their head expressed their agreement with the lack of independency of the structure of inspection.

General idea

- Standards set for schools, in some cases, seem to be over ambitious and beyond the school capacity.
- Let alone teachers and students, inspectors themselves seem to be unfamiliar for the practices of school inspection.
- If school inspection were implemented as per its guideline, schools would be more benefited.
- School inspection is not well communicated with students and their families. It was undertaken among inspectors and school principals leaving other stakeholders aside. It should be given more attention now on.
- Written and oral feedback alone will never improve schools, rather more attention should be given for fulfilling the required resources in all aspects.
- School principals, vice principals, experts of education office, and head of the office who were interviewed confirmed that they have positive attitude towards school inspection.
- Principals interviewed indicated that standards of school inspection make sense in changing schools although the improvement recorded was so limited.

Appendix VIII:

School standards with the three criteria (input, process and output) classified under the five focus areas.

Focus areas of Inspection

1.1. School facilities, buildings, human and financial resources

Standard 1: The school has fulfilled classrooms and other buildings, facilities, pedagogical resources and implementing documents in line with the set standards.

Indicators:

- The school's buildings are based on the set standard (has sufficient light, size and floor) and meet the needs of students with special needs.
- The school has met the standard for student- textbook, student-section ratio, teacher guide, reference books and Braille.
- The school has met the standard for library, laboratory, pedagogical center, play area for students and other facilities.
- The school has important documents such as the National Education and Training Policy, blue prints, national and regional programmes and frameworks, the Constitution of F.D.R.E, etc. and relevant Guidelines and the school's internal rules

Standard 2: The school has secured financial resources to execute its priority areas and improve the teaching-learning process.

Indicators:

- The school has received the Block Grant and used it properly.
- The school has received the School Grant and used it properly.
- The school has raised resources (in cash, in kind and labour) from parents and the community.
- The school has generated its own income and boosted its financial capacity.
- The school has raised funds from non-government organizations (NGOs) working in its area, individuals /former students, local residents, etc./.
- The school has well organized financial documents.

Standard 3: The school has sufficient suitably qualified directors, teachers and other staff members.

Indicators:

- All the directors and teachers are licensed and have recognised and validated certification.
- All the support staff of the school has the required certification.
- The school has a Guidance and Counseling expert.
- The school has teachers who are qualified in Special Needs Education.

1.2. The Learning Environment

Standard 4: The school has created conducive teaching -learning environment which is safe and secure for the school community.

Indicators:

- The school's area size is as per the standard.
- The school has a validated certificate of ownership.
- The buildings are suitable for inclusive education as they are user friendly for all including those with special needs.
- The school is fenced.
- The school is safe and secure from all things that disrupt the teaching-learning process.
- There are enough number of standard, daily cleaned toilets, with soap and water. The toilets are separate for female and male students well as female and male teachers and other staff. The school provides adequate, clean and treated water.

Standard 5: The school has created a well-organized Education Development Army

Indicators:

- The school has established a management system to implement its objectives and missions.
- An Education Development Army which understands and is ready to execute the school's objectives, goals and mission is created
- The necessary professional skills and leadership competence that would enable to effectively accomplish tasks has been created.

1.3. The schools' vision, mission, values and plans

Standard 6: The school has shared vision, mission and values.

Indicators:

- The school has prepared its vision, mission and values by involving stakeholders,

Standard 7: The school has prepared participatory school improvement plan.

Indicators:

- The school has identified its priorities by involving stakeholders.
- The school has prepared a three year strategic and annual plans by involving stakeholders.

2 Process

2.1. Learning- teaching

2.1.1. Learning

Standard 8: Students' learning and participation has increased.

Indicators:

- Students persevere with their tasks.
- Students have actively participated in asking and answering questions.
- Students support each other using 1 to 5 (Network) formations.
- Students are actively participating in various clubs.
- Students are participating as well as making decisions by involving in Children's Parliaments and Student Councils.

Standard 9: Students have made progress in their learning.

Indicators:

- Students make effective use of their time.
- Students take the initiative to invent research and solve their own problems and that of others in their areas.
- Students give equal importance to all subjects.
- Students are aware that copying from other students during examination/ assessment is despicable.

Standard 10: Students have positive attitudes towards their school.

Indicators:

- Students are satisfied with the services of the school.
- Students provide support to the school's activities.
- Students are able to properly evaluate their teachers.
- Students give due respect to the entire school community.
- Students have accepted and implemented the school's rules and regulations.

2.1.2 Teaching

Standard 11: Teaching is well planned, supported by suitable teaching-learning materials, and is aimed to achieve high educational results.

Indicators:

- Teachers' lesson plans include objectives of the lesson, contents and methodology in an appropriate manner.
- Teachers have prepared and used teaching aids.
- Teachers have made appropriate use of Information and Communication Technology (radio, plasma screens, TV, computers, etc.)
- Teachers have made appropriate use of laboratories.
- Teachers have encouraged students to use locally available materials in order to make science and technology education effective.
- Teachers have provided tutorial classes in order for students to improve in their education and attainments.

Standard 12: Teachers have adequate knowledge of the subject they teach.

Indicators:

- Teachers have adequate knowledge and skills of the subject they teach.
- Teachers clarify the content using appropriate and easy to understand language.
- Teachers clarify key concepts clearly.

Standard 13: The leadership of the school and teachers has used appropriate and modern teaching methods that helped increase the participation of all students.

Indicators:

- Teachers have used various active learning methods that encourage students to investigate, be creative, problem-solving and independent thinkers. The school leadership has created favorable conditions for the implementation of modern and participatory teaching methods.
- Teachers have used pair work, group work and individual work when appropriate.
- Teachers have provided special support to female students.
- Teachers have provided special support to students with special needs.
- Teachers have done action research in order to solve some the learning-teaching problems.

Standard 14: The school keeps record of data regarding female students and students with special needs. It also provides them special support.

Indicators:

- The school has kept record of data regarding students with special needs.
- The school has provided special support to increase attainment of students with special needs.
- The school has provided special support to increase attainment of female students.

Standard 15: Teachers, directors and supervisors have carried out continuous professional development (CPD) programme.

Indicators:

- Veteran teachers, directors and supervisors have carried out suitable continuous professional development activities for at least 60 hours each year by prioritizing the school's problems and developing modules.
- New teachers have completed induction course by working with mentors.

Standard 16: The school leaders, teachers, students and support staff are working as a team in Development Army.

Indicators:

- The school leaders, teachers, students and support staff are working effectively organized in Development Army. They have been involved in decision -making supported each other through internal supervision.
- The school leaders, teachers, students and support staff are disciplined, have sense of professionalism and are committed to serve the school.

1.2. Curriculum

Standard 17: Teachers evaluate, give feedback on- whether the curriculum is meaningful, participatory and meets the development level and needs of students and they improve it.

Indicators:

- Teachers are well aware of the current school curriculum.
- The lessons match with the national and regional curriculum.
- Feedback was given on whether or not the syllabi and other curriculum materials have considered the development level and needs of students.

1.3. Assessment

Standard 18: The assessment of students' performance is accurate; students are given appropriate feedback.

Indicators:

- The school prepares tests in accordance with the curriculum and Table of Specifications.
- Students are assessed by tests prepared under the auspices of regional/city administration, zone/sub-city, *Woreda* and cluster centers.
- Teachers undertake continuous assessment of students' work as per the Minimum Learning Competency (MLC), balancing theory and practice.
- Teachers mark students' work accurately and give them guidance on how to improve their performance.
- Teachers provide support to students by undertaking analysis of students' results.
- The school receives feedback from parents about students' attainment.

1.4. Monitoring and Evaluation

Standard 19: The school's leadership and responsible bodies of various arrangements monitor whether or not the plans are implemented as per the required time, quality and quantity.

Indicators:

- The school's community monitors whether or not Development Army's plans are properly planned and implemented; provides solutions to problems.
- SIP committee monitors implementation of School Improvement Programme; provides support.
- CPD committee monitors training and implementation of Continuous Professional Development; identifies areas of improvement; provides support.
- The school's leadership monitors the learning-teaching process and implementation of club's plans; provides support.
- The school encourages bodies that record better achievements; gives recognition.

Standard 20: The school has established and implemented a system for proper utilization of human, financial and material resources

Indicators:

- The school has established and implemented a system for data collection, keeping and utilization.
- Teachers are teaching in the subject they are qualified.
- Directors and support staffs are working in the subject they are qualified.
- The school's buildings, facilities and additional inputs are properly utilized.
- The school's budget is properly used for priority areas of SIP plans and is in line with the decision made by appropriate bodies.

1.5. Partnership of the school, parents and the community

Standard 21: The school has forged strong partnership with parents and the local community.

Indicators:

- The school encourages parents to actively participate in the learning-teaching process; it also encourages parents to make meaningful participation at school and classroom level.
- The school provides regular information to parents and the local community about students' learning, behavior, financial utilization and other issues; it also receives feedback.
- Parents provide support to children in their learning at home.
- Parents actively participate in parents, teachers, and students association (PTSA) activities.
- In relative terms, the school serves as a center of excellence to the local community.
- Parents express satisfaction with the performance of the school.

3. Output

3.1 The school's and students' outcomes

Standard 22: The school has successfully met the national education access, internal efficiency and education sector development program goals.

Indicators:

- All school-age children have been enrolled to the school.
- The school has met its plan of gross enrolment rate.
- The school has met its plan of net enrolment rate.
- The school has met its plan of gender ratio.
- The school's dropout rate has reduced as per its plan.
- The school's repetition rate has reduced as per its plan.

Standard 23: The students' classroom, regional and national examination results have improved in relation to regional and national expectations of the performance of their age groups.

Indicators:

- All students have scored 50% and above in each subject of the classroom examinations.
- All female students have scored 50% and above in each subject in of the classroom examinations due to the special support of the school for female students.

- All students with special needs have scored 50% and above in each subject of the classroom examination due to the special support of the school for students with special needs.
- Students' regional and national results are in line with the plan of the school.

1.2. Students' Personal Development

Standard 24: Students have demonstrated responsible behavior, ethical values, cultural understanding and protection of their environment.

Indicators:

- Students are disciplined, respect the school's community, respect & help each other and fight rent-seeking practice.
- Students protect the school's properties.
- Students have achieved concrete results as they have implemented the school's values, rules and regulations.
- There is a culture of co-existence and solving differences through dialogue among students.
- Students protect the school and their environment.

3.3. Teachers' and education leaders' personal development

Standard 25: There is good communication and interaction among the school's teachers, leaders and support staff; there is also a sense of accountability and fighting rent-seeking practice.

Indicators:

- Students' learning has increased due to the respect given to students by the school teachers, leaders and support staff.
- There is a culture of cooperation and positive working relation among the school's teachers, leaders and support staff.
- The school's teachers, leaders and support staff abhor the attitude and practice of rent-seeking; they work with the sense of accountability.

3.4. Participation of parents and the local community

Standard 26: The school has secured support due the strong relation it has created with parents, local community and partner organizations.

Indicators:

- The school has obtained support as a result of its strong relations with parents, local community and partner organizations.
- Leading the school with a sense of ownership has developed as a result of the increase in participation of parents and the local community in the schools affairs.