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**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
INSTITUTE OF EDUCATIONAL RESEARCH AND DEVELOPMENT**

THESIS

**The Role of School Improvement Program in Enhancing Quality Education
at Secondary Schools**

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**The Role of School Improvement Program in Enhancing Quality Education at
Secondary Schools in Addis Ababa, Arada Sub-city**

By

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Selected Secondary Schools in Arada sub city**

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ACRONYMS AND ABBREVIATIONS

CPD: Continuous professional development

EALR: Curriculum aligned with the Essential Academic Learning Requirements

E.C: Ethiopian calendar

EMPDA: Educational materials production and distribution agency

ESDP: Education sector development program

ETP: Education and training policy

GEQIP: General Education quality improvement package

ICT: Information and communication technologies

IQEA: Improving the Quality of Education for All

ISIP: International school improvement project

MOE: Ministry of education

PTA: Parent teacher association

SIC: School improvement committee

SIP: School improvement program

SPSS: Statistical package for the social sciences

OECD: Organization for economic cooperation and development

ABSTRACT

The general objective of this study was to investigate the role of school improvement program in enhancing quality of education at secondary schools. A mixed approach with purposive and simple random sampling techniques was used to select teachers and students from secondary schools of Arada sub-city in Addis Ababa. The principal objectives such as to examine SIP status, identify its impacts and assessing the improvements made by the program had been evaluated carefully. The surveyed data were analyzed using SPSS. The findings of the study reveal that relatively encouraging achievements have been made at the school level, with respect to the learning and teaching domain. However, achievement in the school environment and community involvement domains were found to be very low. Furthermore, lack of reward for those who performed well it, lack of awareness, and practical involvement of the community, lack of awareness among students, and teachers, turnover of man power and lack of qualified operational man power were identified as the major challenges in implementing SIP. The findings also indicated that there are no integrated efforts of all stakeholders in the implementation process. This indicates that the school improvement programme has become a well articulated program in the document, but it is not as fruitful as it was expected on the ground. In its third year implementation stage and significant land marks, improvements were not observed so far in all domains, from the four domains the most discouraging being the school environment and the community involvement domains.

CHAPTER ONE

INTRODUCTION

1.1 Back ground of the study

The school improvement program (SIP) is envisaged to play a great role in the developing countries like Ethiopia, to develop the quality of education in the teaching learning process. As SIP is a tool to achieve the successful development of education at all levels of class students. The government of Ethiopia has been implementing different policies and programs to ensure the quality of education in the country. Among these efforts, the most significant one is putting the 1994 Education and Training Policy in place and implementing the Education Sector Development Programs (ESDP I–IV). Next to ESDP, the general education quality improvement package (GEQIP) was designed with the following six important pillars, including; Teacher Development Program (TDP), School Improvement Program (SIP), Civic and Ethical education, Curriculum improvement program, Information and Communication Technology, and Management and Administration Programs.

In Addis Ababa City government administration, the six pillars of GEQIP have been implemented to strength the quality of education at the general education level. These five pillars were used as inputs to strength SIP. SIP reflected by the student achievement. Beginning from 2005/6, on wards the Ministry of Education had provided regional education bureaus through the Woreda education office to schools written materials like blue print, frame work, hand book and other guidelines and check-lists so as to enable the school to implement the improvement program effectively. Many formal and informal reports regarding the status of school improvement program had been documented. Although implementing SIP had good feature of the implementation process and its better contribution to quality of education, adequate research works have not been done in this regard. Hence, this research intends to identify and fill the information gaps concerning the role of school improvement program in enhancing quality of education and there by indicate alternative solutions in research to the practices and challenges of school improvement program.

1.2 Statement of the problem

Carrying out research in education at different corners of the country is also as important as the pressing need for expanding educational opportunities and for improving the quality at all level as well as for planning, implementing , monitoring and evaluating the performance of education system. The Ethiopian Education and Training policy (ETP) of April 1994 also points out research in education as one of its specific objectives (MoE, 1994).

In developing countries like Ethiopia, expanding educational opportunities and improving quality at all levels as well as planning, implementing, monitoring and evaluating the performance of education system needs constant effort to achieve the goal of education. But there is no practical solutions made on the implementations of the program at school levels. And there is no significant efforts made at lower levels of the teaching learning process in the schools. The Ethiopian Federal Ministry of Education (MoE) had become aware of the problems that hinder the provision of quality education in the general education subsector and has become cognizant of the importance of launching the SIP. But its implementation process suffers from different problems that hinder the significance of SIP for quality of education at secondary schools.

The phase of the SIP program has three years of durations. But the first phase is not evaluated and analysed to start the second phase at the schools. But the schools were starting the second phase without evaluation and identifying the failure and improvements made by the first phase. And the program has its own self evaluation mechanisms using the four domains at the schools for all community. And according to the SIP program the improvements must be evaluated by external body but there is no any evaluation of the SIP implementation program by external bodies and not clear even to the communities to identify the opportunities and challenges of the SIP implementation.

When a new program like SIP is implemented, it is essential to measure its contribution for quality education. Thus, to ensure the effective and efficient implementation of the program, it is

necessary to identify its strength, weaknesses, threats and propose possible solutions for timely improvement.

The study intended to answer the basic research questions.

1. What is the status of SIP implementation in Addis Abab at Arada Subcity?
2. What are the factors that influence the implementation of SIP at Arada Sub city secondary schools?
3. What is the impact of SIP implementation on quality of education at Arada Sub city Secondary Schools?
4. What can be done to improve the implementation of SIP to schools?

1.3. Objective of the study

1.3.1. General Objective

The objective of this study is to assess the role of SIP in improving quality of teaching and learning process, school leadership and management, school environment and relation among parents. In addition, the study aims in identifying the challenges encountered in implementing the SIP.

1.3.2. Specific objectives

More specifically the study intended to

- Examine SIP status and its achievements at the secondary schools.
- Identify the impacts of SIP implementation on the quality of education
- determine the major factors that influence SIP implementation at Arada Sub city Secondary schools
- Assess improvements on education standard, school community relations and professionalization of teaching using SIP implementation

1.4 Significance of the study

This study is important for the following reasons;

- It will help school principals, Woreda education officers, sub city education officers and education bureau to identify the problems encountered in implementing SIP and take timely corrective action for the challenges faced.
- The research will enable schools, Woreda education offices, sub city education offices, and Education bureau make a rational decision for their future planning
- It may also serve as a resource for other individuals who are interested to investigate SIP further at secondary schools

1.5. Scope of the study

This study is delimited to investigate the role of SIP implementation at governmental schools. It does not cover all government reform initiatives that enhance quality of education. It is delimited to investigate SIP at private secondary schools because there is no implementation of SIP at these Schools in Arada sub city.

1.6. Limitation of research

The major limitation of this study was that, it didn't include the participation of students' parents, sub-city education officials and higher education officials in the city that had in touch with the SIP implementations. It was also limited to the evaluation of SIP using only four major domains at Arada sub city Secondary Schools. The study used only questionnaires, interviews, observations and available document in Arada Subcity schools of Yikatit 66, Africa Andinet number one, Agazian number three and Meskerem hulet Secondary Schools from students, teachers and principals. However, adequate data had been collected from principals, teachers and students of the target schools as well as reports.

1.7 Definition of terms

Parent teacher association (PTA): this is a committee that comprises parent and teachers and that is formed to strengthen the relationship of school and the community as a mechanism of creating conducive school environment (MoE, 1999 E.C)

School improvement committee (SIC): this is a committee set up from the school community and parents to implement SIP in the schools. The principals serve as the chairman of SIC (MoE, 1999 E.C)

Woreda education and training office: this refers to the lowest level of education management hierarchically below the sub-city education and training office and above the school. In the context of Addis Ababa city administration, Woreda are responsible for managing primary and pre education.

Sub-city education and training office: education management structure in Addis Ababa immediately below the city administrations education bureau. In the context of Addis Ababa city administration, sub-city education and training offices are responsible for the managing secondary education.

1.9 Organization of the research

This research paper is organized in five chapters. The first chapter deals with background of the study including statement of the problem objective of the study and significance of the study. In chapter two, the related literature is reviewed. In the third chapter, the research approaches and methods of the study were presented. Chapter four dealt with results of data analysis and discussions. Finally chapter five draws conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

This chapter presented the review of the literature related to the study. According to MoE (1994) Education is a process by which man transmits his experiences, new findings, and values accumulated over the years, in his struggle for survival and development, through generations. Education enables individuals and society to make all-rounded participation in the development process by acquiring knowledge, ability, skills and attitudes. One of the aims of education is to strengthen the individuals and society's problem-solving capacity, ability and culture starting from basic education and at all levels.

Education enables man to identify harmful traditions and replace them by useful ones. It helps human beings to improve, change, as well as develop and conserve his environment for the purpose of an all-rounded development by diffusing science and technology into the society. Education also plays a role in the promotion of respect for human rights and democratic values, creating the condition for equality, mutual Understanding and cooperation among people. Education does not operate in isolation, and rather it has to be integrated with research, practice and development to contribute towards an all rounded development of society (MOE, 1994).

Besides, education reduces fertility, improves health and reduces HIV/AIDS, and enables people to participate fully in the economy and in the society (Swaminathan and Rawal, 2000). There is a strong correlation between education and life expectancy.

Generally, education contributes to the overall economic, social, and cultural development. Hence the concerned bodies must participate to improve quality of education.

2.2 Conceptual consideration of school improvement program

School improvement is as an approach to educational change that has the purpose of enhancing student achievement and strengthening the capacity of school management.

When the school is considered as the centre of change, then strategies for changes need to consider this new perspective. This approach is exemplified in the work of the OECD

(organization for economic cooperation and development) sponsored by the International school improvement project (ISIP) and the knowledge that emanated from it (van Velzen et al., 1985; Hopkins, 1987b, 1990a). According to ISIP school improvement was defined as ‘a systematic, sustained effort aimed at change in learning conditions and other related internal conditions in one or more school, within the ultimate aim of accomplishing educational goal more effectively’ (van Velzen et al.,1985) .

School Improvement is a continuous process used to ensure that all students are achieving at high levels. All schools, in collaboration with families, students, and communities, can create better environments so that all students are successful. Continuous improvement of schools is essential to providing increased student performance and quality results. Innovative, exemplary, and research-based programs, coupled with staff development, focused and aligned resources, and public participation in planning critical factors in improving schools (Robert, 2005). School improvement is defined as a systematic, sustained effort aimed at change in learning conditions in one or more schools, with the ultimate aim of accomplishing educational goals more effectively (van velzen et al. in Hopkins D. 1989). According to Barends (2004), the term school improvement also refers to the process of altering specific practices and policies in order to improve teaching and learning.

According to plan international (2004), school improvement means making schools better places for learning. This relies on changes at both school level and with in classrooms, which in turn depends on schools being committed to fulfilling the expectations of children and their parents. In this context, school improvement refers to systematic approaches that improves the quality of schools and enhance the quality of education. School improvement plans encourage staff and parents to monitor student achievement levels and other factors, such as school environment that are known to influence student success. With up to- date and reliable information about how well students are performing, schools are better able to respond to the needs of students, teachers, and parents.

School improvement is as an approach to educational change therefore rests on a number of assumptions:

1. The school as the centre of change; this means that external reforms need to be sensitive to the individual school, rather than assuming that all schools are the same.
2. A systematic approach to change; School improvement is a carefully planned and managed process that takes place over a period of several years.
3. The 'internal condition' of school as a key focus of change; These include not only teaching-learning activities used in the school, but also the schools' procedures, the resource allocation and resource use that support the teaching-learning process.
4. Accomplishing educational goal more effectively; Educational goals reflect the particular mission of school, and represent what school it self-regarding as desirable.
5. A multi- level perspective; although the school is the centre of change, it does not act alone. The school is embedded in an educational system that has to work collaboratively or symbiotically if the highest degree of quality are to be achieved.
6. Integrative implementation strategies; This implies a linkage between top-down and bottom-up approaches such that both approaches can apply at a number of different levels in the system.
7. The drive towards institutionalization; Change is only successful when it has become part of the natural behaviour of teachers in the school. Implementation by itself is not enough. (school improvement in an era of change)
8. 'School improvement' means making schools better places for learning; this relies on changes at both school level and within classrooms, which in turn depend on schools being committed to fulfilling the expectations of children and their parents. In other words, school improvement refers to a systematic approach that improves the quality of schools.

Rutter et al., 1979; Purkey and Simth, 1983 was identified the characteristics of effective school. It is generally agreed, for example, 'that effective schools' are characterized by factors such as:

1. Curriculum-focused school leader ship.

2. Supportive climate within the school
3. Emphasis on curriculum and teaching
4. Clear goal and high expectations for students
5. A system for monitoring performance and achievement
6. Ongoing staff development and in-service training
7. Parental involvement and support
8. Local Education Authority (LEA) support

These characteristics predispose school towards effectiveness. Although the school effectiveness and the school improvement approaches are complementary, as Clark and his colleagues (1984) have illustrated, there is much work still to be done in drawing the two approaches together. School improvement is defined in ISIP (van Velzen et al., 1985) as:

‘a systematic, sustained effort at change in learning conditions and other related internal conditions in one or more school, with ultimate aim of accomplishing educational goals more effectively’(page,48).

This definition is rather abstract. The authors draw on the elaboration made previously in improving the quality of schooling (Hopkins, 1987a). Much practical and research experience in the past decade has supported three main conclusions. First, achieving change is much more a matter of implementation of new practices at school level than it is simply deciding to adopt them. Secondly, school improvement was carefully planned and managed process that took place over a period of several years; change is a process, not an event. Thirdly, school as an organization; the cooperation of fellow teachers and the endorsement of the head teacher is necessary too. School improvement is therefore more than just classroom change; it also presuppose attention to other ‘related internal conditions’ such as the curriculum, the school organization structures, local policy, school climate, relation with parents and so on. If change is only aimed at the improvement of ‘learning conditions’ in a particular classroom, included in the definition is the isolated training of individual teachers.

School improvement is therefore about curriculum development, strengthening the school organization, the teaching-learning processes development approach to evaluation. This approaches focus on the process of strengthening the schools capacity to deal with change.

2.3 The Concept of Quality Education

Defining quality is one of the challenging task and repeated mantras' many authors as cited by Mulu (2012) consider quality as a notoriously elusive (Gibson, 1986; Neav, 1986, Scott, 1994), slippery (Pfeffer and Coot, 1991), relative (Baird, 1998; Harvey and Green, 1993; Middlehurst, 1992; Vroeijenstijn, 1992; Westerheijden, 1990), dynamic (Boyle and Bowden, 1997) and multidimensional (Campbell and Rozsnyal, 2002) concept. Other scholars quality as it embodies both intrinsic and extrinsic elements (Ball, 1985; Barnett, 1992, and van Vught, 1994). Still to other authors, quality is a philosophical concept that lacks a general theory in the literature (Green, 1994; Westerheijden, 1999). Many scholars have referred to the highly cited tagline of Pirsig (1974) "what the hell is quality?" to show the confusion associated with the understanding of quality:

Quality.... you know what it is .But that's self – contradictory, but something are better than other, that is, they have more quality. But when you try to say what the quality is, apart from the things that have it, it all goes wrong; there is nothing to talk about. But if you can't say what quality is, how do you know that it even exists? If no one knows what it is, then for all practical purposes it really does exist. What else are the grades based on? Why else would people pay for fortunes for something and throw others in the trash pile? Obviously some things are better than others..... but what's the "betterness"? ..So round and round young, spinning mental wheels and no where finding any place to at fraction. What is it? (Pirsig, 1974). This suggests that it is not possible to find universally accepted and comprehensive definition of quality in higher education. It has been subject to various and ambiguous interpretations.

Mulu Nea, 2012 stated that there is no universally accepted definition of quality, another key dimension of literature deals with the arguments on the different approach to quality assurance. Such arguments are embedded in the power tension between improvement and accountability, respective associated to internal and external quality assurance.

As cited a paper presented by UNICEF at the meeting of The International Working Group on Education Florence, Italy June 2000. Working Paper Series Many definitions of quality in education exist, testifying to the complexity and multifaceted nature of the concept. The terms

efficiency, effectiveness, equity and quality have often been used synonymously (Adams, 1993). Considerable consensus exists around the basic dimensions of quality education today, however. Quality education includes;

- Learners who are healthy, well nourished and ready to participate and learn, and supported in learning by their families and communities;
- Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities;
- Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, And knowledge in such areas as gender, health, nutrition, HIV/AIDS Prevention and peace;
- Processes through which trained teachers use child-centred teaching Approaches in well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities;
- Outcomes these encompass knowledge, skills and attitudes, and linked to national goals for education and positive participation in society.

This definition allows for an understanding of education as a complex system embedded in a political, cultural and economic context.

2.4 School Improvement Program domains and elements in the Ethiopia context

In response to dire education scenario, the MoE and its development partners have placed a high priority on improving the quality of education during the years to come. In 2007, the MOE developed a new package of interventions to remedy identified weaknesses of the education system at both primary and secondary levels. This reform package, the General Education Quality Improvement Program (GEQIP) encompasses four key areas of intervention – (i) the Teacher Development Program, (ii) curriculum improvement, (iii) leadership and management, and (iv) the School Improvement Program – and two complementary packages, ‘Civics and Ethical Education’ and ‘Information Communications Technology’. Within the GEQIP framework, SIP focuses on four key domains: the teaching-learning process; instructional leadership and management; conducive and attractive learning environment; and community participation.

Effective implementation of the School Improvement Framework requires schools to develop a cyclic approach to achieving and sustaining school improvement. The progress will be evident across four domains of school improvement: learning and teaching; leading and managing; school environment; and community involvement. The domains represent the four key areas in which school improvement takes place. They describe the essential characteristics of an effective school. They form a structure with which schools can review, question and analyze their systems and processes. School improvement relies on having sound measuring, monitoring and reporting processes in place for each of the domains.

Generally, the SIP comprises four domains, 12 elements (three element in each domain), 29 standards and 150 indicators; all of them targeting improving students' performance in the general education subsectors (The school improvement framework of MoE 1997). Revised in May; (2011): the standards reduced to 24, the indicator reduced to 88, and the rating scale reduced by half from the previous.

2.4.1 Learning and teaching domain

The learning and teaching domain describes the context in which the curriculum is delivered. High quality learning occurs when teachers make appropriate decisions about what is thought, how to engage students in meaningful experiences and how progress will be assessed to inform future actions.

2.4.1.1 Teaching practice

Commitment to quality teaching underpins professional expertise. Meaningful teaching and appropriate learning technologies, improve student engagement, Professional learning promotes individual growth and the achievement of school and system priorities and Reflective practices that include action research are used to evaluate teaching programs.

2.4.1.2 Learning and achievement

Expectations about learning are communicated so as to value the quality of work and high standards. Student learning is personalized to engender motivation, ownership and responsibility, School-wide assessment strategies and improved learning outcomes. Reporting practice and feedback are aligned with system requirements and policies.

2.4.1. 3 Curriculum

The curriculum is responsive to the school context and maximizes opportunities for all students to succeed, the school-based curriculum is appropriately aligned with the mandated curriculum framework, the curriculum is implemented to ensure students are provided with the opportunity to achieve intended outcomes and the school's curriculum is evaluated to maintain currency and relevance.

2.4.2 Leading and managing domain

The leading and managing domain is concerned with communicating a clear vision for a school and establishing effective management structures. Leaders set directions and guide the school community in alignment of its purpose and practice. Effective leadership within the school is collegial, student centred and teacher focused, promoting a collective responsibility for improvement.

2.4.2.1 Strategic vision

A school vision that is purposeful, realistic, challenging and future oriented is collaboratively developed and promoted. Systems thinking and the promotion of links within and beyond the school to exchange ideas and resources are fostered. School planning reflects a broad understanding of contemporary issues for students, the school and the system and the school's future relevance is built on self-assessment and planned improvement processes.

2.4.2.2 Leadership practice

An evidence-based approach informs future practice for sustained improvement, Productive school cultures are built on high expectation, collegiality and mutual trust, Accountability structures effectively support the delivery of its school priorities and Professional learning of self and others is promoted by the leadership team.

2.4.2.3 School management

Resource management is responsive to changing needs to achieve school priorities; planning occurs to implement strategic and effective systems, Communication and reporting practices meet the contemporary needs of stakeholders and Risk and compliance issues are managed through well-structured processes and practices.

2.4.3 School environment domain

The student environment domain describes the promotion of positive and respectful relationships that are stable, welcoming and inclusive. In safe and productive learning environments, students willingly engage and participate in the broad range of learning opportunities. They contribute to decisions about their learning and their contributions are valued.

2.4.3.1 Student focus

Structures and processes are in place to identify the needs of all students, Students, irrespective of their social group, have opportunities to succeed and Sustained and reciprocal interaction between staff and students promotes a culture of improvement.

2.4.3.2 Student empowerment

Participation of students in school decision making and governance to engage in active citizenship, Resilience, responsibility and self-discipline are fostered and Participation of students in discussions about ownership of, and engagement in, learning.

2.4.3.3 Student support

Education environments are safe, supportive, welcoming and inclusive, Students have access to diverse and challenging programs that meet specific needs and the school structures are supportive and value effort and participation in the development of the whole child/student.

2.4.4 Community Involvement Domain

The community involvement domain describes the development of quality ongoing community partnerships and networks. Schools are responsive to community expectations, value diversity and encourage contribution. Positive futures and cultures of success are promoted as educational outcomes.

2.4.4.1 Partnerships with parents and careers

Parents and careers are provided with the opportunity to be actively involved in their children's learning, Effective partnerships are developed through timely and accurate communication with parents and careers and the school's practices reflect an understanding of the community's diverse culture, needs and capacities.

2.4.4.2 Engaging with the community

The school strategically participates in community-based projects and programs, the school models, promotes and develops positive respectful relationships within the school and the wider community and the school collaborates and develops partnerships with a range of stakeholders across the department and in other organizations to improve student outcomes.

2.4.4.3 Promoting education

The school's achievements are celebrated with the wider community and Public education is promoted positively with the wider community.

2.5 Conceptual frame work of SIP

2.5.1 School improvement framework

The school improvement framework is a system that enable schools assess their effectiveness against the designed standards, which consisted of instruments and process. The guideline enables schools based on the tangible information to know their performance levels and what will do in the future and plan for improvement as seen SIP framework MOE (2007:3).

The framework will help schools to: make best use of evidence-informed processes and tools to evaluate their performance; Self-assess to identify school priorities ; develop a three year school plan and an annual operating plan with a focus on improvement over time; establish accountability measures and targets that indicate their improvements and inform further planning ;report on their progress regularly.

Each school will develop a strategic three-year school plan and an annual operating plan. Self-assess on an annual basis and report the outcomes against this plan to the school Community. Each school will also participate in external validation in the three year of the cycle to gain an objective evaluation of its achievements and standards of performance, and inform future planning for continuous improvement. The key components of the school improvement cycle are:

1. **Gathering;** Annual self-assessment against the four domains of school improvement; annual conduct of satisfaction surveys and other school-based surveys, as necessary; ongoing collection and analysis of student performance data
2. **Planning;** Development of a three-year strategic school plan and an annual operational plan ;annual review and update of the school plan, as necessary, and development of an operational plan
3. **Reporting;** Regular reporting to the school board on key achievements ;ongoing discussions with staff on progress towards achieving performance measures and targets ;annual reporting against the school plan within the annual school board report
4. **Validating;** Preparation of summative presentation for external validation panel briefing, incorporation of external validation recommendations into planning processes.

2.5.2 The School Improvement Program process

The school improvement program is a dynamic process that involves three phases namely: problem identification, planning improvement, program implementation and evaluation of results every three years so that continuous improvement can be guaranteed (MoE, 1999 E.C). Each of the phases of SIP is described in this subsection.

2.5.2.1 Identify the problem

Problem identification is the first step in developing a SIP plan. At this stage of the process, each school will do a self – assessment using the school self-assessment from (SAF) which the involvement of teachers, students, parents, and community representatives in the process. This may be employed to assist the schools in identifying their levels of implementation and to improve the quality of education by singling out those needs of higher priority.

2.5.2.2 Plan for change

In the second stage, using the information from the SAF and need with the highest priority, all stake holders are invited to share their ideas on how to plan to meet prioritized needs. As school improvement committee (SIC) gather all suggestions and prepare a draft school improvement plan (SIP). Consideration is given to the availability of resources including funds, personnel's,

materials, etc. The committee is also expected to reflect on the feasibility based on time constraints and available resources. When the draft is completed, the SIC share it with stake holders to build consensus and support for plan. The final SIP includes steps to accomplish the plan, timelines, procurement of resources, description of information and data to be collected. Monitoring the implementation is committed to assure the plan was working well and anticipated out comes.

2.5.2.3 Implement the SIP

At this stage, the personnel involved in carrying out the SIP are assigned with responsibilities for the various part of the plan. Each personnel assure that the resources are available for his/her component of the plan, training is provided as necessary and functioning of the program. Revision of SIP is done by SIC to study and make changes. Communication is provided to all stakeholders through meeting, newsletters and other means identified by the school throughout the implementation of SIP.

2.5.2.4 Evaluate the result

Throughout the implementation of SIP, frequent monitoring of progress is conducted based on the SIP description of required data as out lined in the SIP with individuals responsible in that area. Final out comes are shared with all stakeholders through a mechanism identified by school.

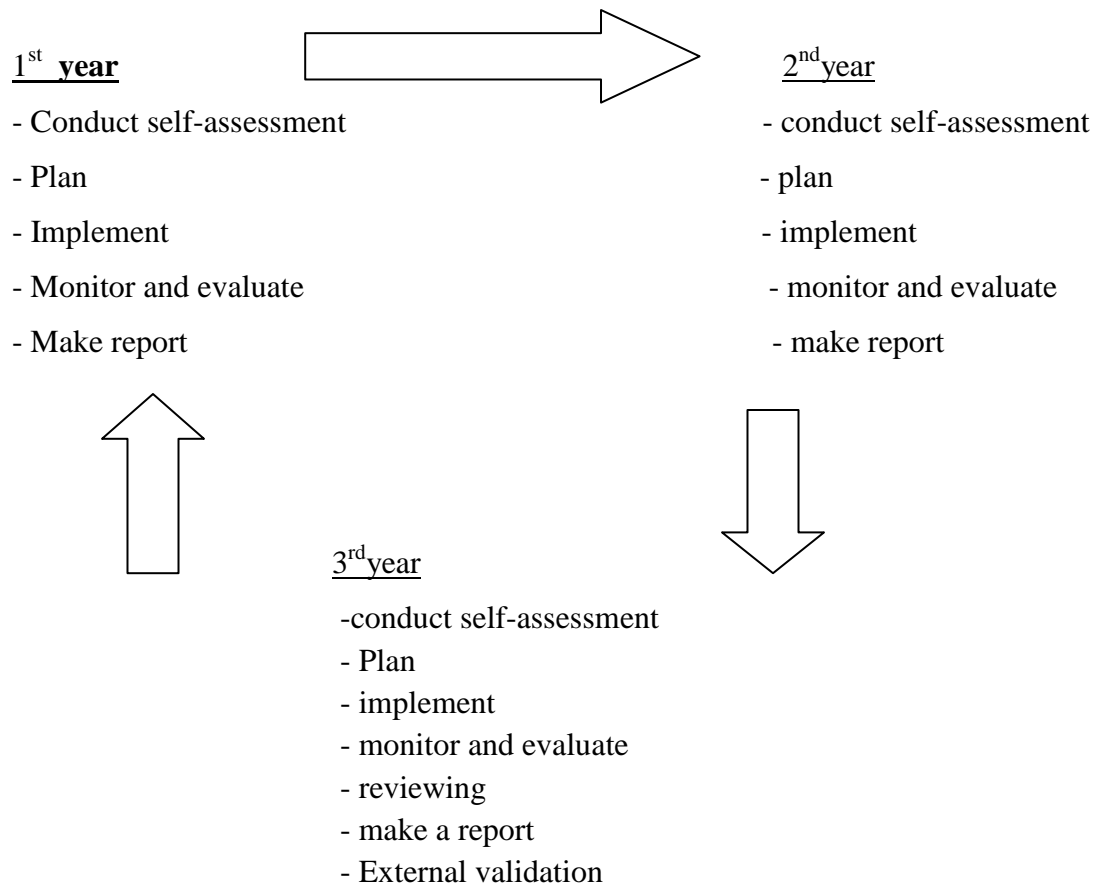


Figure 2.1 SIP implementation cycle (Source: school improvement framework (MOE, 2007: 4)

2.6 Levels of School Improvement Program Implementation in schools

According to the ministry of Education, there are four levels of SIP implementation, namely: aspiring, developing, implementing and achieving/embedded (MOE, 2007) as explained in the next subsections.

2.6.1 Aspiring

The school has evidence that it is beginning to identify areas for improvement in that some key areas for development has been identified, but has not yet priorities, or not yet involved the participation of staff or of the school community has a limited idea of its strength and weaknesses.

2.6.2 Developing

The school has evidence that it is developing plans for improvement in some key areas, i.e., has a satisfactory understanding of its strength and weakness and a good understanding of the direction in which to move and how to do so. However, it has not yet stated to implement these plans.

2.6.3 Implementing

The school has evidence that it has planned for and implemented a number of strategies and system to lead to improvement in identified priority areas. That is, there is evidence that plans and strategies had implemented are effective. Systems are in place to lead to improvement. The staffs are involved in the review and evaluation of the success of improvement plans.

2.6.4 Embedded

The school has developed well thought out plans for improvement and has evidence of sustainable and very effective strategies in place. The Plans are reviewed regularly and evaluated to set new objectives and all staff and stakeholders participate in this process. The Strategies were embedded and evidence of sustained school improvement is based on reliable data. Good quality learning is evidence. The whole school community reflects a common ethos of good practice and high aspirations.

The figure2.3 below indicates the conceptual framework that will be conducted the study. At the centre for implementing of SIP, which is students' performance and will be evaluate the activity of each domain based on the student's performance. Elements and performance indicators relating to the four domains will be developed and printed in the school improvement framework of the Ministry of education. Performance indicators will be used are selected from each domain of the framework.

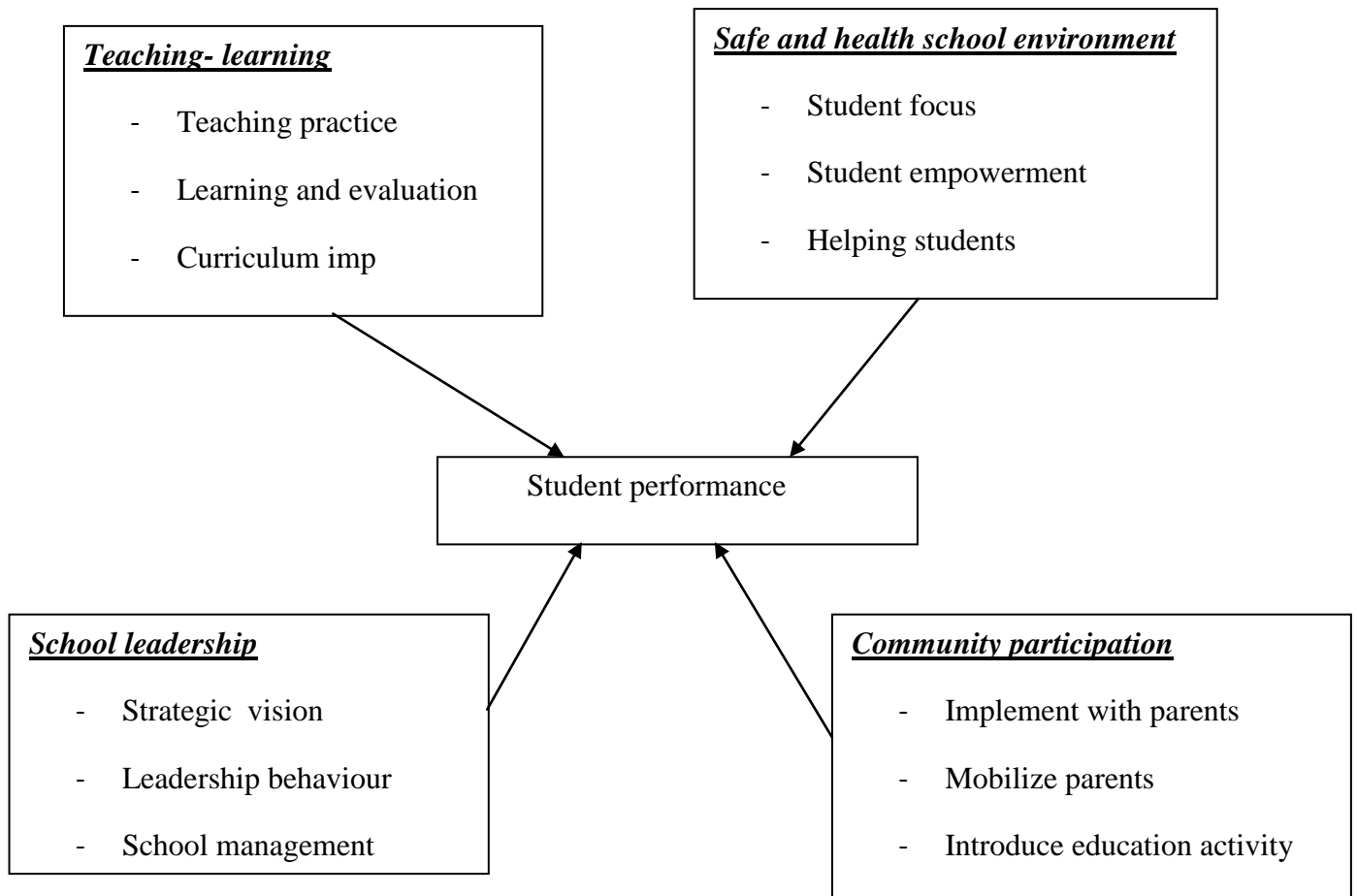


Figure 2.3 schools main issues and sub issues (Source: SIP blue print (MOE, 2007: 3))

2.7 The experience of other countries

The following countries are taken as the best practice and exercise of improving the quality of educations at all levels and they have good examples in school improvement initiatives. As cited by Birhanu (2009) and reorganized to be useful for an expressive SIP to improve the quality of educations in Ethiopia too.

The United States of America and United Kingdom were the pioneers in starting the SIP. The ISIP under the coordination of organization for economic cooperation and development (OECD) also strengthened the practice in the 1980, uniting the 14 OECD countries (Reynolds, et al, 1996). At present money other countries are also implementing SIP. For instance, since 2001,

Plan international has been implementing SIP in hundreds of schools in 20 countries across Africa, Asia and the American (plan international, 2004)

Experiences of a few number of the above mentioned SIP implementing countries are explained below in pursuit of lessons for the Ethiopian context.

United States: In the United States different states have been implementing SIP. The Boston SIP is one such school improvement initiative focusing on six essential issues namely ; school wide instructional focus, student work and data, professional development plan, learning and best teaching practice, alignment of resources with instructional focuses and involvement of parents and community (MOE, 1998 E.C). Another example of SIP implemented in the united state is, the Chicago SIP with focuses on five school domains in contrast to that of Ethiopian and Australia which have four domains, the domains are school management community support, and student centred learning environment, professional development and quality learning experiences. Self evaluation is conducted on the bases of the five domains (MOE, 1998 E.C).

The Netherlands: in the Netherlands the plan Netherland, project coordinated by the netherlands National office (NLNO) has been undertaken in 25 countries, including Ethiopia (MOE, 1998 E.C).

Kenya: school improvement Kenya is a program based on the assumption that affective changes consists of a focus on the individual school, clinical methods of teacher development and improved school management. An evaluation of this program by collecting data through class room observation; semi structured interviews with key project administration, teachers, and parents; informal interviews with project managements, staff, and teachers; survey of teachers of parents of parents; and pupil test has shown that on the over all, the program was found to be highly successful. However it was also recommended that the program needs to be ensure that professional development strategies remains in place, improve the cost effectiveness of clinical staff development, and provide more focused training of head teachers, the emphasis of head teacher, the emphases on individual schools and child centred learning were effective. In addition, the new teaching strategies did not lead to lower standards of student attainment and did facilitate students development of non- cognitive and social skills (Harry ,B,2000) other SIP initiatives which focused on sustainable teacher development has also been implemented in East

Africa since 1985 by Aga Khan foundation the programmes include school and district- wide improvement project (SIP.) supported by the Aga Khan foundation in Tanzania, Kenya, and Uganda grounded in a common set of strategic principles. The strategic principles embody the belief that the chances for quality improvement in teaching and learning are greater when change efforts are school based; involve whole schools as the unit of change, emphasis the on ongoing professional development of teachers, attend to school management and organizational conditions affecting the capacity of teachers to implement change, prepare for the institutionalization of the organizational structures and process that enable continuous school development and evolve through partnership among relevant education stake holders (Aga Khan foundation, 2002).

Australia: the Australian SIP Comprises four domains namely; learning and teaching, school environment, leading and management and community involvement (ACT Department of education Youth and family services, 2004). This programme by and large has many similarities to Ethiopian SIP and it seems that the Ethiopian SIP might have been developed from the Australian one.

2.8 Principals and school reform

The role of the principal as an active and ongoing supporter of reform is critical to the success of school wide change effort (Muncey & Mc Quillan, 1996). For principals to be effective at guiding change, they need to do many things, including playing an instructional leadership role: “A good administrator ... supports improvement that is responsive to the class-room context and provides support for class room teachers (Fraatz, 1989). Principals must also create a sense of trust in the school, use positive micro-politics to negotiate between managerial, technical, and institutional arenas, and create a professional community and networks for communication within the school (Murphy & Louis, 1999). They must also maintain a momentum of continuous growth (Goldring & Rallis, 1993).

Engaging in school change requires principals to move from being managers of the status quo to facilitators of reform (Frederick, 1992). In doing so, principals often have to develop skills of collaboration and learn to share power with teachers(Louis & Miles,1990; Wasely, 1989).For

principals, this involves a balancing act of knowing when to be directive and when to step back and allow teachers to direct reform efforts (Leithwood & Jantzi, 1990; Muncey & McQuillan, 1996). This is difficult for some principals, who may end up maintaining the status quo instead of empowering teachers (Anderson, 1991).

The newly defined roles that principals are asked to play in reform are accompanied a series of other challenges. Reform is often accompanied by role ambiguity or overload and loss of a sense of identity for principals (Murphy, 1994; Prestine, 1993). Principals often must spend increased time promoting the school's image and working more closely with parents, school boards, and other external agents (Goldring & Rallis, 1993; Murphy, 1994). Some principals are uncomfortable (Hallinger & Hausman, 1994; Murphy, 1994) in this role. Principals also face challenges in ensuring that teachers implement reforms at classroom level, as teachers are accustomed to substantial professional autonomy and resisted encroachment (Fraatz, 1989). Even when principals are supportive of reform, their ability to provide effective leadership may be hampered by their own experience, training, or beliefs (Hallinger, Murphy & Hausman, 1992; Murphy, 1994), or their lack of understanding of the reform itself (1995).

2.9 School self-evaluation of implementation of SIP

School Self-evaluation is a process of engaging the school community in reflecting in a systematic, comprehensive and detailed way on the school's achievements concerning student learning, student engagement and wellbeing, and student pathways and transitions. From this process of analysis and reflection, future directions are identified to assist in planning for improvement. School Self-evaluation both recognizes and celebrates successes and focuses on areas where student outcomes could have been better. The process also reviews what factors may have affected the achievement of desired outcomes.

An external input to school self-evaluation is both highly advantageous to, and generally favoured by, schools themselves. Clearly, a balance has to be found between respect for 'ownership' of the school and the concept of appropriate external 'critical friendship'. The gain from receiving the challenge and support of an informed 'critical friend', whether a trained LEA adviser or educational consultant, who is external to the school, can help the school to identify

areas for development, adds an extra dimension to evaluative activities, and empowers individuals and the organization as a whole to ask difficult questions.

2.9.1 The inclusive approach

School self-evaluation should lead to a shared understanding, by all staff, governors, parents and pupils about values, common goals and developmental needs. It should augment awareness of individual developmental requirements and inform personal and professional planning. “An external stimulus to schools’ processes is critical, and the potential value of LEA moderation and support cannot be overestimated.”

All staff should therefore be involved in the self-evaluation process, partly through performance management, regular observation of learning and teaching, evaluation of pupils’ performance and department reviews, and because of direct involvement in well-developed improvement activities.

2.9.2. School self-evaluation and school governance

Without detracting from the importance of other interested parties participating in school self-evaluation, the Association believes the role of school governors can be especially relevant. Indeed, if school governors are to fulfil their statutory duties effectively and efficiently, their involvement at all stages takes on an extra significance.

2.9.3 A firm evidence base

Objectivity is key to sound school self-evaluation, demanding that all statements and assertions are demonstrable through hard evidence, and that main sources are explicitly made within any appropriate documentation. Statements should be specific: any vague assertions should be deliberately avoided. “Evaluation rather than description – with a focus and impact on pupil outcomes – has to be the central force, and school self-evaluation requires facts, not anecdotes, with clear evidence bases.”

2.9.4 Relationship to performance

The prime aim of school self-evaluation is to provide a sound analytical base from which conclusions can be drawn. Evaluation rather than description with a focus and impact on pupil outcomes has to be the central force, and school self-evaluation requires facts, not anecdotes, with clear evidence bases.

2.9.5 Links to planning cycles

School self-evaluation should be fully enveloped within overall planning cycles, being informed by and informing the school development plan and staff performance management and CPD programmes. Impact measures should align closely to school improvement priorities and help identify and implement further strategies for action. In this way, organizational and personal developmental plans will derive from the identified and verifiable needs of the school as a whole.

2.10 Characteristics of successful schools in implementing SIP

Different authors have identified many characteristics of successful schools all targeting at a common goal of learners' achievement. For instance, Levine and Lezotte (Hargeaves D., 1999 and Hopkins D., 1994) have found the following as the most consistent correlates of successful schools:

Focus on student acquisition of central learning skills, comprising of maximizing availability and use of time for learning; and emphasis of mastery of central learning skills. Appropriate monitoring of student progress, practice oriented staff development at the school, salient parent involvement, high expectations for students, other possible correlates such as: student sense of efficacy; multicultural instruction and sensitivity; personal development of students; and rigorous equitable student promotion policies and practices.

According to Robert (2005) there is no silver bullet – no single thing that schools can do to ensure high student performance. Rather, high performing schools tend to show evidence of the following nine characteristics:

1. Clear and Shared Focus

Everybody knows where they are going and why. The vision is shared everybody is involved and all understand their role in achieving the vision. The vision is developed from common beliefs and values, creating a consistent focus.

2. High Standards and Expectations

Teachers and staff believe that all students can learn and that they can teach all students. There is recognition of barriers for some students to overcome, but the barriers are insurmountable. Students become engaged in an ambitious and rigorous course of study.

3. Effective School Leadership

Effective leadership is required to implement change processes within the school. This leadership takes many forms. Principals often play this role, but so do teachers and other staff, including those in the district office. Effective leaders advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.

4. High Levels of Collaboration and Communication

There is constant collaboration and communication between and among teachers of all grades. Everybody is involved and connected, including parents and members of the community, to solve problems and create solutions.

5. Curriculum, Instruction and Assessment Aligned with Standards

Curriculum aligned with the Essential Academic Learning Requirements (EALRs). Research based materials and teaching and learning strategies are implemented there is a clear understanding of the assessment system, what is measured in various assessments and how it is measured.

6. Frequent Monitoring of Teaching and Learning

Teaching and Learning are continually adjusted based on frequent monitoring of student progress and needs. Varieties of assessment procedures are used. The results of the assessment used to improve student performances and improve the instructional program.

7. Focused Professional Development

Professional development for all educators aligned with the schools and district's common focus objectives and high expectations. It is ongoing and based on high need areas.

8. Supportive Learning Environment

The school has a safe, civil, healthy and intellectually stimulating learning environment. Students feel respected and connected with the staff and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.

9. High Levels of Community and Parent Involvement

There is a sense that all educational stakeholders have a responsibility to educate students, not just the teachers and staff in schools. Parents, as well as businesses, social service agencies, and community colleges/universities all play a vital role in this effort.

In general, as it was mentioned above, although a lot of characteristics of successful schools have been generated based on research regarding reform and improvement, the essential dynamic is that quality and diversity must be part of every aspect of education that is at helping them to be caring, contributing, productive, and responsible citizens.

The conceptual framework to develop the quality of education at general education level using SIP can be summarized as figure 2.4 below. The supportive school environment includes all the facilities for recreations, laboratory, library, toilets, cafeteria, chairs and tables' arrangement, pedagogic centre and relation between students and teachers in the school.

The effective community participation involves with a strong relation between the community and the school principals, teachers, students together with their families. The community should support and participate in the students' performance and evaluate their teachers' performance to create the active participations of all persons in the school.

Monitoring of teaching and learning process involves with the teaching and learning process, accessibility of textbooks, and lesson plan preparation and students participation in the class. It

also includes the continuous evaluation and assessment of the students' performance and all the teaching-learning problems in the class must be resolved.

The effective applications of all the above elements are used to develop a standardized SIP. And the technical and well designed SIP implementation results an improved quality of education at the school.

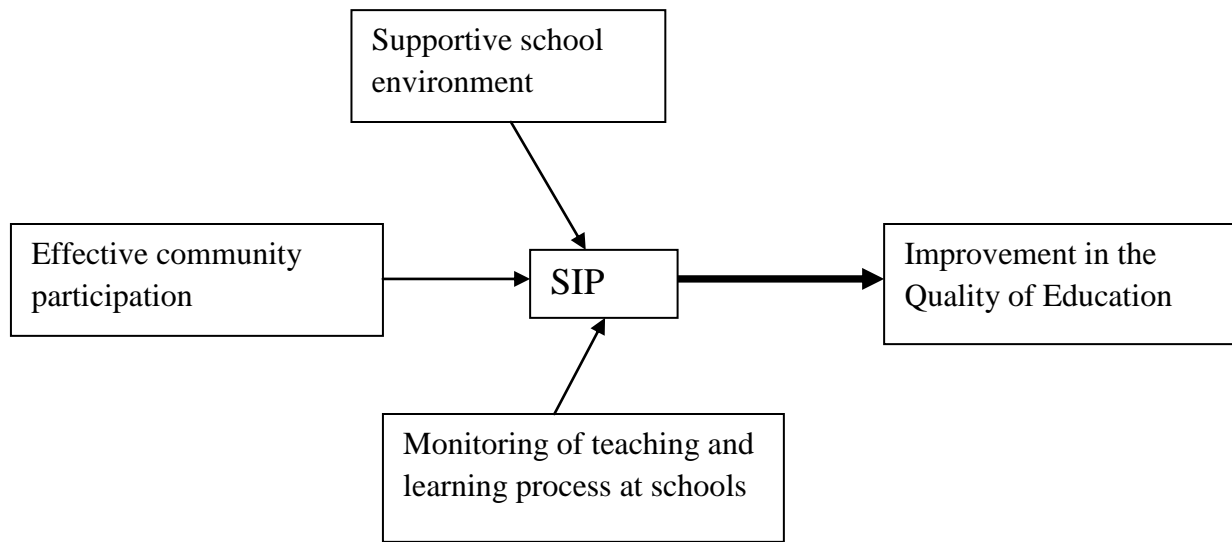


Figure 2.4 Conceptual frameworks for SIP implementation

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

The study employed the mixed methods approach. It was done by using a quantitative and qualitative method of collecting the relevant data at the secondary schools in Arada sub city. In both cases the researcher used questionnaires with open and closed ended questions. And in the qualitative method of study observation and document analysis and evaluation techniques were used. These methods were employed for the reason that the SIP implementations process for quality of education required the subjective and objective analysis of data collected from different sources using different instruments. The research method used for the study was more of descriptive survey of the existing situation. The study describes the implementation, the achievements, and the challenges in the sample four secondary schools of from ten secondary schools Arada sub city, Addis Ababa, Ethiopia. This was because these schools were randomly selected to assess the implementation of SIP at Schools.

3.2 Source and type of data

Both primary and secondary sources of data were used in this study. Primary sources are collected from teachers, students, principals, strategic plan/annual plan, school reports related with SIP, educational materials and physical facilities. Secondary sources were collected from the published and unpublished documents of the school and observations of different books at the library.

3.3 Sample and sampling techniques

In 2012/13, the Arada Sub-City, there are ten secondary schools. From these schools only four schools were randomly selected to assess the four SIP domains at these Schools. From these schools Students, Teachers and principals were used to survey the data using questionnaires and interviews. To survey the data 110 students from 1061 students and 80 teachers from 228 teachers were used. The students were randomly selected from grade 10th students at all schools. This was because grade 10th students were expected to be advanced and had more information's about the school than grade 9th students. Using simple random sampling techniques five students

from each class were selected to respond the questionnaires. And the teachers were selected randomly from the four schools too.

The questionnaires were designed differently for both teachers and students as shown in Appendix-I and II to assess the role SIP using the four domains.

Table 3.1 Questionnaires distributed to teachers and students

No	Name of the School	Total No of Teachers	Questionnaires distributed for Teachers	Total No. of grade 10 th students	Questionnaires distributed for Grade 10 th students
1	Africa Andinet No-1	53	20	234	25
2	Agazian No-3	63	20	307	30
3	Meskerem Sec.	68	20	302	30
4	Yikatit 66	56	20	218	25
5	Total	240	80	1061	110

3.4 Data Gathering tools

The data gathered through questionnaire, interview, observation and document analysis. Two type of questionnaire were developed. The first type of questionnaire was used to gather data from students concerning the observable change in the school and the challenge. The second set of questionnaire was used to obtain data from principal and teachers. The questionnaires are designed with both close-ended and open- ended questions.

The Principals of each secondary school were interviewed the questions in Appendix-III on the implementation, the challenge and the role of SIP to improve teaching –learning process in the school. Both structured and semi-structured interview were used to collect the relevant data. Only the four principals were interviewed because these persons were highly involved and aware about the implementations of SIP in the schools.

The observation of teaching learning processes, student participation, students’ services, textbooks, class rooms, etc and the available documents about SIP implementations were also used to gather the relevant data at those schools.

3.5 Data Analysis

The data gathered through close ended questionnaires were encoded a computer software package for social sciences (SPSS) were analysed carefully. Then descriptive statistical methods and tools that were used in ratings tabulated the respondents' responses. The qualitative data collected by observation, open-ended questionnaire, interview and document were analyzed qualitatively by narrative analysis. The analysis was divided in four depending on the four basic domains of SIP from the collected data using observations, interview, documents and questionnaire survey. Questionnaire analysis is taken from the cumulative effect of the percentages and averages of the respondents.

CHAPTER FOUR

RESULTS OF DATA ANALYSIS AND DISCUSSION

4.1 Characteristics of the respondents

Totally 107 students and 77 teachers were responding the questionnaires indicating the response rate of 96% by teachers and 97.3% by students. These meant that almost all questionnaires were collected from the respondents as shown in table 4.1 below. The data were collected using the questionnaires purposely from grade 10th students because they had more information, aware and had experiences of participations at these schools.

Table 4.1 The rate of respondents by teachers and students

No	Name of the School	Questionnaires distributed for Teachers	Questionnaires collected from Teachers	Teachers' Respondent rate	Questionnaires distributed for Grade 10 th students	Questionnaires collected from Grade 10 th students	Students' Respondent rate
1	Africa Andinet No-1	20	20	100%	25	25	100%
2	Agazian No-3	20	20	100%	30	30	100%
3	Meskerem Sec.	20	17	85%	30	27	90%
4	Yikatit 66	20	20	100%	25	25	100%
5	Total	80	77	96%	110	107	97.3%

As shown in the Table 4.1 indicated almost all the respondents were reacting the survey questionnaires.

As shown in table 4.2 below, the detailed students participants in the survey of questionnaires by sex and age in grade 10th students. Most of the students were grouped under the age of 16-17 years for both males and females. This is to indicate the maturity of students for the survey questioner's reactions.

Table 4.2 Details of participated students by age and sex

Grade	Age of respondents				Sex		Total
	14-15	16-17	18-19	>19	Male	Female	
10 th	37	54	13	3	43	64	107

Table 4.3 below indicated the distribution of teachers' respondent by sex, age and qualifications. It also indicated that most of the teachers were degree holders with their respective departments and they would have their own contributions on the quality of educations at the schools with respect to SIP implementations.

Table 4.3 Teachers respondents by sex, age and qualifications

Respondents	Sex		Age			Qualifications		
	Male	Female	≤ 25	26-35	36-45	Diploma	Degree	Masters
Principals	3	1	0	4	0	0	4	0
Department heads	9	0	3	6	0	0	8	1
Teachers	47	17	28	32	4	7	54	3

Regarding to SIP related training as shown table 4.4 below 62 (80.5%) were taken the SIP training and the remaining of the respondent 15 (19.5%) were not taking the training. This implies that most of the respondents' were in a good condition to apply SIP in the school and appropriately aware about the SIP program for effective answering of the questionnaires. However, the others that were not taken training might affect their initiative and the capacity to implementing the program.

Table 4.4 Respondents by service years and SIP related training of teachers

Current position	School improvement training			Services of year as a teacher				Services of year as a school principal in the current school			
	Yes	No	Total	1 – 2	3 - 5	6 - 10	>10	total	1 - 2	3 - 5	total
Principal/vice principal	4	0	4	0	1	2	1	4	3	1	4
Teacher	52	12	64	14	29	16	5	64			
Department head	6	3	9	3	4	2	0	9			
Total	62	15	77	17	34	20	6	77			
percentage	80.5	19.5		22.2	44.1	25.9	7.8				

Table 4.4 shows the majority respondents 77.8% (by adding above three years) were with high work experience of three or above three years and the other respondents (22.2%) were with low work experiences. This implies that most of the respondents were in a better position to be effectively implementing the program. Most of the principals have three or more experiences as a teacher. This experience is important for a principal since they are familiar with the duties of schools and their position too. However, as shown in the Table 4.4 above among the four principals the three principals had less work experience. They have one or two years of experience on the position. This implies the principals within these schools were with limited knowledge about the school and their responses limited depending on their work experiences. Generally, based on the human resources the schools were in good conditions which indicate most teachers had enough experience and had been taken SIP related training.

4.2 The status of SIP Implementation

The actual implementation of the SIP focuses on the four domains, namely, the learning and teaching domain, school environment domain, leadership and management domain and the community involvement domain. Highlights of the findings in relation to each domain are presented in the next sub sections.

4.2.1 Learning and teaching domain

The learning and teaching domain is the heart of the school improvement program in the sense that all other domains work as a system to enhance the learning and teaching process so that students' achievement can be improved. Data relating to 14 performance indicators of this domain have been collected from teachers, department heads, principals and students. The data presented based on the three elements of the learning and teaching performance indicators. Results of the analysis of the performance indicators common to all categories of respondents are presented together and those that are not common are presented separately. Detail of the response rates given to the performance of the learning and teaching domain are given in Table 4.5

Table 4.5 Response rates Teachers for performance indicator of the learning teaching domain

S.N	Indicators	Rating scale
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		1	2	3	4	5
		%	%	%	%	%
quality of teaching						
1	The school has a set of collaborative value and belief	6.1	9.1	24.7	45.4	15.6
2	Students learn at different rate	5.2	2.6	24.7	36.4	31.2
3	Share the objective of lesson	1.3	6.5	14.3	44.1	33.8
4	Explanation of teachers are clear	0	2.6	18.2	38.9	40.2
5	Teachers are role model	1.3	9.1	18.2	36.4	35.1
6	Action research procedure established	9.1	16.9	36.4	23.4	14.3
7	Experience sharing practice of teachers	6.5	12.9	31.2	32.3	16.9
8	Teachers have good subject knowledge	1.3	2.6	12.9	42.8	40.2
9	Teachers teach on the basis of annual plan	1.3	6.5	7.8	41.5	42.8
<i>Average of each scale (1 – 9)</i>		3.6	7.6	19.5	37.9	30.0
<i>Average(rate 1and 2; 4and 5)</i>		11.2			67.9	
Learning and assessment						
10	Progress measured after starting of SIP	3.9	12.9	27.3	37.7	18.2
11	Student participate actively during class	6.5	18.2	20.8	38.9	15.6
12	Identified weakness of students that required	7.8	9.1	41.5	31.2	10.4
13	Teachers use different evaluation	2.6	9.1	18.2	41.5	28.6
<i>Average of each scale (10 – 13)</i>		5.2	12.3	37.3	37.3	18.2
<i>Average (rate 1and 2; 4and 5)</i>		17.5			55.5	
Curriculum						
14	Curriculum materials are evaluated by teach	11.7	20.8	19.5	35.1	12.9
<i>Average (rate 1and 2; 4and 5)</i>		32.5			48	
<i>average of each scale (1- 14)</i>		7.44	9.08	22.6	40.92	25.4
Sum of the total average all indicator(1&2,4&5)			13.7		62.9	

Rating scale 5 = strongly agree, 4 = agree, 3 = undecided, 2 = disagree, 1= strongly disagree

As it was described earlier the learning and teaching domain has three elements such as quality of teaching, learning and assessment, and curriculum can be shown on Table 4.5 using elements.

Element One: Quality of Teaching

In this element the above nine performance has shown in the table 4.5 above has the quality teaching in the schools is essential conditions that help for realizing the objective of the SIP.

About the quality of teaching, the study has shown with the accomplishment of the schools, in the nine of fourteen performance indicators selected for this element measured in terms of the response of respondents (taking the sum of both 'strongly agree' and 'agree' percentages) was above average. In fact, the average response representing strongly agree and agree for all nine-performance indicators of this element was found to be 67.9%.The performance indicators below average (32.1%) responses of strongly agree and agree taken together. Some of the indicators such as up to date action research procedures established for the support of teachers' practice, through critical reflection and understanding of effective methods and peer teaching and experience sharing practice of teachers have been planned and implemented in the school was showing below the average.

Element Two: Learning and assessment

This element was studied because it is important that the schools have to hold high expectations for students achievement, students have to be actively involved and motivated to learn, assessment of learning practice has to support the learning out comes. The element data pertaining to four performance indicators (see table 4.5) were collected and analyzed consequently. The average percentage of responses of the rating scales 'strongly agree' and 'agree' taken together for the four learning and assessment indicators was found to be about 55.5% which is slightly above the average which shown on the fourth column of rating indicators. However, the total response rate of the performance indicator was not indicating the schools in a good performance as one of the indicator/ variable. The school had identified the possible area of weakness on student that require intervention has to put strategies in place to develop resilience in student (taking strongly agree and agree together) was to be 41.6% which is slightly below average for 12th indicator. This indicates that the schools and other stakeholders need to work hard to improve the students' achievement to the desired level.

Element Three: Curriculum

In assessing the situation of SIP implementation in the schools by taking one-performance indicators pertaining to curriculum considered in this study was evidence of evaluation of curriculum materials by teachers to ensure that their relevance to the context of the area. Accordingly, it was found that below the average (48%) by taking strongly agree and agree together indicates that much has not been correctly reported by the schools.

A document review was also conducted to see how differently teachers evaluate students learning towards instructional objective indicates that all sample secondary schools were evaluating their students using tests, homework, class works, project works, class participation, and final examinations. There are the varied and continuous assessment procedures used by teachers which can help to reduce bias and crude generalization about students learning and achievement. Furthermore, teaching and learning can actually be informed with students' performance data to enable improvement of students learning at reality. The conducted document review has included a professional learning priority (proper CPD and mentoring) in their strategic plans.

From the observations there was no problems related with textbooks in all sample schools but little deficient with teachers guide. The plasma is available at all the sample schools except Africa Andinet number one school. And there is no a standard laboratory class in all the schools so that schools administrators are enforced to assign one of the class room to be laboratory class. In addition, the laboratories had not equipment, chemicals in the laboratory and have no laboratory technician in the Agazian number three school. In Meskerem two school had a room laboratory (chem., bio and phy. classes) but not functional. In yekatit 66 schools, have two laboratory rooms for chemistry and biology in one class and physics in the other class. Whereas Africa andent number school have one laboratory class used three subjects (physics, biology, and chemistry) which functions very well as compared the other schools. The pedagogical centres of Africa Andent number one and Yekatit 66 schools have a functional pedagogical centre but others had not. All the selected schools have best buildings that serve as a library, the three schools (Agazian number one, Yekatit 66 and Meskerem). All the schools have enough material. The schools were with good facilities and But the results of the interview indicated that are many problems to achieve the learning- teaching domain in the school.

4.2.2 School Environment Domain

School environment domain is the second domain of the school improvement program, which contributes to students' achievement. There is safe and healthy environment to motivate students to learn and teachers to teach in the schools by realizing SIP. Thus, from the three elements domain, ten performance indicators of school environment were selected for the study. Details of the findings for the school environment domain are given in table 4.6 shown below.

Table 4.6 Response rates for performance indicators of the school environment domain

S.N	Indicators	Rating Scale				
		1	2	3	4	5
	Student focus	%	%	%	%	%
1	high level of student satisfaction	13	26	31	21	9.1
2	positive relationship in the school	5.2	18	25	40	12
3	suspension rate has decreased	7.8	13	38	34	7.8
4	student feel confident	9.1	26	26	26	13
	Average of each scale (1 – 4)	8.8	20.7	30	30.25	10.45
	Average(rate 1and 2; 4and 5)	29.5			40.7	
	Student empowerment					
5	the school promoted participation of student	5	13	20	34	28
6	the school provided students with the opportunity	6	18	20	38	18
	Average of each scale (5 and 6)	5.5	15.5	20	36	23
	Average(rate 1and 2; 4and 5)		22			59
	Student support					
7	collect and analyses data on performance of girls	13	18	23	36	9.1
8	the school safe for learning	21	21	21	20	18
9	facilities are available to manage SNE	16	21	35	18	10
10	students needs are recorded to adjust	14	14	38	27	6.5
	Average of each scale (7 – 10)	16	18.5	29.25	25.25	10.9
	Average(rate 1and 2; 4and 5)	34.5			36.15	
	Average of each scale (1 – 10 indicators)	11	18.8	27.7	29.45	13.15
	Average (rate 1and 2;4and 5)	30			43	

Rating scale 5 = strongly agree, 4 = agree, 3 = undecided, 2 = disagree, 1= strongly disagree

Element One: Student focus

The performance school was not encouraging. For instance the average percentage of rating score in favour of the four indicators of the element was found to be 40.7 % (by taking the sum

of average Analysis of the selected student focus indicators of the school environment domain has shown strongly agree and agree) as indicated in Table 4.6.. This shows that there was a lower achievement of the element in the implementation of SIP. That is the schools need to do much more to accomplish students focus activities.

Element Two: Student empowerment

The average response rate in favour of the two indicator selected from this element was found to be about 59% (by taking the average response of strongly agree and agree) as shown Table 4.6 above. This shows that, compared to the achievement in student focus element described above, the schools have performed better in empowering students, such as involving students in school council, youth parliament and class meetings as well as in providing them with an opportunity to take part in leadership of school clubs.

Element Three: Student support

Although education environment has to be safe , supportive and welcoming for all students, the schools under this study seems to have performed lower in terms of the four selected variables set up for this purpose. Because, the average percentage response rate in favour of the indicators of this element given in Table 4.6 was found to be about 36.15%.

Generally, the total average response of the school environment domain was found to be 42 % (by using strongly agree and agree). This indicates those strongly agree and agree ratings there has not been done by the school in this regard. According to the conducted document review, all sample secondary schools have developed and maintain discipline policy, this can facilitate safe and orderly school environment, however no one sample secondary schools have kept a detailed record of all disciplinary problems in their schools. From this, it is possible that the school management did not provide the school communities learn from former mistakes.

By using the document analysis, all schools also have such professional code of practice as a school leadership and organization blue print, and disciplinary policy and such conflict resolution processes forum as student parliament, student council, monitor association, girls club, and mini – media club. This implies that schools were well reinforced by legal procedures to maintain discipline in their schools. By so doing, they can facilitate a better place for student

learning. In addition to this, all sample schools have provided their students with opportunities to participate in sexual, health and relationship programs. This was realized with anti HIV/AIDS club, girls club and mini – media club.

According to the observation, all the sample schools have not clean toilet rooms. Regarding availability of adequate, (standardize) toilet room of students. Minister of education secondary schools standard manual (may, 2009 ; P: 8) stated that each toilet room for boys and girls need to have eight pit – holes where each also should measure $0.90 \times 1.20\text{m}^2$ and 0.90×1.20 respectively and half of sample(Agazian number 3) school have adequate toilet rooms according to the standard. Three of the other schools were without adequate toilet room. In yekatit 66-school students' toilet have four pit- holes to girls and four pits – holes to boys and the entrance were adjacent side. These schools are serving grades (1 – 10) in Africa Andent and grade (5th – 10th) in Yekatit 66.

When looking at the schools clean drink water, cafeteria services and fence all the sample school have the above services and facilities. Little differing factor among these schools were the characteristics of their cafeteria. That is except Agazian number three the others have one cafeteria that serve all school community but in the case of Agazian number three schoolteachers and students used different rooms in one cafeteria.

Besides, the location one of school (Africa andent number) very close to main road where there are heavy vehicle and other traffics as well as destructive noise pollution. Solid and liquid waste was also observed very close to Yekatit 66 School. While around Agazian number three schools have welding of metals and other distractive activities were disturbing the schools.

This issue requires the attention of all stakeholders if we strive for health, peaceful and safe education environment. The playing fields for all sample schools are limited to serve all the games (foot ball, volley ball, basket ball etc...) and also the field was not well prepared for sport exercises which causes physical damage on students. Relatively Meskerem have a place in the compound but the field not well prepared. This result was also similar to principals' interviews reactions.

In general, although improved learning environment would lead to increased student learning and achievement. The above-mentioned problems like the absence of clean toilet, number of

proportionality with student numbers and have lack of playing filled influence the teaching-learning process.

4.2.3 Leadership and management domain

School leadership and management domain hold a very important role in the implementation of the SIP starting from its inception up to its implementation. Principals are the key players in this process their responsibilities are to ensure that improvement plans reflect the characteristics of the school and its commitment. Performance indicators were selected from the three elements of the domain. The leadership and management domain of SIP are given below table 4.7 with the details of response rates.

Table 4.7 Leadership and management domain

S.N		rating scale				
		1	2	3	4	5
	Strategic vision	%	%	%	%	%
1	alignment of proficiently learning with goal	7.8	9.1	20	44.1	19.5
2	purpose of the school are defined	5.2	10	23	40.2	20.8
3	curricular activities reviewed regularly	6.5	20	30	27.3	16.9
	<i>Average of each scale (1- 3)</i>	6.5	13	24.3	37.2	19.1
	<i>Average(rate 1and 2; 4and 5)</i>	20			56.3	
	Leadership behaviour					
4	Evidence that show improved stu. Outcome	13	10	30	33.8	13
5	coaching and mentoring processes by exp	6.5	16	29	33.8	15.6
6	positive relationship in the school	6.5	6.5	23	38.9	24.7
7	staff are participate in school decision	6.5	16	27	31.2	19.5
8	school priorities based on student performance	16	10	23	37.7	13
9	decision making process are clearly described	7.8	14	27	32.5	18.2
	<i>Average of each scale (4-9)</i>	8.4	12.1	26.5	34.6	17.3
	<i>Average(rate 1and 2; 4and 5)</i>	20.5			51.9	
	School management	21			51.7	
10	effective communication with all stakeholder	9.1	17	23	35.1	15.6
	<i>Average of each scale (1 – 10)</i>	10	13	26	38.5	17.7
	<i>Average(rate 1and2; 4 and 5)of all indicators</i>	23			56.5	

Rating scale 5 = strongly agree, 4 = agree, 3 = undecided, 2 = disagree, 1= strongly disagree

Element one: Strategic vision

In connection to this element from the selected three performance indicators the first two indicators i.e. alignment professional learning with school goals and vision was also, observed about 63.6% respondents who responded as strongly agree and agree altogether. and availability of values, ethics, guiding principles and purpose of the school and knowledge of these by the whole school community was also confirmed by about 61% of respondents who stated strongly agree and agree to the situation, however only about 44% of respondents indicated that the effectiveness of teaching and learning in all curricular activities is reviewed regularly.

Element Two: Leadership behaviour

The average response rate of the four performance indicators of this element (taking strongly agree and agree together) was found to be about 51.9% indicating Avery slight above average achievement based on the opinion of the respondents.

Element Three: School management

Assessing the availability of regular and effective communication with all stakeholders in place were the one-performance indicators taken for this element. Accordingly, the response rate for these indicators (taking strongly agree and agree together) was found to be about 50.7% indicating at average response. Results from the interviews were also found to match with the results of the observations and document analysis.

Generally, the sum of total average response of the leadership and management domain was found to be 56.5 %(by using strongly agree and agree) which is slightly above average which indicates the schools are not in a good performance. And the result 23 %(strongly disagree and disagree) indicates the performance is highly in bad conditions.

According to the observed document review except Meskerem two school, the others three sample secondary schools have the strategic plan and also included the following basic contents strategic activities, intended out comes, strategies, and resources, measure of achievement, time line and personnel responsible, the problem was that one of these schools(Africa Andent number one) relatively not clearly stated the required out comes, strategies, measure of achievements against strategic activity of the developed plane. This, therefore, could negative affect the effectiveness of the strategic plane and could complicate the strategic plans' ease of monitoring and evaluation process.

All of the schools have tried to state an element of student achievement expectation of in their strategic plane. Besides, some of these schools have conducted assessment the last three year student result. However, they did not use the obtained assessment data in their developed strategic plan effectively. Some of the goals were not properly stated interims of quality and quantity. This therefore, implies that these sample schools strategic plans seem lack clarity and ease of measurability.

The reviewed documents have also showed that all sample schools have incorporated values, ethics and purposes clearly. However, guiding principles were not clearly expressed. This implies that all schools were in a better position in stating and articulating their respective schools values, ethics and purposes, but not guiding principles that are not instrumental that are realization.

Document review conducted to see how external validation support schools have also indicated that all sample schools have were not provided with timely and frequent supervisory support . these was no any evidence that shows external validation affirms these school self assessment, planning from this it is possible to infer that schools forward looking would be difficult if not at all impossible and could also leave them with poor strategic planning back ground and poor performance level as well.

4.2.4 Community involvement domain

As it can seen in table 4.8, below, most indicators of this domain have no satisfactory response rates in the positive direction.

Table 4.8 Community involvement domain using Teachers respondents'

S.N	performance indicators	rating scale				
		1	2	3	4	5
		%	%	%	%	%
1	Parents comment on their children's homework	25	33.8	16.9	20	5.2
2	Parents who attend school events improved	13	40.2	27.3	18	1.3
3	A regular schedule for reporting student achivem	7.8	22.1	27.3	33	10
4	Parents indicated high satisfaction rate	9.1	24.7	35.1	26	5.2
5	Active involvement of PTA, and Woreda edu.office	14	23.4	25.9	31	5.2
6	Class teacher recorded cotact with parent	7.8	29.9	27.3	26	9.1
7	School records the no of parents who support	7.8	18.2	33.8	33	7.8
	<i>Average of each scale (1- 7)</i>	12.1	27.5	28	24	6.3
	<i>Average(rate 1and 2; 4and 5)</i>	40			33	
8	School policy which embraces community involve	3.9	16.9	27.3	33	20
9	School has records the no.of stu.engaged in comm.	6.5	23.4	31.2	30	9.1
	<i>Average of each scale(8 and 9)</i>	5.2	20.2	29.25	31.5	14.5
	<i>Average(rate 1and 2; 4and 5)</i>	25.4			45	
10	The school produces public relation	10	15.6	42.8	23	7.8
	<i>Average(rate 1and 2; 4and 5)</i>	25.6			31	
	total average	38		29.32	37	

Rating scale 5 = strongly agree, 4 = agree , 3 = undecided, 2 = disagree, 1= strongly disagree

The average response rate of the performance indicators of element one (taking the aggregate of strongly agree and agree together) was found to be about 33% to indicate the performance is below the average. For the second element on engaging the community, the average response rate was about 45% to indicate the participation of community. In fact, this average is relatively higher as compared to the other elements because there is one indicator, which does not directly measure community involvements, but rather illustrates the school's readiness in putting a fertile ground for community involvement. This variables states as there is a school policy, which embraces community involvement, which is the school responsibility. This indicates that, even though the schools have, polices that welcome community involvement, communities did not show up. The third element on promoting education has an average response rate of about 31% for both strongly agree and agree.

When we see in to individual indicator of this domain, we can observe the following points among other. The study has revealed that about 25.2 % only comment their children's homework; only 36.2% of respondents indicate that there is presence active involvement of parents in formal structures such as parent –teacher association and Woreda education and training office. This indicates that community involvement domain, mainly most indicators pertaining to parents and community members and discouraging.

According to the conducted document review, all sample secondary schools have a plan for welcoming parents and make them feel part of the school. School opening days and parents' and make them feel part of the school. School opening days and parents' days were among the strategies that enable schools to work in cooperation with parents and other community members. These schools have also a written policy that specifies areas for parent involvement. The main ones include such materials as a student discipline, student learning and achievement, school leadership and financial management. This can imply that school parent interaction was based on well-stated roles, powers and responsibilities based on the obtained document review results all sample secondary schools have also allowed students to participate in school reporting process. That is, every student was expected to come on with his or her parents or carriers in parents' day of the school. This activity was also reinforced by setting principles like no report card for those who break the call. And in this way students learning and achievement were discussed with the presence of school leadership, teachers, students were in a better position to reach in to consensus with parents for a better students learning and achievement. As per the conducted document review, have no well-organized document that record the number of parents involved in the school. This implies that in the sample schools preserving data pertaining parent participation rate was a poor practice and less attention area.

According to the document review the community contributions exist in these sample schools included money material and labour/professional support, although a school has legally prohibited collecting from parents or the local community. All sample schools have the same experiences like collected money from the parent/community by increasing the registration payment, and made the agreement with parent. But the money used different purpose mostly used prepared pre-condition of school before the beginning education for broken chair, table, bench, window, and door. Regarding labour or professional support in all sample schools, the parents participate in the

activity of school by using their representative that we call P.T.A (parent-teacher association). For Example; the PTA of Africa Andent no.1 school prepared the “Das” that used to eat at lunchtime of student by collected money from the community. This indicates good participations of the community in schools. But the schools still have the problem of mobilizing the local community. As also per the conducted document interviews, one of the secondary school(yekatit 66) have benefited by the external organization (children and family service of Arad) from support materials such as three computer it cost 36,000 birr, copy printer it cost 56,000, mini-media materials like speaker maker, divide player and stationary material. The Principals indicated during interviews there is a gap in the relations between the school and parents/community in implementing SIP. For the interview question ‘Is there community participation for SIP implementation?’ as shown in Appendix-III the respondent gives there response as some of things we did demanded a lot financially. To Maintain the toilets needed a lot of inputs and finance. People from the community promise a lot, but the collection of money from them is very less as per their promises. It’d be difficult to go with the plan.

4.3 The contribution of SIP in improving quality of education

Respondents’ principals, teachers were asked to indicate if there are achievements in implementing the school improvement program and to indicate the level of importance of the indicators results of the response rates to the speculated achievement indicators are presented in the next table (table 4.9)

Table 4.9 : major achievement in implementing SIP

S.N	performance indicators	rating				
		scale				
		1	2	3	4	5
		%	%	%	%	%
1	quality of teaching and learning improved	6.5	14.3	23	42.8	12.9
2	student achievement has been improved	6.5	19.5	25	35.1	14.3
3	Educational env't welcoming for all student	10.4	27.3	25	27.3	10.8
4	self evaluation developed in the school	5.2	19.5	27	33.7	14.3
5	democratic culture has been introduced in the sch.	9.1	12.9	25	32.5	20.8
	<i>Average of each scale</i>	7.54	18.7	25	34.3	14.6
	<i>Average(rate 1and 2; 4and 5)</i>	26.5			48.9	

Rating scale 5 = strongly agree, 4 = agree , 3 = undecided, 2 = disagree, 1= strongly disagree

As it can be seen from table 4.9, the average for all selected indicators was found to be about 48.9% taking the options ‘strongly agree’ and ‘agree’ which is slightly less than average. If we look in to the individual indicators of achievement indicating in table 11, we can observe that relatively the learning teaching process has been slightly improved (about 55.7 % responses rate favouring it) followed by the introduction of democratic culture among school community (with about 53.3% response rate).

4.4 The Major factors that influence in implementation SIP

Some of the major factors that affect the implementation of SIP are Turnover of teachers and other staff members, resistance of the program, lack of awareness, shortage of finance, luck of follow up etc as shown in table 4.10 below

Table 4.10 the major challenge encountered in implementing SIP

S.N	Indicators	rating scale				
		1	2	3	4	5
		%	%	%	%	%
1	Turnover/shortage of man power	17	16.9	14.3	33.8	18.2
2	resistance of the program from teacher	10	19.5	31.2	32.5	6.5
3	resistance of the program from community	10	22.1	31.2	28.6	7.8
4	lack of necessary awareness among teacher	5.2	18.2	22.1	40.2	14.3
5	lack of necessary awareness among student	3.9	12.9	18.2	46.7	18.2
6	lack of awareness among the community	3.9	11.7	19.5	48	16.9
7	insufficient budget	7,8	15.6	19.5	25.9	31.2
8	lack of reward for those who deserve it	3.9	14.3	20.8	38.9	22.1
9	lack of qualified operational principal	10	22.1	18.2	29.8	19.5

Rating scale 5 = strongly agree, 4 = agree , 3 = undecided, 2 = disagree, 1= strongly disagree

Relatively from the above indicators the study has identified the following as major challenges (among other by taking the sum of average of ‘strongly agree’ and ‘agree’ each indicators) in implementing SIP in the selected secondary schools.

- Lack of reward for those who deserve it 61
- Lack of necessary awareness among student 64.8
- Lack of necessary awareness among the community
- Insufficient budget

- Lack of necessary awareness among teacher
- Turnover/shortage of manpower
- Lack of qualified operational manpower

4.5 The analysis of data and result that obtained from student respondent

Presentation of the data was done based on the bases of four domain of SIP. The results of the findings in relation of each domain were presented in the next sub section.

4.5.1 Learning and Teaching Domain

Table 4:11 the teaching learning domain

S.N	Indicators	rating scale				
		1	2	3	4	5
		%	%	%	%	%
1	Most of teachers apply diff. teaching method	3.7	16.8	41.1	22	17
2	Teachers share the objective in daily lesson	13.1	11.2	19.6	29	27
3	Explanation of most of teachers are clear	4.7	15.9	36.4	22	21
4	Most of teachers are role model	12.1	16.8	18.7	34	19
5	Teachers have equal approach	3.7	5.6	4.7	18	68
6	Participatory teaching - learning in the class	3.7	12.1	28.9	31	24
7	Teachers have good subject knowledge	7.5	12.1	14.9	40	25
8	Teachers share their subject knowledge effectively	8.4	7.5	20.6	33	31
9	Most student participate in school club	34.6	18.7	21.5	16	9.3
10	Meachers teach related with our env't	52.3	20.6	9.3	13	4.7
11	School have tutorial class	39.2	20.6	15.9	9.3	15
12	Teachers give explanation about result and ethics	9.3	12.1	27.1	29	22
13	We get feedback to the evaluation	17.7	13.1	24.3	30	15
14	Based on evaluation teachers teach	9.3	19.6	28.9	22	20
	<i>Average of each scale</i>	15.7	14.48	22.3	25	23
	<i>Average(rate 4and 5)</i>				48	

5 = fully agreed, 4 = mostly agreed, 3 = partially agreed, 2 = fewly agreed, 1 = undecided

As it can be seen from table 4.11, the average for all selected indicators was found to be about 48% taking the options ‘ fully agreed’ and’ mostly agreed’ which is slightly less than average. This indicates that it has not been done by the school in this regard.

4.5.2 The School Environment Domain

Table 4 :12 the school environment domain

S.N	Indicators	Rating scale				
		1	2	3	4	5
		%	%	%	%	%
1	Participate in the evaluation about their learning	31	14	10	11	33
2	School participate students	24	18	22	26	10
3	I have confidence in the school	12	25	19	27	17
4	I have a good chance in the school	9	8.4	21	25	36
5	have a good relation in the school	10	7.5	22	29	31
6	Teachers and students have democratic relation	17	20	22	24	18
7	By learning process i have confidence	8	5.6	16	24	47
8	Administrator	36	16	13	18	17
9	School give chance to students in the leader position	22	18	16	22	23
10	have a good class room	28	20	19	18	16
	average of each scale	20	15	18	22	25
	<i>Average(rat 4and 5)</i>				47	

5 = fully agreed, 4 = mostly agreed, 3 = partially agreed, 2 = fewly agreed, 1 = undecided

As it can be seen in table 4.12, the average percentage of rating score in favours of the ten indicators of the domain was found to be 47% (by taking the sum of fully agreed and mostly agreed) that indicates the performance school was not encouraging. This shows that there was a lower achievement of in the implementation of SIP. That is the schools need to do much more to accomplish.

4.5.3 The Leadership and Management Domain

Table 4 : 13 the leadership and management domain

S.N	Indicators	Rating scale				
		1	2	3	4	5
		%	%	%	%	%
1	School have a clear policy	31.8	14	21	17.7	16
2	I can speak school main values	16.8	13	32	24.3	14
3	School improvement main focus with school community	29.9	15	16	18.7	21
4	School have their own rule to overcome problem	23.4	17	13	21.5	25
5	Based on special need school administration	24.3	14	32	13	17
6	Annually report of school improvement comity	37.4	9.3	15	20.6	18
7	PTA,SIP commit and student council have participate sc	20.6	29	15	18.7	16
<i>average of each scale</i>		26.3	16	20	19.2	18
<i>Average(rate 4and 5)</i>					37.2	

5 = fully agreed, 4 = mostly agreed, 3 = partially agreed, 2 = fewly agreed, 1 = undecided

As shown in table 4.13 above, the average response rate of the seven performance indicators of this domain (taking fully agreed and mostly agrees together) was found to be about 37%. This indicating the average achievement based on the opinion of the respondents below.

4.5.4 The Community Involvement Domain

Table 4: 14 the community involvement domain

S.N	Indicators	RATING SCALE				
		1	2	3	4	5
		%	%	%	%	%
1	In this year I can expellen school first issue	28	17	20	20	16
2	Parents check my homework and give their	22	15	17	14	33
3	School magazine news letter	53	16	20	4.7	6.5
4	Large no of parents participate in school holy day	50	11	12	14	13
<i>average of each scale</i>		38	15	17	13	17
<i>Average(rate 4and 5)</i>					30	

5 = fully agreed, 4 = mostly agreed, 3 = partially agreed, 2 = fewly agreed, 1 = undecided

As it can be seen in Table 4.14 above, most indicators of this domain have no satisfactory response rates in the positive direction. The average response rate of the performance indicators of (taking sum of fully agreed and mostly agreed together) was found to be about 30%.

What do you suggest to improve implementation of school improvement program (SIP)? Suggested solution for better implementation of SIP as given by students and teachers in the sample schools, indicated that the program needs knowledge, skill and attitude in over all conditions. Besides the schools principals' must give emphasis the program to achieve the quality of educations.

Establishments of school improvement unit, school domains, conduct system survey on their views and gave feedback on the implementation and improvement after the implementation. A vision, which is developed from common beliefs, and values that makes student to engaged in an ambitious and rigorous course of study

Building of effective leadership who advocates, nurtures, and sustains a school culture and instructional program conducive to students learning and staff professional growth. Constant collaboration and communication occurred between among teachers, parent and member of community to solve school problems.

Curriculum aligned with essential academic learning requirements and frequent monitoring of students performance in relation to intended out came and improve the instructional program. All schools should perform professional development focus on the objectives and expectations, healthy and intellectual stimulating learning environment and committed community services that sense a responsibility to educate students.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

This chapter presents the summary of research findings, conclusion and the recommendations of further works.

5.1 Summary

This study investigates the failure and success of the SIP implementation process using the four basic domains. Regarding the teaching-learning domain, there is good relationship between students and teacher, students' participation in the class, evaluation system and teachers' preparation of their lesson plan and persuading the class as per the plans shows positive reactions to achieve SIP implementation. Concerning School environment domain, the size of classes, students' desk, textbook accessibility, blackboards and libraries are comfortable and empower the students' participations in the school which shows a positive result to for SIP implementation process.

Thirdly, data on leadership and management domain shows a positive result in developing strategic mission, vision and aim of the schools by the leaders at the schools. But students' respondent shows there is a deviation in the practical applications of these purposes at the schools. Results on the community participation domain show a good participation in decision making, facility constructions, supplying stationeries by private organizations and students activity through their representatives' to improve the quality of education.

5.2 Conclusion

The study has attempted to assess the implementation of the SIP in Arada sub city. Four secondary schools and selected performance indicators of the four SIP domains were considered; emphasis was also given to the achievements and challenges encountered in the process. The following conclusion had been drawn from the result of the analysis related to the basic questions of the study

Learning and teaching process:

This domain was examined in terms of its three elements, namely: quality of teaching, learning and assessment and curriculum in case of teachers' questionnaire. Accordingly, the achievement of SIP in sample four secondary schools in Arada sub city shows the percentage average response rate in favouring a success of 62.95 and it is relatively faire as compared to the other domains. In the case of students responses indicate slightly less than average but compare with the other domains relatively faire. This shows that the extent of teaching and learning process has been to some extent successfully in terms of the quality of teaching as in terms of learning and assessment with the average response rate about 67.9% and 55.5% respectively. However, the curriculum materials (syllabus, textbooks, and teachers guide) are not fairly evaluated by teachers to ensure that they are relevant to the objective of reality (context) of the areas.

School environment:

The safe and health school environment contributes a great deal in delivering quality education. Although students are empowered in the sense that the schools has promoted the participation of students in school decision making (e.g. student council, student parliament and monitor association) the schools have provided students with the opportunity to participate leader ship programs (e.g. taking part in the leader ship school club). The study has revealed that the achievement of the schools in this domain is below the average in the case of students' responses and response rates of teachers and principals shows above the average. The observed results indicate all the sample schools present in a good conditions in the class size, class room materials, text books. But these sample school have no organized laboratory and pedagogic centre. This shows that the overall existing school environment in the sample schools is not fair.

Leadership and Management Domain:

The schools have achieved slightly above average based on the response rate of teachers and in the case of the response rate of students the result indicates below the average. This shows that the over exiting school leadership and management in the school is not encouraging.

Community Involvement Domain:

The extents of community involvement in the schools are at a very discouraging level which indicates there is a wide gap between community/parent and the schools.

- There is evidence that the plan and strategies as well as systems are in the schools, indicating that the current level of SIP functioning stage. But in the third year of the second phase of implementation they should have been at the “imbedded level” where the strategies are well rooted and evidence of sustained school improvement is ensured.
- Lack of school facility; insufficient budget; lack of the necessary awareness, attitude and practical involvement as well as support among community, students, and teachers, high turnover and lack of clarity of SIP guidelines to implement school improvement program at these schools.
- There are no integrated efforts of all stakeholders in the implementation process. This indicates that the school improvement programme has become a well articulated program in the document, but it is not as fruitful as it was expected on the ground. In its third year implementation stage and significant land marks, improvements were not observed so far in all domains, from the four domains the most discouraging being the school environment and the community involvement domains.
- Lastly, if the mechanisms are in place for successful participatory planning, monitoring and evaluation; the research is highly optimistic that the program will bring a radical change in the quality of the general of education.

5.3 Recommendations

It is known that Schools are the home of every nation with in the country. Therefore, Schools in Addis Ababa Arada sub city secondary schools have a great assignment to enhance the quality of education through the SIP. The SIP implementation is known to improve the teaching learning, students’ teacher relations, school principals and community relationships to excel the quality of educations and services to the community. Therefore, the thesis recommends the following points:

1. **In the Teaching – learning domain:** There is a problem of curriculum evaluations and practical action researches on the new program for feasibility studies in schools to magnify the real problems and find out solutions too. The laboratory and practical centres of the schools are not well designed to serve the facilities of teaching and learning process. Therefore, these facilities must be improved in the schools by the Addis Ababa City administration education Bureau.
2. **In The School environment domain:** Facilities such students' recreation centres, toilets, special needs education centres and other facilities are not enough to accommodate the total students in the schools. Therefore, the proportion of students' number and their facilities must be improved.
3. **In the leadership and management domain:** There is no consistent and well organized evaluation of the SIP implementations in the schools. Therefore; a continuous follow up and evaluate the implementation of the program and train to teachers and principals to handle the implementation process. In addition; there is no consistent evaluation of the program by the Sub-City education Offices, the Offices must follow up and critically done to participate all schools community for sustainable development of education quality .
4. **In the community involvement domain:** There is no good participation of students parents and community of schools(teachers, students and principals and school administrations) to evaluate the performance of students and teaching learning processes within the schools. Hence, these must also improve by the organizations of Education Bureau to coordinate and follow up and unit leaders of Schools along with principals to enhance the quality of education using SIP.

Generally to improve the quality of education using SIP implementation needs integrated participations of all stockholders in the schools. Therefore, the paper recommends all these stockholders to participate actively to bring changes in the quality of education using SIP implementation domains.

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1.8. Do you take training(S) related to school improvement

Yes

No

Part 2 SIP Performance indicator

2.1. Learning and teaching domain

The following items are related to the schools quality of teaching. So that you are kindly request to rate the items putting tick (“V”) mark below the number against each item, where 5 = strongly agree , 4 = agree, 3 = undecided , 2 = disagree, 1 = strongly disagree.

S.N	Items	5	4	3	2	1
2.1.1	The school has a set of collaboratively developed values and beliefs about the principals that underpin a strong foundation for quality learning and teaching					
2.1.2	Teachers accept that students learn at different rates and vary teaching methods accordingly					
2.1.3	Teachers share the purpose/objective of lesson with students					
2.1.4	Explanations and instruction given by teachers in class lessons are clear and explicit/to the point					
2.1.5	Teachers are positive role models for their students and show respect for them so that students feel safe and confident leading to mutual respect					
2.1.6	There are up to date action research based procedures established for the support of teachers’ practice, through critical reflection and understanding of effective methods					
2.1.7	Peer teaching and experience sharing practice of teachers have been planned and implemented in the school.					
2.1.8	Teachers have good subject knowledge and apply this effectively in the class room					
2.1.9	The school ensures that teachers teach on the basis of their annual plan and daily lesson plans					

2.1.10	Data collected on students' achievement clearly show progress measured against the starting of SIP implementation					
2.1.11	Student participate attend actively during class					
2.1.12	The school has identified possible areas of weakness on student that require intervention and has to put strategies in place to develop resilience in students.					
2.1.13	Teacher use different evaluation appropriate to the grade level of the students and content of the lessons and subject being taught					
2.1.14	The curriculum materials are evaluated by teachers to ensure that they are relevant to the objective of reality (context) of the area.					

2.2. School environment domain

The following items are related to education environment. You are kindly request to rate the items putting tick (“V”) mark below the number *against each* item, where 5= strongly agree, 4= agree, 3 = undecided, 2 = disagree, 1 = strongly disagree

	Items	5	4	3	2	1
2.2.1	There is a high level of student satisfaction with the school					
2.2.2	Transparent, positive and constructive relationship between staff and students are fostered					
2.2.3	Suspension rate has decreased compared to years prior to SIP implementation					
2.2.4	students feel confident, self esteem and independent learning in the school					
2.2.5	The class room are convenient and safe learning where students are motivated to learn					
2.2.6	The school collect and analyses data on the performance of girls and has initiated strategies to enhance their confidence ,achievement and opportunities					

2.2.7	The school is safe for learning					
2.2.8	Allocated school budget includes expenditures on students on students health and safety					
2.2.9	Trained teachers, good support and appropriate materials and facilities are available in the school to manage SNE programmes					
2.2.9	Students specific needs are recorded and attempts are made to adjust programmes, teaching method and materials so that the students can achieve to their needs and potentials					

2.3. Leadership and management domain.

The following items are related with the presences of effective and efficient school leader ship and management to the implementation of SIP. please respond to the items of this part by putting a tick (“V”) mark below the number against each items where 5 = strongly agree, 4 = agree , 3 = undecided , 2 = disagree, 1 = strongly disagree .

	Performance indicator	5	4	3	2	1
2.3.1	There is an alignment of professional appraisal and professional learning with school goals and vision					
2.3.2	The value, ethics, guiding principles and purpose of the school are defined and known by the whole school community.					
2.3.3	The effectiveness of teaching and learning in all curricular activities is reviewed regularly					
2.3.4	Coaching and mentoring processes by better experienced teachers for staffs are established					
2.3.5	Staff and parents surveys source confirm that positive relationship exist with in the school community.					
2.3.6	Staff are able to demonstrate significant involvement in school decision making					
2.3.7	School priorities/directions are based on student performance information and assessment data .					

2.3.8	The decision making process are clearly described practical, substantiated, and recorded					
2.3.9	Human ,material and financial resource are managed , aligned and used to support the achievement of the high levels of student achievement					
2.3.10	Regular and effective communication with all stake holders is ensured in place					

3.4 COMMUNITY INVOLVEMENT DOMAIN

Developing quality partnership and net work with parents and society enable school to provide quality education. Please rate the exiting situation of community participation by putting a tick(“V”) mark below the number against each item where 5 = strongly agree, 4 = agree , 3 = undecided , 2 = disagree, 1 = strongly disagree.

	Performance indicators	5	4	3	2	1
2.4.1	Parents comment on their children’s homework					
2.4.2	The number of parents/guardians who attend school events is improved					
2.4.3	A Regular schedule of reporting student programs and achievement exit					
2.4.4	Parent indicated high satisfaction rate of reporting process					
2.4.5	There is an active participation the parent teacher association and sub-city education management and training Board.					
2.4.6	Class teacher’s records identify the frequency and analysis of contact with parent and guardians					
2.4.7	School record document the number of parents and guardian who help in the school					
2.4.8	There is a school policy which embraces community involvements					
2.4.9	The school has records of the number of students engaged in community based programs					
2.4.10	The school produce public relations materials and distribute them widely inside and out side the school community					

4. Major Achievements Observed in Implementing SIP

According to your opinion, what is the major achievement in implementing SIP? Please rate the level of agreement for the achievements that observed in your school by putting a tick (“V”) mark where 5= strongly agree, 4 = agree, undecided, 2 = disagree, 1 = strongly disagree

S.N	Indicator of achievement	Rating scale				
		5	4	3	2	1
4.1	The quality of teaching and learning process has been enhanced /improved					
4.2	Learning and assessment as well as students achievement has been improved					
4.3	Education environment has become safe, supportive , and welcoming for all student					
4.6	Self evaluation has been practiced and developed in schools					
4.7	Democratic culture has been introduced and developed in the schools					
	Other (pleas specify)					

If there are other indicator of achievement, list her

5. Major challenge encountered in implementing SIP

According to your opinion, what are the major achievements in implementing SIP? please rate the degree of challenges by putting a tick(“V”) given below where applicable to indicate the seriousness of the challenge where 5= strongly agree, 4 = agree , undecided, 2 = disagree , 1 = strongly disagree . If you feel that there are other achievement not listed here, please state them in space provided and rate their seriousness.

s.n	Indicators	Rating scale				
		5	4	3	2	1
4.1.	Turnover/shortage of man power					
4.2	Resistance of the program from teachers					
4.3	Resistance of the program from community					
4.4	Lack of necessary awareness, attitude and practical involvement in SIP implementation among teachers					
4.5	Lack of necessary awareness, attitude and practical involvement in SIP implementation among student					
5.6	Lack of necessary awareness, attitude and practical involvement in SIP implementation among the community					
5.7	Insufficient budget					
5.8	Lack of reward for those who deserve it					
5.9	Lack of qualified /trained and effective/ operational principal					
	Others (please specify)					

If there are any other reason , list do.....

5. What do you suggest to improve implementation of school improvement program in the school?.....

Appendix-II

በተማሪ የሚሞላ

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃና ምርምር ት/ቤት

የትም/ጥናትና ምርምር ኢንስቲትዩት ተቋም

በአራዳ ክ/ከተማ 2ኛ ደረጃ ት/ቤቶች የትም/ቤት መሻሻል መርሃግብር አፈጻጸምና የታየውን ለውጥ በተመለከተ ጥናት ለማካሄድ የሚረዳ አግባብነት ያለው መረጃ ለመሰብሰብ የተዘጋጀ መጠይቅ ነው ።

መግቢያ

ይህ መጠይቅ በት/ቤቶች የትምህርት መሻሻል መርሃግብር አተገባበርና የታየውን ለውጥ በሚመለከት ጥናት በማካሄድ የታዩ ጠንካራና ደካማ ጎኖች እንደዚሁም ከፕሮግራሙ የተገኙ ጠቃሚ ውጤቶች በመለየት ለፕሮግራሙ መሻሻል የሚረዱ አስተያየት ለማድረግ የሚያስችል ተገቢ የሆነ መረጃ ለማሰባሰብ የተዘጋጀ ነው ። ጥናቱ በአካዳሚያዊ ጉዳይ ላይ ብቻ ያተኮረ ቢሆንም ከጥናቱ የሚገኙ ውጤቶች ለመርሃግብሩ መሻሻል ጠቃሚና ጉልህ አስተዋጽኦ ሊያበረክቱ ይችላሉ ተብሎ ይታመናል ። ስለዚህ ለጥናቱ መሳካት ወሳኝነት ያለውን ግልጽና በሐቅ የተመሰረተ መረጃ እንዲሰጡን በትህትና እጠይቃለን።

ማሳሰቢያ:- ስም መጻፍ አያስፈልግም ለቀና ትብብራችሁ በቅድሚያ እናመሰግናለን።

ክፍል አንድ አጠቃላይ መረጃ

1. የትም/ቤቱ የሚገኝበት ወረዳ _____
2. የክፍል ደረጃ _____ ሴክሽን _____
3. ጾታ _____
4. እድሜ _____

ማሳሰቢያ:- ከዚህ በታች የተዘረዙትን ዓረፍተ ነገሮች እያነበባችሁ ስለትምህርት ቤታችሁ አስቡ ቀጥሎም በምን ያህል ደረጃ መስማማት /ያለመስማማታችሁን ለመግለጽ » ምልክት በመጠቀም ምላሻችሁን ስጡ ።

የሚከተሉትን ደረጃዎች ተጠቀሙ ።

5. ሙሉ በሙሉ እስማማለሁ
4. ባመዛኙ እስማማለሁ
3. በመጠኑ እስማማለሁ
2. በጥቂቱ እስማማለሁ
1. ይህን አላውቅም /ለመወሰን የመነሻ ሀሳብ የለኝም ::

ተ.ቁ		5	4	3	2	1
1	አብዛኛዎቹ መምህራኖቻችን ትምህርቱ እዲገባ ን የተለያዩ የማስተማር ዘዴዎችን በመጠቀም እንድንማር ያደርጉናል					
2	መምህራኖችን በክፍል ውስጥ የሚያደርጉት ንግግር ባብዛኛው ከትምህርታችን ጋር የተያያዘ ነው ::					
3	አብዛኛዎቹ መምህራኖቻችን ለማወቅ/ ለመማር የተለያዩ ፍጥነት እንዳለን በመረዳት እንደየችሎታችን በመለየት ለእያንዳንዱ ቡድን አስፈላጊውን ድጋፍ ይሰጣሉ ::					
4	መምህራኖቻችን በእለቱ የሚያስተምሩንን ትምህርት ዓላማ አብዛኛውን ጊዜ ይገልጹልናል ::					
5	ከአብዛኞቹ መምህራኖቹ የሚሰጡት ማብረሪያዎችና መግለጫዎች ግልጽ በመሆናቸው ያለችግር እረዳለሁ::					
6	አብዛኞቹ መምህራኖቹ ለተማሪዎች ጥሩ ተምሳሌት ናቸው					
7.	የት/ቤታችን አብዛኞቹ መምህራ ልዩ የመማር ፍላጎት ላላቸው ተማሪዎች ልዩ ድጋፍ ይሰጣሉ::					
8	የት/ቤታችን መምህራን በጾታ በሃይማኖትና በዘር ላይ በመመስረት ልዩነት ሳያደርጉ የሁሉንም ተማሪ መብት በእኩልነት ያከብራሉ ::					
9	በክፍል ውስጥ የሚሰጠው ትምህርት አብዛኛውን ጊዜ አመራማሪና አሳታፊ ነው					
10	አብዛኞቹ መምህራቹ በሚያስተምሩት የትምህርት ዓይነቶች ላይ ጥሩ እውቅት አላቸው					
11	መምህራን በሚገባ እውቀታቸውን ያካፍሉናል ::					
12	አብዛኞቹ መምህራን የእያንዳንዱን ተማሪ ፍላጎት ለሚሟላት ሁኔታዎችን ያመቻቻሉ ::					
13	አብዛኞቹ የት/ቤታችን ተማሪዎች ከህ/ሰቡ ጋር ከሚያገናኙ ፕሮግራሞችና በት/ቤቱ					

	ክለሶች ሁሉ ይሳተፋሉ።					
14	የት/ቤታችን አብዛኞቹ መምህራን ከት/ቤት ወይም ካለው አለም ጋር እድንገናኝ /ከአካባቢያችን ካሉ የምርት ቦታዎች ተቋሞች መስሪያቤቶች ወዘተ በመውሰድ እንድንገናኝ ያደረጋል።					
15	በሁሉም የትምርት ክፍለ ጊዜያት በንቃት እሳተፋለሁ።					
16	ትምህርት ቤታችን ተማሪዎች ደክም ያለባቸውን የትምርት ዓይነቶች በመለየት እንዲያሻሽሉ ለማድረግ የሚያስችል የተለየ ፕሮግራም አለው ።					
17	መምህራን ማግኘት ስለሚገባን ከፍተኛ የትምህርት ውጤትና ሊኖረን ስሚገባው ባህሪ በተከታታይ ይገልጹልናል ።					
18	ለምንሰራቸው ስራዎች ጥራት ግልጽ የሆነ ግብረ መስል/ፊደል ባክ / ይሰጡናል					
19	አብዛኛዎቹ መምህራን በምዝገባ /በግምገማ ያገኘነውን የትምህርት ውጤታችን በመመርኮዝ የተማርነውን ትምህርት የበለጠ እንድንረዳ በማድረግ የተሸለ ውጤት እድናመጣ ደርጉናል ።					
20	የት/ቤቱ ስ ትምህርታችን ሁኔታ ግምገማ ላ አሳትፎናል					
21	ት/ቤታችን ለወላጆቻችን የሚቀርቡ የትምህርት ውጤታችን ሪፖርቶች አቀራረብ ሂደት ላ ተማሪዎችን እንዲሳተፉ ያደርጋል ።					
22	ትምህርት ቤቱ ከሁሉም በላይ ቀዳሚ አድርጎ የሚንቀሳቀሰው የተማሪዎችን የመማር ፍላጎት ለማርካትና ውጤታችን ከፍ በማድረግ ላይ በመሆኑ በትምርት ቤቱ ከፍተኛ እርካታ አለኝ ።					
23	በትምህርት ቤቱ ውስጥ ስኬታማ የመሆን /ጥሩ ውጤት የማምጣጥ/ ዕድሉ አለኝ					
24	በትምህት ቤቱ መምህራንና ተማሪዎ መካከል ጥሩ ግንኙነት አለ					
25	በመምህራንና በተማሪዎች መካከል ግልጽነት የተሞላበትና በእኩልነት ላይ የተመሰረተ ግንኙነት አለ					
26	በመማር ሂት ነጻነት የሚሰማኝ ተቀባይነት ያለኝና በራሴ የምተማመን ነኝ ብዬ አምናለሁ።					
27	ትምህርት ቤቱ በትምርት ቤታችን ውሳኔዎች ላይ ተማሪዎችን አሳትፏል።					
28	ትምህርት ቤቱ ተማሪዎች በአመራር ላይ /ለምሳሌ በት/ቤቱ ክበቦች አመራር					

	ላይ/እዲሳተፉ አድርጓል።					
29	የመማሪያ ክፍሎች ለመማር የሚያነቃቁ ምቹ የመማሪያ አካባቢዎች ናቸው					
30	ትምርት ቤቱ በግለጽ የተቀመጠ ተቀባይነት ያገኘና በስራ ላይ የዋለ ቋሚ የተማሪዎች አመራር ፖሊሲ አለው					
31	የት/ቤታችንን ዋና ዋና እሴቶችንና መርሆዎችን መናገር ወይም መግለጽ ችያለሁ ።					
32	የት/ቤት መሻሻል ቅድሚያ ትኩረቶች የተነደፉት የትም/ቤቱን ማሰብ በማማከር ነው ።					
33	የትም/ቤቱ አስተዳደር የልዩ ፍላጎት ትም/ፖሊሲን በማስተባበር በመቆጣጠር በመገምገም ሙያዊ ሃላፊነቱን ተወጥቷል።					
34	የት/ቤቱ አስተዳደር የልዩ ፍላጎት ትም/ፖሊሲን በማስተባበር በመቆጣጠር በመገምገም ሙያዊ ሃላፊነቱን ተወጥቷል።					
35	የትምርት/ቤቱ መሻሻል ኮሚቴ አመታዊ ሪፖርት ተጠናቅቆ ተማሪዎችን ጨምሮ ለሁሉም ባለድርሻዎ ተሰራጭቷል።					
36	የወላጅ መምህር ህብረት የትም/ቤት መሻሻል ኮሚቴና የተማሪዎች ተወካዮች ካውንስል አካላት በትም/ቤት ውሳኔ አሰጣጥ ሂደት ተሳትፎ አደርገዋል ።					
37	በተያዘው አመት የትምረህት ቤቱ የቅድሚያ ትኩረት ጉዳዮች ምን እደሆኑ መግለጽ ችያለሁ።					
38	ወላጆቹ የቤትስራየን በመመልከት አስተያየታቸውን ይሰጣሉ።					
39	የትም/ቤታችን ጋዜጣ በራሪ ጽሑፍ ወቅታዊ ጉዳዮችን ያካተተ የሚሰብና የሚያንጓ ነው ።					
40	የትም/ቤት ባዛጋቸው በዓል ላይ የሚገኙ ወላጆች /አሳዳዊዎች/ ቁጥር ከፍተኛ ነው ።					

• የትም/ቤት መሻሻል መርህ ግብርን አፈጻጸም ለማሻሻል ምን መስራት አለበት ።

Adopted from Ministry of Education

Appendix-III

ለር/መምህራን

I. በቃል መጠይቅ መረጃ ለማሰባሰብ የተዘጋጁ ጥያቄዎች

ለትም/ቤት መሻሻል መርህ ግብር አፈጻጸም የተደረገ ዝግጅትን በተመለከተ

1. በት/ቤት መሻሻል መርህ ግብር ከመተግበሩ በፊት በት/ቤቱ መርህ ግብርን በተመለከተ የምምክር አውደ ጥናት ተካሂዶ ነበር? ባለድርሻ አካላት ተሳትፈው ነበር ?
2. የት/ቤት መሻሻል መርህ ግብርን ለመተግበር ድርጅታዊ መዋቅሮች ማለትም የትም/ቤት መሻሻል ኮሚቴ፣ የወላጅና የመምራን ህብረት ኮሚቴ ተመሰርቷል?
3. ት/ቤቱ የትም/ቤት መሻሻል መርህ ግብርን የሚተገብር የሦስት አመት ስትራቴጂክ ዕቅድ አለው ? እቅዱ የተዘጋጀው ሁሉን ባካተተ ነው ?

II . በትም/ቤቱ መሻሻል መርህ ግብር ትግበራ የታየውን ለውጥ በተመለከተ

5. ት/ቤቱ በየአመቱ ግለ ግምገማ ያካሂዳል? በትም/ቤት መሻሻል መርህ ግብር አፈጻጸምና የታየውን ለውጥ ገምገሟል? ያለበት ደረጃስ?
6. በት/ቤት መሻሻል መርህ ግብር በተመተግበሩ በመማር ማስተማሩ ሂደት የታየው መሻሻል
7. በፕሮግራሙ በመተግበሩ ምቹ የትምህርት ሁኔታን አካባቢ ተፈጥሯል ?
8. በፕሮግራሙ የህብረተሰቡ ተሳትፎ ምን ያህል ነው ?
9. ፕሮግራሙን አፈጻጸም ለማሻሻል ምን መደረግ አለበት ?

Adopted from Ministry of Education

Appendix-IV

OBSERVATION CHECKLIST

The researcher will observe specifically the school compound, physical facilities, instructional materials, furniture and equipments.

No	Observation points	available	functionality
1	Availability of inviting and safe environment on the Part of schools to school community		
	<ul style="list-style-type: none"> - The school has a clean toilet room and it is adequat toilet - The school has a clean water - The school environment is green - The school have playing filed acc. To the standard - The school has cafeteria service for the school community 		
2	<p>teaching- learning process is being going on through the use of adequate school facility, furniture, and equipment</p> <ul style="list-style-type: none"> - There is adequate student text book and teachers guide - There are laboratory rooms, equipment and chemicals and its functionality - The schools has library serves - There is functional pedagogical centre 		

Appendix-V

DOCUMENT REVIEW CHICK LIST

The research will conduct document review on the following documents such as the school strategic plan, reports, mark lists, portfolios, discipline polices, disciplinary case records, community involvement records and school standard.

No.	School Domain related to teaching - learning
1	Teachers evaluate students learning towards instructional objectives on a varied and continuous basis
2	The school has strategies and interventions in place to develop elasticity in students (for instance, make up classes, tutorial classes)
3	Class teachers records identify the frequency and analysis of contact with parent or carers
	Safe and enabling school environment domain
1	The school has a discipline policy
2	The school has a detailed record of disciplinary problems occurred in the school to prevent their reputation
	The school has professional code of practice and a conflict resolution process
	Students are provided with opportunity to participate sexual, health and relationship programs to prevent all them from HIV/AIDS and unwanted pregnancy for girls

	School domains related to leadership and management
1	school strategic plan include intended out comes strategies, and resources, measure of achievement, time lines and personal responsible
2	Goals are framed in a way that can be bench marked through the school year and measured at year's end
3	The school strategic plane incorporates value, ethics, guiding principles and purpose of the school.
4	Professional learning programs are establish proper CPD and mentoring
5	Structure exist that promote students participation in school decision making (for instance student parliament, and class meeting to reflect on their learning)
6	External validation affirms school self assessment, planning process and procedures.
	School domain related to community involvement
1	There is a plan for welcoming parents and make them feel part of the school (school opening day , parents event)
2	The school has a written policy that specifies the area for parent involvements
3	Community involvement records and minutes of meetings indicate the number of parents/community involvement in the school

DECLARATION

I confirm that this thesis is my original work

Name _____

Signature _____

Date of submission _____