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ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

**DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT**

SUMMER PROGRAM

**AN ASSESSMENT OF SCHOOL IMPROVEMENT PROGRAM
IMPLEMENTATION; CHALLENGES AND OPPORTUNITIES
IN GOVERNMENT PRIMARY SCHOOL OF SULULTA
WOREDA**

BY:

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SCHOOL IMPROVEMENT PROGRAM IMPLEMENTATION :
CHALLENGES AND OPPORTUNITIES IN GOVERNMENT
PRIMARY SCHOOL OF SULULTA WOREDA

A Thesis Submitted to the Department of Educational Planning and Management
in Partial Fulfilment for the Requirements of Master of Arts Degree in Educational
School Leadership

BY:

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DECLARATION

I, Diriba Gelalcha, declare that a thesis entitled “*school improvement program: implementation, challenges and opportunities in OSZAF in Sululta Woreda Primary Schools*” is my own work and all sources or materials used for this thesis have been duly acknowledged. This thesis is submitted in partial fulfillment of the requirements for the award of degree of Master of Arts in Educational Planning and Management to the College of Education and Behavioral Studies, Department of Educational Planning and Management, Addis Ababa University.

I confidently declare that this thesis has not been submitted to any other institutions.

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This is to certify that the thesis prepared by Diriba Gelalcha entitled: School Improvement Program: Implementation, Challenges and Opportunities in Government Primary Schools in Oromia Special Zone Around Finfine in Sululta Woreda and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in School Leadership

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LISTS OF ABBREVIATION AND ACRONYMS

ESDP	Education Sector Development Program
FDRE	Federal Democratic Republic of Ethiopia
GEQIP	General Education Quality Improvement Package
IQEA	International Quality Education for All
KETMB	Kebele Education and Training Management Board
MOE	Ministry Of Education
NGO	Non-Governmental Organization
PTA	Parent Teacher Association
SIC	School Improvement Committee

ABSTRACT

This study was conducted to assess the school improvement program: implementation, challenges and opportunities in Sululta Woreda Primary Schools. To conduct the study, descriptive survey design and Purposive sampling technique was employed to select the sample cluster centers, school principals, supervisors, Woreda Educational Officers, Parent Teacher Association Simple random sampling techniques select teachers. Questionnaire was the main data gathering instrument for this study. Thus, 127 teachers, 5 supervisors, 16 principals and 10 vice principals filled the questionnaires. An interview was also conducted to enrich the quantitative data. As a result, 16 principals, 2 Woreda Educational Officers and 16 Parent Teacher Association were interviewed. The Quantitative data collected through questionnaire was analyzed and interpreted by using frequency distribution and percentage. The data gathered through interview was discussed in line with questionnaire. The research findings revealed that SIP practice helped in the realization of its objectives. However, facilitating supportive conditions at school level and assistance from Woreda Educational Officers were not adequate enough to practice SIP as much as expected. community support of schools is very low. Furthermore, the study indicated that factors of school culture influenced the implementation of SIP. The major challenges encountered in the practice of SIP were related to the four domains of school improvement. It may be possible to conclude that Schools which give focus for effective practice of SIP are expected in performing better realization of its objectives than those schools that do not. And also, factors of school culture can influence positively by putting a bridge to long- lasting practice of SIP or influence negatively by presenting barriers to it. Therefore, to ensure the overall school improvement and realization of its objectives OSZAF and Woreda Educational Officers ought to be a catalyst for effective practice of school improvement by understanding and acting on their role. And also it would be better for zone and Woreda Educational Officers and schools to work on the strategy in developing fertile ground for better school culture in schools such as: to work on structures and processes exist in schools to support shared leadership, facilitating staff's collective responsibility for student learning and staff's focus on continuous improvement.

CHAPTER ONE

INTRODUCTION

This chapter deals with the problem and the way it will be approached. It enclosed a brief formulation of background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study and definition of operational terms.

1.1. Background of the Study

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 take all -rounded participation in the development process by acquiring knowledge, ability, skills and attitudes (MOE, 2008). Therefore, education lies at the heart of social and economic development, through which the transmission of socially accepted values and norms takes place, reduce poverty, and realize the development of economic, social, cultural and democratic values of the society.

School improvement is at the center of education reform and is perceived by many as a key to social and economic advance. It contributes to determining personal fulfillment and career paths of individual students and consequently engages the interests of parents and community members. It is an ever – present commitment of teachers and managers in schools. Policy makers and politicians at national and local levels have to devote much time and effort to their search for better schools (MOE, 2010:10. This view indicates that school improvement is a change or reform which requires the schools to engage in a process that will help them to achieve their goals, so as to maximize the student achievement.

Improving Quality of Education for All (IQEA) is the result of international school improvement planning which focuses on the improvement of teaching learning by improving the main agents of schools. Hopkins (2002), the IQEA project is fundamentally based up on central premises that emphasize the fact that without an equal focus on development of capacity, innovative work quickly becomes marginalized. This indicates that merely focusing on improving some areas

(partial improvement) is not guarantee to the school improvement. Rather the entire system needs to be given emphasis and treated well to bring quality of education and to realize school improvement.

Stoll and Fink (1996) suggested that school improvement should be the activity of each school. In line with this, Barnes (2004), has confirmed that even the highest ranked schools will always need improvement because the condition under which learning environment of the children always need change and improvement. Thus, schools must improve their basic functions such as teaching-learning process, empowering all stakeholders along with active participation in the improvement effort as well as creating conducive learning conditions and improving leadership. Therefore, the question how we can realize this school improvement is seen as a specific area in educational research. Supporting this idea, Hopkins (1994) asserts that school improvement is a strategy for educational change that enhances student's outcomes as well as strengthening the school capacity for changes.

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

Hence, for the success of school improvement program, schools need organized support in various forms and thus the concerned bodies should empower them implement the program in a successfully way. In this regard, it is believed that schools are the formal agencies for education where the future citizens are shaped through the process of teaching and learning that promote all students develop their potentials to a great level (Dodd and Kontal, 2002). In order for school improvement program to be effective, there is a need to equip teachers and the school leadership with relevant skills to run this program. In this case, Hopkins and Levin (2000:21-24) add that one of the educational inputs that contributes a remarkable role to ensure school improvement is the availability of sufficient and qualified teachers. Fullan (1991:2) and Workneh&Tassew (2013:12) summarizes that the school improvement program depends on what teachers do and think; it's as simple and complex as that. The heart of school improvement, therefore, is teacher development and a desire to change the school culture in order to promote a school improvement program. However, Haries in Hopkins (2002:19) has noted 'the difficulty to change school management, arrangement and working culture as a challenge to implement school improvement program in developing countries.'

In Ethiopia, the school improvement program was launched in 2006 to improve the quality of education through enhancing students learning achievement and outcomes (MOE, 2006). This requires the effectiveness and commitment of all the stakeholders, particularly teachers and the school leadership and management. Thus, for the success of school improvement, it needs to identify the barriers so as to take corrective measures on time. The above idea initiated the researcher to investigate the practice, challenges and opportunities of school improvement planning in government primary schools of Sululta Woreda.

1.2. Statement of the Problem

Education reform and school improvement reform program in particular are mainly the responsibility of school leadership and management. Nevertheless, any public education reform program should be well planned and effectively implemented, and should get support from all the main stakeholders. Therefore, to implement the school improvement program, school leaders and school governing bodies need to have theoretical knowledge, skill and adequate experience in the areas of the school improvement components. Leithwood (2002) cited in Marishane (2011:95-97) states that a critical aspect of educational reform is linking the schools' internal

structures, strategies, capacities, and processes in a coherent manner to advance student achievements in schools. In this case school improvement is, therefore, finding ways that will strengthen the management and leadership capacities of those working in schools to ensure that learners are provided with learning opportunities of a high quality (Leithwood, 2002, cited in Marishane, 2011:98).

According to Khosa (2009), the most challenging concern of many countries is the assurance of the provision of quality and relevant education to the citizens. Undertaking different educational initiatives is an important dimension to ensure quality of education. Hence, School improvement becomes one of the major educational initiatives that many countries have developed and implemented, to realize the provision of quality education. But, the implementation of school improvement program in the education is facing many challenges in many parts of the world, especially in developing countries like Ethiopia. Some of the problems faced includes, difficulty to transform time, teaching, physical and financial resources in learning outcomes. Besides that, poor curriculum delivery; teachers do not complete the curriculum, and pitch their teaching at levels than those demanded by the curriculum. In addition, support and monitoring functions are inadequate and ineffective, and community support of schools is very low.

As a result, alongside ESDPs and GEQIP, the Federal Democratic Republic of Ethiopia (FDRE) has designed and implemented the School Improvement Program (SIP). One of the main focuses of this was strengthening school management and parent and community partnership in order to improve decision-making at school level (MoE 2005: 56). The document outlined the main components of school management and administration as: head-teacher and assistant head-teacher; school management committees at various levels (comprising teachers, students, parents and representatives of the local community); and educational experts and supervisors working at various levels outside the school. These parties are expected to take responsibility for problems and weaknesses that arise in schools. Thus, this proposition confirms that school improvement program is the corner stone for all school improvement activities. Moreover, it can also be noted that the quality of school improvement program implementation largely depends upon the presence of adequately of awareness of stakeholders in the school. However, the current implementation showed that educational leaders have no enough capacity to implement SIP.

Thus, the absence of adequately awareness of the stakeholders would add to the weak implementation of the school improvement program contribute for the bad quality of education and the program doesn't achieve the expected result so far. Therefore, the purpose of this study is to assess the current status of school improvement program (SIP) in Primary schools in Sululta Woreda, Oromia Special Zone Around Finfine.

In order to attain its purpose, this study was bond in the following basic questions:

1. To what extent the major activities of school improvement program /SIP/ are implemented to achieve the expected outcomes in primary schools of Sululta Woreda?
2. What are the main challenges of implementing the SIP in the primary schools?
3. What are the major opportunities of implementing the school improvement program?

1.3. Objective of the Study

1.3.1. General Objective

Examining the extent to which SIP activities were implemented and those challenges that hinder the implementing process in primary schools of Sululta Woreda.

1.3.2. Specific Objectives

The study is also attempt to address the following specific objectives

1. To examine the extent to which the major activities of SIP are implemented to achieve the expected outcomes in primary schools.
2. To identify the main challenges of SIP implementing in primary schools.
3. To explore the major opportunities of SIP implementing in primary schools.

1.4. Significance of the Study

The study has the following significances.

1. It may help teachers and school leaders improve and reflect on their day to day implementing SIP

2. It may help to educational planners, fund donors and policy makers to understand the level of major challenges of primary schools SIP
3. It may indicate for schools to take corrective measures in order to improve the inadequate situation
4. It may provide information to Zonal and Woreda educational officials on the current status of major challenges of primary schools SIP
5. It may help as input for further researcher in the area of SIP

1.5. Delimitation of the Study

This research was more conclusive if it is carried out at zonal or regional level. However, because of financial problem and time constraint, it is delimited to study the practice, challenges and opportunity of school improvement program in 16 selected primary schools out of 71 primary schools in Sululta Woreda. Moreover, as mentioned earlier, this study focused on investigating Participation of teachers, students and parents in planning SIP, monitoring and evaluation mechanism, evaluation of students' achievement after SIP has been planned and challenges of SIP practice in government primary schools of Sululta Woreda.

1.6. Limitation of the Study

Some limitations were observed in this study. One apparent limitation was that COVID – 19 (Corona virus). Because of this virus most of the respondents were unwilling to fill in and return the questionnaire as per the required time and also impossible to analyze documents. Due to time and financial limitations, the researcher was limited only to the above mentioned schools. The other limitation may some of the WEO Experts was busy in engaging in various meetings and some PTA heads in other businesses, it may not easy to get them for an interview. However, the researcher was tolerating the problems and repeatedly communicate with them going to WEO and schools and conduct the interviews and attempt to make the study as complete as possible.

1.7. Operational Definition of Key Terms

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

School Improvement Program (SIP) is an educational program which includes major components like management and leadership, teaching and learning, learning environment, and community involvement. Opportunities: The term refers to advantages given by government as a policy and strategy direction and support that is given by development partners.

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

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. The General concept of School Improvement Program (SIP)

When it comes to the concept of school improvement, it is complex and difficult to conceptualize with simple terms as it is constantly evolving with differentiated calls for action over time (Potter & Chapman, 2002:7; Hopkins, 2001:3). In the late 1970s and early 1980s, the Organization for Economic Cooperation and Development (OCED) and International School Improvement Project (ISIP) conceptualize school improvement comprehensively as: “A systematic, sustained effort aimed at a change in learning conditions and other related internal conditions in one or more schools with the ultimate aim of enhancing, pupil progress, achievement, development and then accomplishing educational goals more effectively.” This concept indicates the plan to improve the quality of teaching and learning in the school. It also points toward a desire to bring about genuine improvement in student outcomes, an increase in the life chances of learners in the school and to develop attractive conditions in the schools in a systematic and sustainable manner.

The process of making schools effective is a core of what is called school improvement. Jeilu (2010:173) states school improvement is an activity to improve the input and process in order to improve teaching learning and students result. In this context school improvement is not only about the outcome, but also the importance of input. school improvement is commonly defined as the general efforts to make schools better places for pupils to learn in and the distinct approach for educational change that enhance student’s outcome as well as managing change. This definitions implies that school improvement is the process to make the school a place that attract the pupils to stay in it to learn and success in their education.

School improvement is making schools better places for learning which relies on changes at both level and with class rooms, which in turn dependent on school being committed to fulfilling the expectation of children and their parents. It is a systematic approach that improves the quality of education (Plan international, 2004). According to Educational Improvement Commission (EIC, 2000) a school improvement plan is a road map that sets out the changes a schools needs to make

to improve the level of students' achievement and show how and when these changes will be made. The ultimate objective of the process is to improve student's achievement levels by enhancing the way curriculum is delivered, by creating a positive environment for learning and by increasing the degree to which parents are involved in their children's learning. In general, as it was mentioned above, school improvement is a combination of planned, continual and coordinated efforts made both within and out of classroom and school levels to change factors that are related to students learning with the ultimate goal of maximizing the level of learners' achievement and school capacity to manage change.

2.2. Purpose of School Improvement Program

The purpose of most school improvement policies is improving educational process that includes instruction or subject matter. It helps schools to improve their organizational functioning that are indirectly linked to students' achievement, such as school climate, staffing and school organization. Besides, SIP encourages schools to conduct self-enquiry regarding the strengths and weakness of their performance. Moreover, SIP helps schools to get a collaborative effort of several stakeholders at different levels of the education system, as the success of an improvement policy largely requires the interaction between many participants.

2.3. Objective of School Improvement Program

School improvement, in general, is about strategies for improving the school's capacity for providing quality education. The major concern of SIP is raising students' achievement focusing on the teaching and learning process and conditions that support the process (Hopkins, 2002). Having this general objective of SIP, one can see that specific objectives of SIP may vary from country to country or from school to school based on the prevailing problems in which particular schools or the education system in general suffer from. For example, SIP in Egypt is carried out with the objective to improve accountability, efficiency and quality of primary education system having the purpose of improving children learning outcomes, increasing enrollment and retention rates, and reducing repetition and dropout rates (plan Egypt, 2007).

SIP in Sudan similarly, intended to promote access and utilization of good quality and efficient basic education with focus on geographical and gender equity (plan Sudan, 2006). The above

examples show that, the major problem of schooling in the two countries (at least in those schools covered by the SIP program) is not only the issue of providing quality education but also problems related to access, efficiency and equality of education. That is the reason for these countries to include the issues of access, efficiency and quality of education in their SIP programs. On the other hand, in western countries like UK and Wales, where issues of access, equality and efficiency of education are no more serious problems, the main objectives of SIP are searching for teaching approaches that are effective in achieving high academic standards whilst at the same time enhancing the students' range of learning skills as well as contributing to aspects of personal and social development (Hopkins, 2002).

In general, the above explanation shows that, even though the general aim of SIP seems to be providing quality of education to its entire pupil, particular challenges and problems in which particular nations or schools suffer from determine the objectives of the school improvement programs.

2.4. Assumptions of School Improvement Program

School improvement program works from an assumption that schools are most likely to strengthen their competence to give enhanced out comes for all pupils when they adopt ways of working that are consistent with not only their aspirations, but also with the current reform agenda (Hopkins, 2002:05). Having a broader assumption as listed above, particular school improvement projects may have developed their own assumptions. Hopkins and his colleagues has adopted six assumptions to a school improvement program known as IQEA which had been carried out in UK, Wales, Port' oreico and South Korea (1993).

In order for the SIP to be effective and efficient, it must take the school culture in to account. In this regard, the type of school cultures that must supportive of school improvement are identified to be; collaborative planning, high expectations for both students and staff, exhibiting a consensus on values, support an orderly and secure environment and encouraging teachers to assume the variety of leadership roles. Without the existence of such cultures, it is hardly possible to bring about the desired improvement in schools. The school's background and organization, as the second assumption, are key factors in the school improvement process. If the goals of school improvement are to be realized in schools, organizational factors should also be

changed in relation to the change process they often become inhibitors of change otherwise. The school improvement works best when there is a clear and practical focus for the development effort.

The third factor assumes that the school's priorities are normally some aspects of teaching and learning which the school has identified from the many changes that confront it. In other words, they are priorities of the school. Most priority setting activities focus on identifying those issues that are few in number, central to the mission of the school, related to the teaching and learning process and leading to specific outcomes for students and staff.

The fourth assumption described that the conditions for school improvement are worked on at the same time as other priorities the school has set itself. Conditions are the frameworks, the roles and responsibilities and ways of working that enable a school to get work done. All conditions should be given an equal attention, particularly in the initial stage of the improvement

2.5. Conditions Influencing School Improvement

There are factors that influence any educational change in general, and school improvement in particular. These can be categorized in to three: (a) characteristics of the innovation itself, (b) the internal context of the school and (c) the external context of the school (Hussein and Postlethraite; 1994).

2.5.1. Characteristics of the Change

The kind and the nature of the improvement program that we introduced in the school system affect its implementation. Such characteristics of change as centrality, quality, scope and complexity of the improvement program are associated with its implementation. For example, improvements that are closely related to core educational activities such as instructional processes or and improvements that can provide significant advantages over past practice are more likely to continue over longer periods of time. Moreover, improvements that require involvement of the large proportions of classes are more likely to have a real impact than activities involving minor modifications of existing practices. In general, according to Posch, if improvements are required to create change they must not only be different from the past, but must also be consistent with underlying values and interpretable.

2.5.2. Internal Conditions of Schools

The internal context existed in schools also influence the school improvement programs. Internal context of the school refers to such conditions as Staff Development, Involvement, Leadership, Coordination, Enquiry and Reflection, and finally collaborative planning (Hopkins, 2002).

2.5.2.1. Staff Development

Establishing the professional learning of teachers is central to most notions of school improvement. This is true for that, creating learning opportunities helps the staff to actively engage in activities expected of them. Besides, the attention to teachers learning is likely to have direct spin-offs in terms of pupils learning. In general, schools will not improve without teachers' development, individually or collectively. Therefore, schools should be able to develop appropriate strategy for staff development that can provide teachers to learn together, if the whole school is to develop (Hopkins; 2000).

2.5.2.2. Involvement

The success of schools is associated with the sense of identification and involvement extends beyond the teaching staff. In other words, involvement and sense of identification of pupils', parents', non-teaching staffs' and other community members' is as crucial as that of the teaching staff for the success of schools. Because the success of an improvement program requires an interaction between many participants at different levels (Hussein and Postlethwaile; 1994). In this regard, Farrar et al stated that, where there is a poor fit between a reform program designed at the national level and the community's expectations for schooling, the actual change is unlikely. Because, communities that have fragmented value systems cannot provide teachers with the kind of positive adult feedback that support innovations (Hussein, 1994: 5243). Hence, any strategy of promoting students' learning needs to give attention to the participation of students, parents, and community members with a particular focus to students' participation.

2.5.2.3. Leadership

Almost all school improvement scholars underline the role of leadership for school improvement. Hopkins for example, argued that, the quality of leadership of the head is the most important single factor in the success of effective schools (2005). From the above explanation,

we can see that the role of principals'/school leaders/ is so central in the success of school. That is, if the leader fails, the school fails and the vice versa. The role of leadership in the school improvement has some key dimensions. The establishment of a clear vision for teaching and learning is determined to be the first dimension of school leaders' role. Because, schools that are clearer with the vision of their own school improvement efforts become more effective consumers and interpreters of reforms (Hopkins, 2002)

The second role of leaders is related to their ability in bringing together the best team for the job. As schools that have strong team are more likely to succeed in policy development and implementation than schools in which the team is weak (Hopkins; 2002). In this regard, school leaders need to have genuine professional regard for the abilities and inputs of those people around them in order to create an atmosphere of respect and valuing of all members of the community. This in turn helps them to realize the group. In general, schools to be successful need to establish a clear vision for them and regard leadership as a function to which many staff contributes (participatory), rather than a set of responsibilities vested in a single individual. If the principal tries to do all of it, much of it will be left undone by any one (Telford: 1996:49).

2.5.2.4. Coordination

The school's capacity to coordinate the action of teachers behind agreed policies is an important condition in promoting change. Coordination is about getting groups of teachers, and usually groups with different values and goals to contribute to the good of all. The importance of coordination for school improvement is so vital that schools that have a well-coordinated team are likely to have successful implementation of reform programs (Hopkins, 2002).

2.5.2.5. Enquiry and Reflection

Enquiry and reflection are important conditions for school improvement. Because they make it easier to sustain improvement effort around established priorities, and are better placed to monitor the extent to which policies actually deliver the intended out-comes for pupils. Since improvement programs must be different from past practices, school generated data must be

reviewed in its current use made of and to consider the opportunities for improved future. The enquiry hence must help to answer questions that need to be addressed by the improvement.

2.5.3. The External Context

Schools operate within a context of outsiders, which Jackson and Hopkins have called external opportunities in order to emphasize their positive contribution towards the improvement (2005). They are the change forces and reform directives so often paralyzing, destabilizing or debilitating. This shows that, successful school improvement program cannot be realized without the interaction between many participants. Hussein and Postehwaite, regarding the external context of the school stated as follows: The success of an improvement program requires interaction between many participants at different levels of the education system: government, external support systems, school administrators and staff. While the nature of the improvement effort may be shaped by local preferences and decisions, socially desirable changes are rarely instituted solely as a consequence of intrinsic motivation to improve (1994:5243). In general, a school improvement that failed to consider the role of the community for school improvement is nothing but, as Hopkins and Jacksons said, it is “an apartheid of professional development and school improvement” (2006). To avoid the apartheid, the school leadership should develop the schools’ capacity and greater confidence to work in creative and resourceful ways with external agencies and initiatives (Harris, 2005).

2.6. Domains of School Improvement Program

The domains of school improvement refer to those critical issues that influence the ultimate goals of school improvement-students learning outcomes (MOE; 2007). They are key strategic areas of school improvement. They are more likely to advance achievement for all students, if they address not only the learning of individual teachers, but also other dimensions of the school capacity (Hopkins, 2002).

Table1. Domains and Major Elements of School Improvement Programs

No	Domains	Elements School Improvement Program
1.	Leadership and Management	Administrative regulations and staff structure
		Strategic direction
		Strategic planning of SIP
		Consultation and communication

		Financial management
		Management of infrastructure and physical resources
		Human resource management
		Building the leadership capacity of the school community
		Establishing a positive relationship to sustain good practices
		Monitoring and evaluation
2.	Teaching and Learning Process	Curriculum
		Use of teaching methods in the classroom
		Teachers' professional development
		Learning and evaluation system
3.	School Learning Environment	Student empowerment
		Student support
		Relationships among school staff, students and families
		Students' behavior Student facilities
4.	Parents and Community Participation	Working together with parents
		Involving the communities
		Promoting school improvement

In the table above, four domains with their respective 22 major elements on a regular basis affect the teaching and learning processes in the education system. Therefore, to bring real reform in the schools, there is a need to conduct self-evaluation by involving teachers, students, parents and local communities to know the status of improvement practices in terms of the four domains and its major elements (ACT, 2009:7). However, most improvement policies focus on educational process, which includes instruction that is, learning processes and environments or subject matter contents and other aspects of organizational functioning such as, leadership and management, a school climate, staffing, school organization, and participation in education (Hopkins, 2002, Hussen and Postethwaite 1994, and Plan international 2007).

2.7. Challenges to School Improvement Program

Challenges to the school improvement may vary in accordance with the variations with the unique features of schools as well as with the external environment in which schools are operating. One simple example, the size of the school is associated with innovative behavior for that smaller schools apparently lack the resources to engage in significant change (Hussein and Postethwore, 1994). However, there are common challenges that most school improvement programs face. These are lack of schedules in schools that permit teachers to meet and work together for sustained periods of time; the demanding nature of teachers' work as an increasing

number of students arrive at school less well-socialized, less prepared to deal with materials, and more frequently from family settings that are not supportive; the aging and often demoralization of teachers due to declining resources, increasing levels of bureaucratization and the rapid and frequent demands for change that come from central authorities. In addition, an organizational structure with in which teachers' work is less autonomous and more integrated with that of other teachers' affects the development of commitment to change. Moreover, the continues transfer of teachers, principals and educational administrators at the local level puts pressure on the program to continuously train new staff who may not serve in schools for long (Plan Sudan, 2006).

2.8. Countries Experience on School Improvement

2.8.1. School Improvement Plan in Nepal

In Nepal SIP has been introduced under basic primarily education program II (BPEP II) has insisted on decentralized planning for the improvement and development of education at the local level. BPEPII introduced the district planning procedure and envisaged that the procedure should be increasingly participatory and build up on SIPs. The concept of bottom up planning was introduced by strengthening the local level EMIS and enhancing the local capacity. Micro-planning exercise was taken as basic to the preparation of SIP that would include action plans for the physical and instructional improvement of the schools. However, SIP was introduced as an integral part of local capacity building, not as an independent program.

The main purpose of SIP is to encourage the school to work closely with the community for boosting its development. It recognizes the strategies or interventions proposed by the schools and its community for the resolution of problems. It intendeds to generate, mobilize and mange resource at the local level.SIP promote ideas and solutions to development problems that come from the school itself and the community rather than from outside. It places emphasis on school community links and participatory approach by involving members of the community in the decision-making process, encouraging the school to look at planning as a tool to provided locally devised solutions, developing better teaching learning conditions in schools, and gradual devolution of authority and freedom of control over resource to the school and community. Thus, SIP stands as a major instrument for implementing the decentralization reform process in the education. The SIP process started in the schools of 12 districts in the first year of BPEPII

implementation (1998/99). In the following year, SIP was extended to 20 districts. In 2000 districts were covered. As SIP generated from the schools and operated (at the school level), the role of head teachers (HTs) and school management committee (SMCs) in its design and implementation come to be considered significant. Therefore, efforts were made to enhance their capacity.

Schools were given freedom to design their own programs in the consideration of their problems and needs. In addition, management trainings were also provided them to enhance their managerial capacity. Even though, the effort to introduce SIP, in the country could not gather momentum, the importance of SIP for change in school education has not shrunk. District education office (DEO) did not undermine the contribution of SIP to the development of schools. Therefore, the department altered the strategy and introduced SIP as a pilot program in the 5 selected districts in order to record its strengths and limitations and to observe the change it could make for the advancement of primary education. At present, SIP is being implemented in all the schools of 12 districts and in the remaining districts where SIP has been introduced in the schools under the 2 resource centers (RC). SIP has covered even the lower secondary and secondary schools. The provision of funding for SIP in these schools is based on the head count of students aged six to ten. This SIP grant is released by DEO only up on the submission of the SIP document by the school. The participants were oriented on the administrative process for plan approval and fund flow mechanism.

For the preparation of SIP, district education office (DEO) organized a capacity-building program 6-day training. At first, master trainer training for HT and SMC members were conducted. This training designed based on the needs of the schools.⁴² Practical exercise was done during the training. On the training, the participants were oriented on the education for all programs, school accreditation, school grants operation guidelines, and on the concept of SIP. Similarly, participants were visited school for practical exercises. They interacted with stakeholders, collected data and information from the school profile (which include school status), identified problems, set properties, vision and objectives, identified programs and strategies, determine targets, estimated costs, developed an annual action plan and a monitoring plan. That master trainers organized training in concerned districts for resource-center level personnel who later organized training for school planning team. Currently, school grant

operational guidelines was developed and distributed to schools, in view to empower school management committees to manage schools by providing flexibility with respect to the utilization of resources. To ensure universalized education for all children within the service area of each school in coordination with all schools within the municipality, to link the school grants with the achievement of the school based on given indicators, and to motivate schools for undertaking self-assessment and analysis in partnership with stakeholders. Based on the guidelines, the schools could estimate how much money they got from the government for SIP implementation.

2.8.2. Namibia's School Improvement Program (NSIP)

The Namibian SIP newsletter is a forum for the exchange of ideas among parents, teachers, principals, learners, education officials and the public on the ideas and activities that are under way in the SIP schools in the four Northern education regions of Namibia. The main goal of Namibia's SIP is to develop schools with norms of continuous improvement by building capacity from within, which is also the theme of the program. The major elements of the program: circuit inspectors, lower primary advisory teachers, and SIP resource teachers are the officers who provide guidance and support to the schools in the program. In each of the target regions, the SIP circuit support team (CST) member work with the parents, teachers, and principals on developing then implementing their school's development plans. The plans guide the SIP school teams in their efforts to establish their own needs related to teaching and learning. Parent participation in working on the SDP as well as in improvement activities are the backbone of the school improvement program.

2.9. School Improvement in Ethiopia

2.9.1. Overview of SIP in Ethiopia

In Ethiopia, in previous years, due to a great effort exerted to implement the education and training policy, various promising results were registered. In spite of those achievements, still there are problems related to access, quality, equity, relevance as well as leadership and

management that require critical interventions, if the education is to be an instrument for the realization of the goals set by the state. Accordingly, the MoE has developed the general education quality assurance package in 2007 so as to ensure the equitable provision of quality education (MoE, 2007).

One of the six programs included in General Education Quality Assurance package is the school improvement program. The program is aimed to bring about a desirable influence up on the promotion of quality education. To this end, the ministry, in collaboration with Regional Education Bureaus, had developed school improvement framework in 2007 marking experiences drawn from other countries.

2.9.2. The Objectives of SIP in Ethiopia

According to MoE (2007), school improvement is an essential program to the realization of quality education. Hence, it should be implemented in the schools of nationwide. The program is expected to help schools in enhancing the academic performance of their students.

2.9.2.1. The Objectives of SIP

The MoE SIP document clearly identified three basic objectives of SIP. These are; highly maximizing students' academic results and their learning capabilities, making schools effective through ensuring good governance and democratic procedures and creating a system that promotes participation and accountability and finally decentralizing the leadership and administration of schools so as to provide them administrative autonomy.

2.9.3. The Domains of School Improvement Program

The domains of SIP refer to critical issues that the program is meant to make interventions in order to improve students' learning outcome (MoE 2007). There are four but interrelated domains. Each consists of three sub-domains and several standards and indicators.

2.9.3.1. Teaching and Learning

The teaching and learning domain, having sub-domains such as: the work of teaching, learning and assessment, and curriculum; mainly focuses on the roles and responsibilities of teachers. First of all, teachers are expected to plan, to make adequate preparation and present learning

activities. To this end, teachers need to have an adequate academic and professional knowledge. Besides, they are required to apply appropriate teaching methods that help in teaching large and diversified classroom. Here, the preparation and utilization of teaching aids from locally available materials is another concern of teachers. Hence, in order to get teachers in such position, their appointment will be made in such a way that their qualification could fit with the level they are teaching. To enable them adequate trainings will be provided (MoE, 2007). Moreover, teachers should work to rein active learning in the classroom to make the teaching and learning process more effective. They should encourage active participation of students in leaning activities and facilitate educational trips and visits to the field. This helps students to get an opportunity to apply what they have learnt in classrooms. Finally, teachers are highly expected to appreciate and treat individual differences amongst their learners with respect to age, sex, learning capabilities and special needs in all their activities (MoE, 2007).

2.9.3.2. School Leadership and Administration

In our context, school leadership consists of principals, vice principals, school committees composed of teachers, students, parents and different groups of the community as well as educational leaders in different levels that are found out of schools. These bodies are expected to be vanguard in the school improvement program. Since, primarily accountability for the failure of schools and responsibility of suggesting possible solutions lies on the shoulder of the leadership of the school, the school leadership should be organized in decentralized way. Besides, proper and timely support and training will be rendered to the leadership (MoE, 2007).

2.9.3.3. Parent-Community and School Relations

Parents, community members, and NGO's play a vital role for the success of school improvement. Accordingly, various activities are identified to be carried out in promoting the participation of these key stakeholders. The participation of parents is justified for they have children in schools. Hence, they need to make a discussion with school leaders on issues pertaining students' discipline, dropouts and participation. Teachers and school principals are expected to encourage parents to follow the learning of their children and to make regular visits to schools.

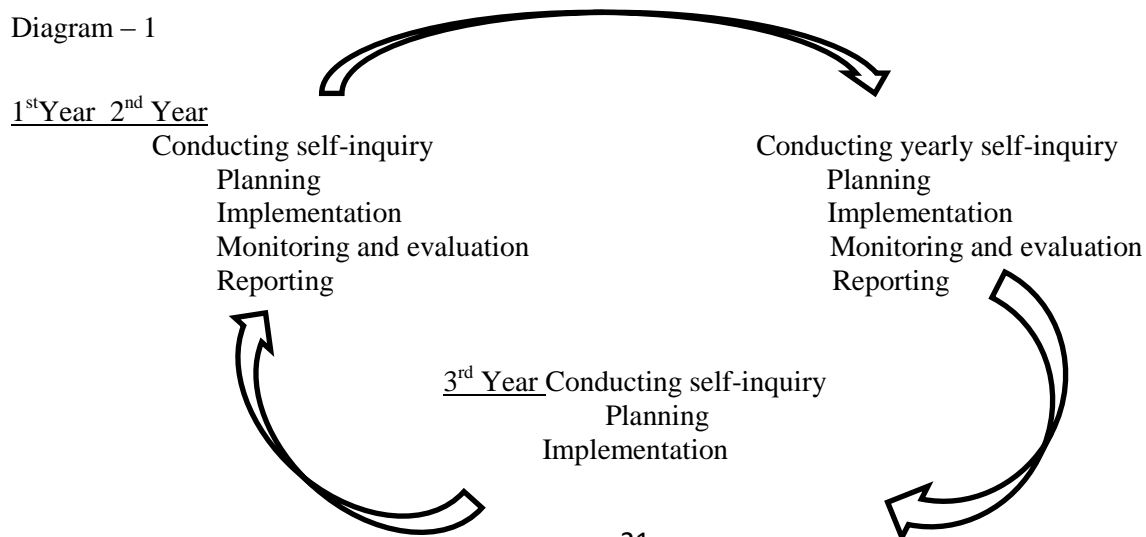
2.9.3.4. . Safe and Healthy School Environment

According to MoE (2007:29), the safe and healthy nature of schools’ environment enhances students learning out comes. Hence, in the school improvement program, a greater effort is exerted to make our schools safe and healthy. The school environment must be healthy in which students can learn without any type of fear of rape, physical harassment, and abduction, in which students’ discipline is maintained, in which a teacher-student relationship is healthy and smooth. Besides, educational facilities such as classrooms, textbook, references, libraries, science kits, laboratory chemicals, sport materials, plasma TVs, and ICT centers will be facilitated. Infrastructures and sanitations such as: water supply, electric power (where the service exists), toilets will be availed. Of the four domains, the teaching and learning domain is given a particular attention as it mainly determines the success of schools in promoting students’ learning out-comes (MoE, 2007).

2.9.4. The Phases of School Improvement Program

MoE has developed school improvement framework, a system consists of several tools and processes by which schools able to conduct self-enquiry, develop strategic plan, implement the plan, monitor and control the progress and report to the stakeholders. The SIP framework identified that, the process of SIP is not only continuous, and cyclical but also modified on the basis of information obtained from both external evaluation and self-enquiry which the school itself conducted at the end of each year as well as at the end of three years. The strategic plan of school improvement program covers three years. There are activities to be performed as per years. The following diagram briefly depicts activities to be performed within three years.

Diagram – 1



Monitoring and evaluation Reporting

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

2.9.5. Major Practices in the School Improvement Program

The school improvement program cycle takes a three years' time. In these three years, there are major practices to be served. In this senior essay the researcher presents them as follows for the purpose of clarity.

2.9.5.1. Preparation

In the preparation stage, schools are concerned with the issue of "How to Start SIP". The very stage of SIP is about the establishment of SIP committee and identifying those strengths and weaknesses observed regarding schools' performance in relation to the four domains. SIPC is a committee on which the overall responsibility of SIP is vested upon. SIPC is organized from the members representing teachers, students, non-teaching staff, parents and other community members. The number of committee members ranges from five to ten in accordance with the size of the school. The principal of the school is the chairman of the committee. The principal, in collaboration with those key stakeholders (teachers, parents, non-teaching staff, students, PTA's and KETMB) is responsible to facilitate and organize awareness creation programs to various NGO's and religious sectors concerning the importance of SIP and strongly work to get their

cooperation to the success of the program. The SIPC might organize sub-committees under its chain of command. All the members of the SIPC need to be aware that, the ultimate goal of their activity is on improving the learning outcomes of students and to do this, cooperation and team spirit are essentials. The SIPC needs to develop procedures and schedule for its own meetings (MoE, 2007:16).

2.9.5.2. Self-Enquiry

The very purpose of school improvement is about improving students learning and their learning outcome at higher level. Hence, schools primarily need to conduct self-enquiry on the weaknesses and strengths of their current performance. This gives them the actual current picture and a basis for future improvement. Self-enquiry is an essential means for schools to create a sense of responsibility and accountability for students' learning and to practically show their accountability to their stakeholders, to assess the extent to which they are satisfying the needs of their students and the impact of their services as well as future directions of improvement. This can only be achieved, whenever schools conduct a self-enquiry genuinely and transparently. The information gained from the enquiry should serve to identify the weaknesses and strength, should help to identify priorities of the school, and should be used to plan activities that are aimed at achieving the improvement. Besides, the enquiry should give an insight on what measures should be taken to improve the weakness. In this regard, schools could be able to identify an activity with higher impact on the improvement.

In conducting effective self-enquiry, schools need to take into consideration the following issues. The self-enquiry should enable schools to identify the extent to which they are serving their learners and they should be part of the key leadership system. The self-enquiry to be effective should be based on brad data and it should take the perceptions' and participation of key stakeholders in to account. Moreover, the data obtained from self-enquiry must help to identify few key areas as well as that few activities that are parts of priorities which take long time to achieve at the goals.

2.9.5.2.1. How to Conduct Self-Enquiry?

In conducting self-enquiry, schools make use of the self-enquiry format. The self-enquiry format has four parts for each of the four domains. Under each domain, there are subdomains, standards

and indicators. There are also rating scales of four point to determine the level at which the school appears and to indicate how to rate schools' performance. School needs to rate their performance on the basis of indicators presented under each domain. In rating scale, schools are expected to record the values of each indicator, because it helps them in identifying their priorities. Moreover, the self-enquiry process must be simple, accurate, clear and genuine. It must not be a bureaucratic process. Indicators must be answered with clear decision. This enables schools to get the contribution of teachers and school community in the development of school improvement plan.

2.9.5.2.2. Identifying the Priorities

The major issues, in the process of identifying priorities, are identifying how the school is strongly moving to promote students results and raising standards through creating conducive learning environment. On the basis of data obtained from self-enquiry, schools need to focus on the teaching-learning domain taking the three sub-domains of the main domain as indicators. This helps to identify priorities. The sub-domain under the three other domains can be taken as supportive domains. This helps to determine the tactics, time-line, and responsible bodies in the development of the plan. Here, it must be noted that, priorities must be relevant and can be achieved (MoE, 2007).

2.9.5.2.3. Designing School Improvement Plan

After the school priorities are once identified SIPC can design the school improvement plan. SIPC make the use of various planning tools in developing the plan. The format includes, goals, objective, priorities, implementation techniques, timeline, responsible bodies, monitoring and evaluation and ways of modification to the plan. Once, the SIPC has developed the plan and get the approval of all stakeholders, the next stage is about organizing various task forces that are responsible for the development of action plan for each domain. In the formation of taskforces, the principal should encourage parents, teachers, students and other stakeholders to take active part. She/he (principal) should create ways through which taskforces exchange information with SIPC. The taskforces, while developing action plans, need to consider several issues. These are:

Setting Goals-in the preparation of goal statements, taskforces need to revise issues raised in the self-enquiry. The revision enables them to analyze the information on which the priorities are

identified. And the goal must be that can be achieved within a specific period of time, and call for the active involvement of stakeholders that can move the schools to the higher level of performance. To sum up, goals must be SMART, and stated in simple and clear language.

Identifying most import priorities- the achievement of a given goal is realized, when particular attention is provided to the most important priorities. Hence, taskforces need to consult the school data so as to identify the most important priorities.

Designing strategies-the strategies designed must get an approval of all stakeholders in effectively addressing the domains.

Identifying Indicators-indicators identified must be in the position to measure students' learning outcomes and teachers' teaching performances.

Setting Timeline-activities in the plan must be presented with the specific period of implementation time. They can be planned in semester, year or three years and should get the approval of principals, teachers, SIPC and PTA.

Assigning Responsible-Bodies-Responsibilities of performing particular activities should be assigned to particular bodies: PTA, principal, teachers and students.

Status update-in order to ensure continuous and sustained school improvement, update strategy must be considered.

Revision of the plan-evaluation of the implementation conducted by the end of each year, as a result revision of priorities, and timelines can be made. Hence, the action plan taskforce need to consider the revision techniques (MoE, 2007).

2.9.6. The Implementation of School Improvement Plan

When the SIPC ensures that priorities are well identified and the plan is ready, the school improvement plan comes to effect. Here, the important thing is assuring whether, the existing practices and ways of doing are in harmony with the new plan. Besides, the school leadership needs to ensure the availability of necessary resources from the external and internal sources so as to realize the effective implementation of the plan. Moreover, the schools need to provide a progress report while the program is taking place. Through the communication the school

bridges with its stakeholders, it can draw continuous support from its stakeholder. Magazines, bulletins, posters and stickers can be used for the purpose of communication so as to ensure the genuine participation of stakeholders (MoE, 2007).

2.9.7. Evaluation of SIP

School improvement program is not a linear rather it is cyclical. Hence, it requires continuous evaluation and thereby possible modification. Evaluation of the program is conducted in two ways. On the one hand, the school itself conducts annual evaluation on the implementation of the program. On the other hand, external bodies conduct an evaluation at the end of the third year. Hence, based on the data and information obtained from both evaluations schools make possible modifications of the program (MoE, 2007:03). The information obtained from both evaluations could serve as a basis for further planning.

CHAPTER THREE

THE RESEARCH DESIGN AND METHODS

This chapter deals with methodology of the study that describes the research design, source of data, study population, sample size and sampling techniques, instruments of data collection and method of data analysis.

3. The Research Approach and Design

To accomplish the objectives of this study, descriptive survey research design was employed in order to assess the SIP process. Thus, descriptive survey method of research appears to be suitable for gathering and refining ample information related to the issue under study. According to Best and Kahn (2003), descriptive survey method is more effective to investigate the phenomena in assessing the performance in their natural setting. Basically, survey method helps to obtain first-hand information from small samples representing large size population and also enables the researcher to have multiple methods of collecting information to access the existing

situation or the current practices of SIP process. Descriptive survey method focuses on investigating the issues, practices and problems of the target schools.

3.1. Research Approach

In the mixed method approach, the quantitative approach asks specific, narrow questions, and collects quantitative data from a large number of participants; analyses these results using statistics; and conducts the inquiry in an unbiased and objective manner. It attempts to quantify variables of interest where questions must be measurable Creswell, (2012:3). It involves collecting numerical data that can be subjected to statistical analysis. The data collection methodologies are performance tests, personality measures, questionnaires, and content analysis. It is a post-positivism approach with a singular reality, objective and deductive in nature (Creswell, 2012:4).

The qualitative approach in mixed research methods is a type of research in which the researcher relies on the views of participants; asks broad, general questions; collects data consisting largely of words or text from participants; describes and analyses these words and theme; and conducts the inquiry in a subjective, biased manner (Creswell, 2012:3). Thus, the mixed research method design is used when both quantitative and qualitative data together provide a better understanding of our research problem than either type by itself. It is also used when one type of research (quantitative or qualitative) is not enough to address the research problem or answer the research questions (Creswell, 2012:7-9). It is also used to incorporate a qualitative component into an otherwise quantitative study. Then again, it is to build from one phase of study to another to explore qualitatively then develop an instrument; and to follow-up a quantitative study qualitatively to obtain more detailed information (Creswell, 2012:10-12).

Mixed research methods has used in this study to take advantages of using quantitative and qualitative data collection approach to assess Implementation, challenges and opportunities faced ahead for the basic research questions raised with regard to School Improvement program in the primary schools. The study, therefore, utilized the mixed method research approach because the quantitative data will not be enough to address the basic research questions raised in the study. In the study, quantitative data collection of questionnaires carried more weight than qualitative data collection instruments like interviews and document analysis.

3.2. Sources of Data

The data for this study was collected from both primary and secondary sources. To achieve the objective of this study primary and secondary data was collected from various sources. These sources are explained as under:

3.2.1. Primary Data

Primary data was obtained from principals, primary school cluster supervisors, Woreda educational experts, school improvement committee (PTA) members' and teachers who have adequate exposure to the implementation of SIP in Sululta Woreda primary schools.

3.3.2. Secondary sources of data

The other instrument of data collection was document analysis .document analysis was used to gather secondary data .it is analyzed from school document &different reference.

3.3. Study Population, Sample Size and Sampling Techniques

The study was conducted in Oromia Special Zone around Finfine in Sululta Woreda. Sululta Woreda is one of the six Woreda of OSZAF and located at the North of Addis Ababa city. It has 14 CRC and 71 government primary schools, with 667 teaching staff and 25,684 students in primary schools, according to enrollment statistics of 2012 E.C. It was difficult and unmanageable to include all the school population in the study, So that, it is very important to determine and identify the number of schools that was serve as representative sample to generalize the findings to the study population.

The primary sampling units will 5(37.7%) clusters resource center were selected purposively. Because, these five clusters have large staff in order to obtain relevant and tangible data on the issues of SIP Implementation and from these 5 clusters the researcher take 16(100%) primary schools, 16(100%) principals, 10 vice principals, 138(53.3%) teachers, 5(100%) supervisors, 16 PTA members and 2(100%) WEO experts.

To make the study more comprehensive the information was collected from various sources such as school leaders, supervisors, teachers, Woreda education office experts and PTA. Based on the assumption that they can give relevant and necessary information due to their involvement in school management and leadership activities those have well experience and understanding of the process of SIP, thus respondents were included using purposive and simple random sampling methods. The school principals, vice principals, supervisors, PTA members, WEO experts of planning and statistic were selected by using purposive sampling technique, whereas, teachers were included by simple random sampling technique. This is led to give each teacher an equal chance of being included in the sample.

Generally, a total; of 187 respondents were selected for the study. Out of which respondents (16 school principals, 10 vice principals, 5supervisors and 138 teachers) were selected to fill the questionnaires and 2 planning and statistics expertise from WEO, 16 PTA members were selected for interview.

Table 2. Summary of Study Population, Sample Size and Sampling Techniques

Sample Clusters	Sample Schools	Total Teachers	Sample Teachers		Sampling Techniques
			No	%	
G/Danaba	G/Sobora	12	6	50	Random Sampling
	G/Gabriel	9	5	55.6	
	G/Deneba	13	7	53.8	
	E/Yaya	10	5	50	
	Total	44	23	52.3	
M/Gajo	M/Gajo	15	8	53.3	
	I/Kella	9	5	55.6	
	B/Golba	11	6	54.4	
	Total	35	19	54.3	
Derba	Derba	23	12	52.2	
	B/K/Mihiret	12	6	50	
	B/Abale	8	4	50	
	A/Gumbichu	9	5	55.6	
	Total	52	27	51.	
Keta	K/Welelle	11	6	54.5	
	W/Keta	12	6	50	
	G/M/Abichu	11	6	54.5	
	Total	34	18	52.9	
Chancho	Chancho # 1	50	29	58	
	Chancho # 2	44	22	50	

	Total	94	51	54.3	Purposive
Total		259	138	53.3	
Principals		16	16	100	
V/Principals		10	10	100	
Supervisors		5	5	100	
WEO Experts		2	2	100	
PTA		80	16	20	
Total		372	187	50.3	

3.4. Data Collection Instrument

In undertaking this study, to offset the weakness of the approaches and to benefit from the strength, the combination of qualitative and quantitative approaches was used. Because combining both approaches provides relevant data and helps to compare the results from two different perspectives and to be more confident of the results. The data was collected by using questionnaires, interview and document analysis were used.

A. Questionnaire

The questionnaires were design to collect data from school leaders, supervisors, and teachers. The questionnaire is very important to collect information from large number of respondents and can be easily and quickly analyzed after data gathering-work completed. The questionnaire was developed on the bases of basic research questions and available related literature. The questionnaires included both open-ended and close-ended items. The questionnaire has two major categories: the first part was about the respondents' personal characteristics and the second part was about the SIP planning process.

B. Interview

Semi-structured type of interview was employed in the study to collect data from PTA members and expertise of WEO by the researcher himself on face to face communication bases. Unstructured type of interview was also employed to collect information from school principals.

C. Documents Analysis

Documents were reviewed from school document & different reference.

3.5. Procedures of Data Collection

To gather accurate data, the researcher was follow the following procedures. After the pilot study, the field work activities were carried out. During the field work activities, the first contact was made with the school principals and unit coordinators to establish smooth relationship with the individuals as well as to achieve the purpose of the study. The objectives of the study were explained to all of the respondents in the target schools. Before utilizing any of the instruments, brief explanation was providing to the respondents for ensuring transparence and clarity. Next, the prepared questionnaires were distributed and decision made regarding a time for collecting questionnaire was done through mutual discussions between the researcher and the respondents. The interview was conducted with all selected participants in a conversational and friendly atmosphere. The interview was make to gain information that cannot be obtained through questionnaires.

3.6. Methods of Data Analysis

The data was analyzed both qualitatively and quantitatively since the approach of the study was mixed. Data analysis was use to assess the Implementation related to SIP. Data that was gathered through questionnaire was analyzed by dividing into two parts. The first part was the questionnaire related the background of the informants. The second part of questionnaire was related to the basic research questions. These data were tabulated and expressed in simple statistical descriptions trigulare and percentage that described the background of the respondents. The tables were presented before the analysis and interpretation. Each sub category under the main category was analyzed and interprets separately. Data obtain through interview and open-ended items weres analyzed and discussed using narration.

3.7. Ethical Consideration

The purpose of the study was explained to the participants and the researcher was asking their permission and informed that the information they provided was only for the study purpose. Accordingly, the researcher uses the information from his participants only for the study

purpose. Taking this reality in mind, any communication with the concerned bodies was accomplished at their voluntarily consent without harming and threatening the personal and institutional wellbeing.

In addition, the researcher ensures confidentiality by making the participants unnamed & using their own mother tongue (native language).

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CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This parts of the thesis deals with data presentation, analysis and interpretation of data that were collected using questionnaire, interview and document analysis. The chapter consists of two major parts. The first part deals with characteristics of respondents and second part presents, analysis and interpretation of data on presentation of the main data.

A total of 138 copies of the questionnaire were prepared and distributed to 95 males and 43 females of the sampled teacher, the return rates of the questionnaires were 129(93.5%). In addition, interview was held with 16 school principals, 2 Woreda Education Officers and 16 PTA to triangulate the data collected through questionnaire. The data obtained from interview was also narrated or quoted as it was stated in the methodology.

4.1. Characteristics of Respondents

Table 4.1. Characteristics of Respondents

No	Item														No		%	
			Teachers (127)		Principals (16)		V/Principals (10)		Supervisors (5)		WEO (2)		PTA (16)					
			No	%	No	%	No	%	No	%	No	%	No	%				
1	Sex of Respondents	Male	96	75.6	14	87.5	7	87.5	5	100	2	100	13	81.3	137	77.8		
		Female	31	24.4	2	12.5	3	12.5	-	-	-	-	3	18.6	39	22.1		
		Total	127	100	16	100	10	100	5	100	2	100	16	99.9	176	99.9		
2	Work Experience and Current Work Position	1 – 5 years	15	11.8	-	-	-	-	-	-	-	-	11	68.8	26	14.8		
		6– 10 years	20	15.7	4	25.0	4	40	-	-	-	-	5	31.2	33	18.8		
		11–15 years	51	40.2	7	43.6	6	60	3	60	2	100	-	-	69	39.9		
		16–20 years	28	22.0	2	12.5	-	-	2	40	-	-	-	-	32	18.2		
		21 and above	13	10.2	3	18.6	-	-	-	-	-	-	-	-	16	9.1		
		Total	127	100	16	99.7	10	100	5	100	2	100	-	-	176	100		
3	Educational Background	Certificate	3	2.1	-	-	-	-	-	-	-	-	-	-	3	1.7		
		Diploma	99	83.2	-	-	-	-	-	-	-	-	-	-	99	56.3		
		1 st Degree	25	14.6	16	100	10	100	5	100	2	100	-	-	58	32.9		
		Total	127	99.9	16	100	10	100	5	100	2	100	16	100	160	90.9		

As can be shown in the above table 3 item 1, 96(75.6%) of teachers, 14(87.5%) of principals, 5(100%) of cluster supervisors, 2(100%) WEO and 13(81.3) PTA were males. Whereas 31(24.4%) of teachers, 2(12.5%) of principals and 3(18.6) PTA were females. From this, it is possible to conclude that the supervisory position was dominated by males. Similar with this, (Carron and De Grauwe, 1997:30) indicated that, the supervision staff is still dominated by the male. As Carron and De Grauwe, (2001b:110) indicated, this may be because females not apply for this position because of “long distance to travel” and “being away from family for long period”.

Regarding the work experience, the majority 51(40.2%) of teachers have work experience between 11 – 15 years, 28(22%) of teacher respondents have work experience between 16 – 20 years and 20(15.7%) of them had work experience between 6 and 10 years’ experience. Whereas, 15(11.8%) and 13(10.2%) of teachers have work experience of 1 – 5 years and 21 and above years respectively. In addition, 7(43.6%), 6(60%), 3(60%) of principals, v/ principals, supervisors and 2(100%) Woreda Education Officers respectively have work experience 11 – 15

years. Whereas, 4(25%) principals and 4(40%) v/principals have work experience 6 – 10 years. The others, 2(12.5%) principals, and 2(40%) supervisors have work experience between 16 and 20 years respectively. The remaining, 3(18.6%) principals have work experience 21 and above years. Lastly, 11(68.2%) and 5(31.2%) PTA have work 1 – 5 and 6 – 10 years' experience respectively.

Regarding the educational background of the respondents 99(83.2%) of teachers were diploma holder, 25(19.7%) of teachers were first degree holder and the remaining 3(2.4%) of teachers were certificate holders. In case of school principals, v/principals and CRC supervisors all of them were first degree holders. Moreover, all interviewee Woreda Education Officers had first degree.

4.2. Presentation, Analysis and Discussion of the Finding of the Study

1. To examine the extent to which the major activities of SIP are implemented to achieve the expected outcomes in primary schools.

i. SIP implements and Realization of Its Objectives

School improvement program has four major domains. So, SIP implements focuses on these vital areas of school improvement. It needs the cumulative endeavor of all stakeholders. implements of SIP and realization of its objectives have strong connection. SIP has the following major objectives. These are: improving students' learning, ethics and academic achievement, enabling school system to be transparent, participatory and accountable by realizing good governance and democratic system in schools in order to make the schools result full and enabling the schools to have managerial freedom by developing the leadership and management with decentralized system at school level (MoE, 2007). Effective SIP implements can result with better realization of its objectives. Therefore, it may be possible to say SIP implements can help in the realization of its objectives. Of course; this depends up on the effort schools exert on SIP implement. The objectives are general and many specific activities should be accomplished to achieve them. In relation to this, respondents were asked to indicate the extent to which SIP implements helped the realization of the above objectives. Accordingly, the responses given by the respondents summarized in the following table.

Table 3.2 Advantage of SIP implements in the Realization of Its Objectives

Strongly agree = 5, Agree = 4, Not Decided =3, Disagree = 2, strongly Disagree =1

No	Items	Resp	Rating Scales				
			5	4	3	2	1
1	SIP helped the students to improve their academic achievement.	Fre	24	56	42	36	
		Per	15	35	27	23	
2	SIP helped in using multiple sources of evidence in monitoring students' achievement.	Fre	27	57	33	41	
		Per	17	36	21	26	
3	SIP helped the teachers to understand how to improve students' academic achievement.	Fre	21	47	38	52	
		Per	13	30	24	33	
4	SIP helped teachers to give academic support to students according to their individual difference.	Fre	13	52	37	56	
		Per	8	33	23	35	
5	SIP helped in creating Conducive Learning Environment.	Fre	19	58	34	47	
		Per	12	37	22	30	
6	SIP helped to maintain smooth relationships with parents to improve students' discipline.	Fre	11	53	33	61	
		Per	7	34	21	39	
7	SIP helped to develop good practices of school leadership.	Fre	31	57	22	48	
		Per	20	36	14	30	
8	SIP helped to decentralize school management.	Fre	28	62	25	43	
		Per	18	39	16	27	

As reflected in Table 4.1 of item 1, the respondents were asked whether SIP helped the students to improve their academic achievement, Respondents responded that; (15%) strongly agree, (35%) agree, (27%) undecided and (23%) disagree that SIP helped to improve students' academic achievement. As the computed percentage values showed, one may possibly state that the implementation of SIP in primary schools under study not helped to improve their(students) academic achievement.

Furthermore, interview was held with principals, PTA chairpersons and Woreda Education Officers on this issue. According to one of the principals, "schools have experienced SIP implementation but not helped to realization of its objectives. He also added that the extent to which implementation of SIP not helped in the realization of its objectives was still at medium level and need to work hard for better achievement". Another principal said that "schools have been started to give emphasis for SIP implementation but this supported not the realization of its objectives in a way that students' academic achievement showed certain improvement." Woreda Education Officers responded that "much has been done for SIP implementation and this helped in the realization of its objectives even though it didn't succeed as much as expected. But, the

officer argued that the schools should encourage all stakeholders to contribute their idea, experiences and best efforts for successful implement of SIP. In this regard, another education officer explained that “SIP implement can have helped in the realization of its objectives, but the main problem was on the school leadership and school SIP committee in playing their important role.” The PTA chairpersons said that, “SIP helped the students to improve their academic achievement”.

In table 4 item 2; Respondents asked whether SIP helped in using multiple sources of evidence in monitoring students’ achievement. The percentage distribution shows that; (17%) were strongly agree, (36%) agreed, (21%) undecided, (26%) disagreed. This implies that the school use multiple source of evidence in monitoring students’ achievement. But, still there is a gap.

As shown in Table 4 of item 3, the respondents asked whether SIP helped the teachers to understand how to improve students’ academic achievement, respondents responded that; (13%) strongly agree, (30%) agree, (24%) undecided and (33%) disagree SIP helped the teachers to understand how to improve students’ academic achievement. As the computed percentage values showed, one may possibly state that the implement of SIP in primary schools under study not helped in improve students’ academic achievement. That is SIP not helped the teachers to understand how to improve students’ academic achievement.

In table 4 item 4; Respondents asked whether SIP helped teachers to give academic support to students according to their individual difference. The percentage distribution shows that; (8%) were strongly agree, (33%) agreed, (23%) undecided, (35%) disagreed. This implies that the teachers did not give academic support to students according to their individual difference as wanted.

As reflected in Table 4 of item 5, the respondents asked whether SIP helped in creating Conducive Learning Environment, respondents responded that; (12%) strongly agree, (37%) agree, (22%) undecided and (30%) disagree that SIP helped in creating Conducive Learning Environment to improve students’ academic achievement. As the computed percentage values showed, one may possibly state that the implement of SIP in primary schools under study not helped in creating Conducive Learning Environment.

In table 4 item 6; respondents rated whether SIP helped to maintain smooth relationships with parents to improve students' discipline. The percentage distribution showed that; (7%) were strongly agree, (34%) agreed, (21%) of the respondents undecided, (39%) disagreed. The data obtained from interview with principals support this idea. According to the PTA chairpersons, "after the government launched SIP; the parents and entire community got more opportunity to discuss on school improvement issues. But, this is not helped the principals to made students discipline the main issue. They also added that previously they were wanted only for financial contribution. Generally, from the themes of responses of the interviewees it may possibly imply that the SIP implementation not helped improve students' discipline.

As indicated in Table 4 of item 7, the respondents asked whether SIP helped to develop good implements of school leadership, respondents responded that; (20%) strongly agree, (36%) agree, (14%) undecided and (30%) disagree SIP helped to develop good implements of school leadership. As the computed percentage values showed, one may possibly state that the implementof SIP in primary schools under study helped in the realization of its objectives. That is SIP helped to develop good implements of school leadership. But, there is a limitation.

In table 4 item 8; respondents rated whether SIP helped to decentralize school management. The percentage distribution showed that; (18%) were strongly agree, (39%) agreed, (16%) of the respondents undecided, (27%) disagreed. The qualitative data obtained from interview with principals support this idea. According to the PTA chairpersons, "after the government launched SIP; the parents and entire community got more opportunity to discuss on school improvement issues. So, this helped to made schools management a little bit decentralized. They also added that previously they were wanted only for financial contribution. Generally, from the themes of responses of the interviewees it may possibly imply that the SIP implementation helped in the realization of its objectives.

2. Supportive Conditions to implement SIP

Different supportive conditions should be put in place to implements SIP. John (2001) described that, these conditions are expected to be put in place at various levels: at national, regional, zone, district, school and class room. In this regard, the researcher focused on investigating how much

the support provided from Woreda and school level was adequate to implements SIP. To this end, responses of respondent on this issue were computed in the following Table.

Table 4.2 Adequacy of Support at School Level to Practices SIP
Strongly agree = 5, Agree = 4, Not Decided =3, Disagree = 2, Strongly Disagree =1

No	Items	Resp	Rating Scales				
			5	4	3	2	1
1	Continuous training to school staff has been provided.	Fre	0	53	38	67	
		Per	0	34	24	42	
2	Required resources such as money, equipment & materials are properly assigned.	Fre	0	30	22	106	
		Per	0	19	14	67	
3	Regular monitoring system for implement of SIP has been put in place.	Fre	8	33	42	75	
		Per	5	21	27	47	
4	Best practices of SIP implementation shared among departments.	Fre	3	22	30	103	
		Per	2	14	19	65	
5	Available technology has been made use of in SIP implementation.	Fre	1	19	38	100	
		Per	1	12	24	63	

As reflected in Table 4.2 item 1; the respondents were asked whether continuous training to school staff has been provided and the percentage distribution shown that; (34%) were agreed, (24%) of the respondents undecided, (42%) disagreed, this indicated that the training give on SIP is not sufficient.

As shown in table 4.2 item 2; the respondents were asked whether required resources such as money, equipment & materials were properly assigned or not; the percentage value showed that, (19%) were agreed, (14%) of the respondents undecided and (67%) disagreed, this implied that the required resources were not assigned.

In table 4.2 items 3; the respondents asked whether regular monitoring system for Implementation of SIP has been put in place or not the percentage distribution showed; (5%) were strongly agreed, (21%) of the respondents agree, (27%) undecided and (47%) disagreed. Most groups of respondents, therefore, indicated that the above supportive conditions for school improvement practice had been put in place at school level with very minimum extent.

In table 4.2 item 4; the respondents asked whether best implementations of SIP implementation shared among departments and the percentage distribution of the response; (2%) were strongly agreed, (14%) of the respondents agree, (19%) undecided and (65%) disagreed, from this one can decided that the implementation of SIP implementation among department was low.

As it can be seen from table 4.2item 5; respondents were requested to rate the available technology has been made use of in SIP implementation with weighted percentage value of (1%) strongly agreed, (12%) agree, (24%) undecided and (63%) disagreed. Generally, the interviewed principals said that “schools have limited resources and capacity to use technology. So, it is difficult for schools to put the necessary supportive conditions to implementation SIP and this pull back SIP implementation.” But, two of the Woreda education officers replied that “schools have shortage of capacity in mobilizing the resource but not inadequacy of resources to allocate for SIP implementation.” Moreover, from the responses of the interviewees it may possible to say that the supportive conditions hadn’t adequately put in place at school level for SIP implementation.

Table 5. Adequacy of Support from Woreda Education Office

Strongly agree = 5, Agree = 4, Not Decided =3, Disagree = 2, Strongly Disagree =1

No	Items	Rasp	Rating Scales				
			5	4	3	2	1
1	Regular technical support has been offered by Woreda education office in SIP planning.	Fre	0	21	25	112	
		Per	0	13	16	71	
2	Woreda education office has mobilized the community for the successful implementation of SIP.	Fre	3	19	47	89	
		Per	2	12	30	56	
3	The Woreda education office has provided continuous consulting services for SIP implementing schools.	Fre	1	22	37	98	
		Per	1	14	23	62	

In Table 5 item 1; the computed percentage values of responses on provision of regular technical support in SIP planning were (13%) agree, (16%) undecided and (71%) disagreed. One can have decided that WEO did not make available support for schools in SIP planning. The school principals replied that “support from Woreda education office for implementation of SIP was very low”

In table 5 items 2; the respondents asked whether Woreda education office has mobilized the community for the successful implementation of SIP or not and the percentage distribution was; (2%) strongly agreed, (12%) agree, (30%) undecided and (56%) disagreed. This may imply that supportive conditions for school improvement from woreda level hadn’t been adequately put in place to implementation SIP.

In table 5 items 3; the respondents asked whether the Woreda education office has provided continuous consulting services for SIP implementing schools or not and the percentage distribution was; (1%) strongly agreed, (14%) agree, (23%) undecided and (62%) disagreed. Generally, the interviewee indicated that: three of the principals replied that “support from Woreda education office for implementation of SIP was very low. Particularly, the eight school principals said that the issue of SIP was left only for schools and the expertise from Woreda education office come to school only for evaluation.” The Woreda education officers responded that “the support given from education office was not ample, because the experts mostly restricted to official activities rather than support for schools. Of course, I trust this situation should be changed.” Besides, all respondent from PTA chairpersons said that help from WEO particularly in mobilizing the wider community for SIP implementation was very low.

Table 6. Factors of School Culture Influencing SIP implementation
Strongly agree = 5, Agree = 4, Not Decided =3, Disagree = 2, Strongly Disagree =1

No	Items	Resp	Rating Scales				
			5	4	3	2	1
1	Clear vision has been discussed among the school staffs before launching SIP implementation.	Fre	2	31	34	91	
		Per	1	20	22	58	
2	Regular discussion forum on SIP implementation exist among the staff.	Fre	1	29	39	89	
		Per	1	18	25	56	
3	Positive relationship among staff in place.	Fre	34	55	22	47	
		Per	22	35	14	30	
4	SIP activities shared among the staff.	Fre	14	50	12	82	
		Per	9	32	8	52	
5	The school community commonly has approved the plans for SIP.	Fre	5	44	30	79	
		Per	3	28	19	50	
6	Staff has taken ownership of all SIP decisions to change them into implementation.	Fre	2	41	24	91	
		Per	1	26	15	58	

As shown in Table 6, for all items the percentage value was: (1%) strongly agreed, (20%) agree, (22%) undecided and (58%) disagreed; (1%) strongly agreed, (18%) agree, (25%) undecided and (56%) disagreed;(22%) strongly agreed, (35%) agree, (14%) undecided and (30%) disagreed; (9%) strongly agreed, (32%) agree, (8%) undecided and (52%) disagreed; (3%) strongly agreed, (28%) agree, (19%) undecided and (50%) disagreed; (1%) strongly agreed, (26%) agree, (15%) undecided and (58%) disagreed respectively. The respondents shared clear vision to school community, regular discussion forum, positive relationship among staff and shared SIP activities among staff had been commonly exercised in their respective school with percentage value indicated in the table above. They also agreed that taking ownership of SIP implementation

decisions was experienced in their school. Indeed, the interview respondents implied that factors of school culture had influenced the implementation of SIP. Hence, the influence was positive or beneficial in which it helped the implementation of SIP. One of the education officers answered that “building effective school culture aided in decision making, problem solving and other tasks of SIP implementation in our school. “The three principals told that having good school culture helped us in making the SIP implementation smooth. Therefore, it may possible to say that factors of school culture influenced the practice of SIP.

3. Major Challenges Encountered in Implementing School Improvement Program

Comprehensive implementation of SIP results in the successful attainment of its objectives. However, this demands the collaborative effort of all stakeholders. Despite their relentless effort in SIP implementation, Sululta Woreda Primary Schools have encountered some challenges. These include challenges related to: learning-teaching domain, leadership & management domain, safe & conducive learning environment domain & community involvement domain. Respondents asked some questions on this issue. Accordingly, the results of responses were presented in the following tables.

Table 7.To identify the main challenges of SIP practicing in primary schools.

Strongly agree = 5, Agree = 4, Not Decided =3, Disagree = 2, Strongly Disagree =1

No	Items	Respondents	Rating Scales				
			5	4	3	2	1
1	Turnover and shortage of man power	Fre	45	56	21	36	
		Per	28	35	13	23	
2	Difficulty of understanding SIP guideline	Fre	31	76	7	44	
		Per	20	48	4	28	
3	Resistance of the program from teachers	Fre	21	70	18	49	
		Per	13	44	11	31	
4	Resistance of the program from students	Fre	8	71	35	44	
		Per	5	45	22	28	
5	Resistance of the program from the community	Fre	19	59	25	55	
		Per	12	37	16	35	
6	Lack of necessary awareness, attitude and practical involvement in SIP implementation students	Fre	33	69	12	44	
		Per	21	44	8	28	
7	Lack of necessary awareness, attitude and practical involvement in SIP implementation teachers	Fre	13	39	27	79	
		Per	8	25	17	50	
8	Insufficient budget	Fre	31	65	16	46	
		Per	20	41	10	29	
9	Lack of school facilities	Fre	34	79	18	27	
		Per	22	50	11	17	
10	Large and overcrowded class-size	Fre	37	69	11	41	
		Per	23	44	7	26	
11	Lack of rewards for those who deserved it	Fre	44	66	12	36	
		Per	28	42	8	23	
12	Lack of qualified principals	Fre	0	27	35	96	
		Per	0	17	22	61	
13	Limited support from Woreda education office	Fre	31	65	14	48	
		Per	20	41	9	30	
14	Limited support from the community	Fre	39	77	19	23	
		Per	25	49	12	15	
15	Lack of practical training on the uses of SIP tools	Fre	16	54	28	60	
		Per	10	34	18	38	

As can be seen from table 7 of item1, respondents were asked to give their agreement or disagreement regarding the issue of turnover and shortage of man power in SIP implementation. Accordingly, (35%) and (28%) respondent stated that their agreement and strongly agreement respectively. Whereas (23%) of respondents revealed their disagreement. On the other hand, (13%) of the sampled respondents couldn't decide about the turnover and shortage of man power

in SIP implementation. From this one can conclude that turnover and shortage of man power is the problems to implementation SIP in primary schools.

Preparing to item 2 of table 7; that asked the difficulty of understanding SIP guideline or not, (20%) and (48%) of the respondents stated their view strongly agree and agree respectively. Whereas (28%) of the sampled respondents disagree with the issue. On the other hand, the remaining (4%) of the respondents, however, failed to decides. From the analyzed data one can deduced that the stakeholders did not understand SIP guideline. This means their understanding of the guideline of SIP become weak.

With regard to table 7 item 3; (13%) and (44%) of the respondents strongly agree and agree with resistance of the SIP program from teachers. On the other hand, (31%) of the respondent disagree on the issue. Among the respondents, (11%) of the respondents could not make decision on the item. This means the understanding of teachers about the importance of SIP to improve quality of education become weak. The information that obtained from interview of school principals revealed that the Resistance of the program from teachers was high.

Furthermore, items 4 table 7, (5%) and (45%) of the respondents strongly agree and agree with resistance of the SIP program from students. On the other hand, (28%) of the respondent disagree on the issue. Among the respondents, (22%) of the respondents could not make decision on the item. This means the understanding of students about the importance of SIP to improve quality of education become weak. The data that obtained from the interview of school principals and PTA also revealed as the resistance of the program from students become high.

Similarly, table 7 item 5; the respondents were asked whether the community resist the SIP program by the time of implementation, (12%) and (37%) show strongly agree and agree respectively. (35%) of the respondents perceived their disagreement. The remaining (16%) of them could not make decision. In line with the analysis of the data, majority of the sampled respondents were agreeing that as there was no good involvement of communities on the implementation of SIP. By the same taken the information that obtained the interview from the school principals, WEO and PTA also show similar with the teacher's view.

Regarding to item 6 table 7; the respondents were asked whether the students have no necessary awareness, attitude and practical involvement in SIP implementation. Accordingly, (28%) of the

respondents disagree with the issue. Whereas, (21%) and (44%) of respondent strongly agree and agree with the point. Nevertheless, (8%) failed to make decision. The information that obtained from the interview of school principals also indicated the students has no necessary awareness, attitude and practical involvement in SIP implement

In table 7Item 7; the respondents were asked whether the teachers have no necessary awareness, attitude and practical involvement in SIP implement. Accordingly, (50%) of the respondents disagree with the issue. Whereas, (8%) and (25%) of respondent strongly agree and agree with the point. Nevertheless, (17%) failed to make decision. The information that obtained from the interview of school principals, PTA and WEO also indicated some teachers has no necessary awareness, attitude and practical involvement in SIP implement Whereas, few of the teachers has no interest to involve in SIP implement. This implies that, lack of commitment of teachers is the critical one that negatively affects SIP implementation.

Furthermore, table 7 items 8; (20%) and (41%) of the respondents strongly agree and agree with insufficient budget allocation for SIP implement in primary schools. On the other hand, (29%) of the respondent disagree on the issue. Among the respondents, (10%) of the respondents could not make decision on the item. This means that the budget allocated from concerned body especially from Woreda education office were not sufficient. The data that obtained from the interview of school principals, WEO and PTA also revealed as the budget allocated from concerned body especially from Woreda education office for SIP implement were not sufficient.

As can be seen from table 7 item 9; respondents were asked to give their agreement or disagreement regarding the issue of lack of school facilities in SIP implement. Accordingly, (50%) and (22%) respondent stated that their agreement and strongly agreement respectively. Whereas (17%) of respondents revealed their disagreement. On the other hand, (11%) of the sampled respondents couldn't decide about lack of school facilities (lack of laboratory, library and pedagogical centers) in SIP practice.

As shown in table 7 item 10; the respondents were asked to show their agreement on the large and overcrowded class-size. Accordingly, (23%) and (44%) of the respondents strongly agree and agree with large and overcrowded class-size SIP implement in primary schools. On the other hand, (26%) of the respondent disagree on the issue. Among the respondents, (7%) of the

respondents could not make decision on the item. Besides, interview conducted with school principals and PTA members indicates that large and overcrowded class-size affects SIP implement in primary schools. This implies that large and overcrowded class-size affected SIP implement in primary schools.

In table 7 item 11; shows that, the extent to which the lack of rewards for those who deserved SIP implement. Accordingly, the percentage distribution was; (28%) strongly agreed, (42%) agree, (8%) undecided and (23%) disagreed. This shows that, the primary school leadership had not made an attempt to rewards for those who deserved it. This might have not enabled the school leadership to get the attention and commitment of key stakeholders, as their stakes were included in the school improvement program.

In table 7 Item 12; the respondents were asked whether the lack of qualified principals affected SIP implement or not. Accordingly, (61%) of the respondents disagree with the issue. Whereas, (17%) of respondent agree with the point. Nevertheless, (22%) failed to make decision. The information that obtained from the interview of school principals, PTA and WEO also indicated the qualification of the principals did not affect the school improvement program. Whereas, most of the principals has no interest to involve in SIP implemented. This implies that, lack of commitment of principals is the critical one that negatively affects SIP implementation.

With regard to table 7 item13; respondents were asked to rate about support from Woreda education office for the implement of SIP. Accordingly, the respondents were rated the item with (20%) and (41%) of the respondents strongly agree and agree with support from Woreda education office is not sufficient. On the other hand, (30%) of the respondent disagree on the issue. Among the respondents, (9%) of the respondents could not make decision on the item. From the above result we can conclude that limited technical support from Woreda education office in the implementation of SIP was one of the serious problems.

Furthermore, table 7 items 14; (25%) and (49%) of the respondents strongly agree and agree with Limited support from the community for SIP implement in primary schools. On the other hand, (15%) of the respondent disagree on the issue. Among the respondents, (12%) of the respondents could not make decision on the item. This means that support from the community were not sufficient.

In table 7 item 15; the respondents were requested to rate about practical training on the uses of SIP guide line. Accordingly, the percentage distribution was; (10%) strongly agreed, (34%) agree, (18%) undecided and (38%) disagreed. From this result we can conclude that lack of practical training on the use of SIP guideline was serious problem. Regarding to this challenges of SIP implement , the data collected through interview revealed that lack of practical training on the uses of SIP guide line rated as a serious problem.

Table 8.To explore the major opportunities of SIP planning in primary schools. Here is list of school improvement opportunities which are expected to help practice school improvement program. Therefore, say “Yes” or “No.”

No	Items	Respondents	Opport	
			Yes	No
1	The potential for strategic plan of General Education Quality Improvement Program aimed to improve the quality of education in Sululta Woreda.	Fre.	59	99
		Per.	37	63
2	A policy of decentralization system that advocates the delegation of decision making authority from Federal Ministry of Education to regional education bureaus, district education offices and to the school level.	Fre.	87	71
		Per.	55	45
3	The investment of resources in the Education Sector Development Program that is required in the education system.	Fre.	65	93
		Per.	41	59
4	The great demands for skilled human resources in the labor market.	Fre.	47	111
		Per.	30	70
5	The curriculum matter relates to real life contexts when compared with the old education system. It is more of practical hands-on experience and inquiry learning that leaves room for local contexts of the schools which offer more choices for the students.	Fre.	61	97
		Per.	39	61
6	Presence of policy guide line, rules and regulation for school improvement and community participation framework respectively.	Fre.	74	84
		Per.	47	53

As shown in table 8 item 1; the respondents were asked to show their agreement on the potential for strategic plan of General Education Quality Improvement Program aimed to improve the quality of education in Sululta Woreda. Accordingly, the percentage distribution was; (37%) respondents was said yes whereas, (63%) of the respondents did not accept the idea.

In table 8 item 2; the respondents asked about the policy of decentralization system that advocates the delegation of decision making authority from Federal Ministry of Education to regional education bureaus, district education offices and to the school level. Accordingly, the percentage distribution was, (55%), provided a positive response (yes) to the point and (45%) provided a negative response (no) to the point. this implies that the policy of decentralization system that advocates the delegation of decision making authority from Federal Ministry of

Education to regional education bureaus, district education offices and to the school level has positive impact on SIP implement.

In table 8 item 3; the respondents were requested to rate about the investment of resources in the Education Sector Development Program that is required in the education system. Accordingly, the percentage distribution was, (41%) respondents said yes while (59%) respondents said no. This indicated that, there is not sufficient the investment of resources in the Education Sector Development Program that is required in the education system.

In table 8 item 4; the respondents were requested to rate about the great demands for skilled human resources in the labor market. Accordingly, the percentage distribution was; (30%) respondents was said yes whereas, (70%) of the respondents did not accept the idea. This indicated that the skilled human resource the involved in SIP implement in market is not sufficient.

As indicated in table 8 item 5; the respondents were asked to show their agreement on the curriculum matter relates to real life contexts when compared with the old education system. It is more of practical hands-on experience and inquiry learning that leaves room for local contexts of the schools which offer more choices for the students. Accordingly, the percentage distribution was; (39%) respondents was said yes whereas, (61%) of the respondents did not agree the idea. This showed that, there is limitation on curriculum that teaches the students on real life contexts (leaves room for local contexts of the schools which offer more choices for the Students).

With regard to table 8 item 6; respondents were asked to rate about presence of policy guide line, rules and regulation for school improvement and community participation framework respectively. Accordingly, the percentage distribution was; (47%) respondents was agreeing whereas, (53%) of the respondents did not reach agreement on the idea. This indicated that, there were no policy guide line, rules and regulation for school improvement and community participation framework in primary schools of Sululta Woreda. The next paragraphs present the results of the interviews sessions as follows. The question presented to the participants was: what are the major prospects/opportunities of implementing the school improvement program? In the primary schools of Sululta Woreda principals, Woreda education officers and PTA all groups commonly verified that “the opportunities for primary school improvement program they listed were similar that is presence of policy guidelines, existence of education sector development

program (ESDP), a policy of decentralization system, and existence good political environment to implement school improvement program.”

Guide line checklist for the document analysis

Table 9:to identify the organizations and preparation level of the SIP Committee

No	Response items	YES	NO
1	SIP committee established at the school level		
2	The committee has its own SIP plan		

Table 10:the extent of committees involvement

No	items	Responses							
		Very high		high		low		Very low	
		Fre	%	Fre	%	Fre	%	Fre	%
1	The extent to which the KETMB and PTA’S work cooperatively for the success of SIP			1	16.66	4	66.66	1	16.66
2	the extent of developing procedures and schedules for their meeting and working accordingly.					1	16.66	5	83.33
3	The extent to which the school conduct meeting with the SIP main and sub-committees or task forces			1	16.66	2	33.33	3	5
4	The extent which the task forces of the school evaluate the implements of SIP activities					4	66.66	2	33.33

Using the prepared guide line checklist, the school document analysis was conducted to in enrich the data gathered through questionnaire and interview to the research questions.

Regarding the start implementation evaluation and task forces of SIP data were gathered in analyzing the recorded documents and interviewing the principles of the schools.

As the researcher observed from the written documents of the school and the principals expressed , the SIP Committees was established but they don’t have their own plan of implementing .As limitation KETMB and PTA’s have rarely worked cooperatively .The established main committee have not conducted regular meetings to evaluate the extent of implementing SIP activities.Hence,in the schools the activities of SIP were implemented but, there was no ongoing process of evaluating as the task forces of sip have no regular meeting which could enable to identify strengthen and weakness so as to take remedial actions possible modification and revision of priorities

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The major purpose of this study was to examining the extent to which SIP activities are implemented and those challenges that hinder the planning process in primary schools of Sululta Woreda. This chapter deals with the summary of findings, the conclusions reached at and the recommendations forwarded on the basis of findings.

5.1. Summary of the findings

School improvement program is a plan of actions or schedule activities and procedures accomplished to achieve the specific and general educational purposes /objectives.as a general concerned objectives, it is to provide quality educations to pupils through solving particular challenges and problems which in general the nation and the schools in particular suffer from the quality of school improvement program in achieving its objectives is seen in terms of its four domains ,and enhanced or determined by the extent of the activities implemented in creating supporting conditions implementing the SIP program.

Regarding this, Jilu (2010) states school improvement itself as activities to improve the act and process so as to improve teaching learning and students result.

Based on this fact ,this study conducted on as a certaining the extent to which SIP activities were implemented in primary schools of Sululta Woreda. The general objectives of the study was examining the extent to which SIP activities were implemented in 16 primary schools.

The study was designed to specifically address the three basic questions forwarded as follows:

1. To what extent the major activities of school improvement program /SIP/ are implemented to achieve the expected outcomes in primary schools of Sululta Woreda?
2. What are the main challenges of implementing the SIP in the primary schools?

3. What are the major opportunities of implementing the school improvement program?

In doing so, in order to understand better and provide some insight on the development on the topic of the study the existing literatures and previous study reviewed regarding the concept of SIP and its four domains with their activities to answer the three basic questions, relevant data gathered through questionnaire ,interview and document analysis .

In line with this, as quantitative method when likert scale questionnaire were used to gather from selected teachers, supervisors, principals and management, to open end questionnaires and interview questions were presented to the selected respondents to obtain data in detail.

This school documents were also analyzed through the prepared guide lines statements or checklists.in order to relate the findings of the data gathered on quantitative and qualitative methods in concurrent manner ,the researcher presented all the findings in a condensed form.

The finding of the study related that the school improvement couldn't result with better realization of its objectives in the all primary school selected and used as study areas.

Summary of the findings

1. *Facilitating supportive conditions at school level and assistance from WEO was not adequate enough to implementation SIP as much as expected.*
2. Community support in the implementation of SIP is very low.
3. *Factors of school culture influenced the implementation of SIP*

5.2. Conclusions

In light of the findings stated above the following conclusions are drawn.

- ❖ The critical role of SIP practice in the realization of its objectives is unquestionable. Effective practice of the School Improvement results with achieving and sustaining SIP objectives. Schools which give focus for effective practice of SIP are expected in performing better realization of its objectives than those schools that do not.
- ❖ SIP practice requires a supportive environment where conditions for school improvement adequately put in place. Excellent schools direct their energies and resources towards the practice of school improvement program to maximize achievement and realize the potential of all

students. However, it was attested by the responses obtained through questionnaire & interview that putting these supportive conditions seemed under emphasized in Sululta Woreda, particularly from Woreda education office. Therefore, it may be possible to conclude that facilitating supportive conditions at school level and assistance from woreda education office was not adequate enough to practice SIP as much as expected.

- ❖ School culture is crucial to the practice of SIP. Because, school improvement needs the collaborative effort of all stake holders. If focus is given to it, culture becomes the cohesion that bonds these stakeholders together. Hence, factors of school culture can influence positively by putting a bridge to long lasting practice of SIP or influence negatively by presenting barriers to it. Based on this, MoE emphasized the need to develop teamwork in schools.
- ❖ The major problems that affected the effective practice of SIP in SulultaWoreda primary schools were; insufficient budget and lack of school facilities, limited support of the community, and lack of necessary awareness and practical involvement of students in the program were the major ones. These problems were emanated from various factors. For example, lack of necessary awareness and practical involvement might be due to schools' leadership incapability in designing awareness creation programs that could address the age and the educational level of students. Similarly, limited support from the community would be due to the schools' leadership failure in involving the community representatives and the community at large in key areas of the schools.
- ❖ Primary schools as the bedrock of the proposed sustainable Development Goals with regard to the education goal which states that “the Goal of Education is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” has to be endorsed as the highest quality education improvement priority. Hence, in the process of school improvement, things might have been inexcusable in the last five years. Consequently, in order to guarantee success and ensure that no primary schools are left behind, best mechanisms have to be identified to urge solutions, which will be implemented within a certain period of time.
- ❖ To use the opportunities requires the concerted efforts of primary school leaders and management teams to restructure continuously the SIP. Consequently, all stakeholders should do their part in promoting school improvement in the primary schools of the administrative Woreda.

5.3. Recommendations

Based on the findings of the study, the following recommendations were drawn to minimize and solve the problems that impede the practice of SIP in Sululta Woreda Primary Schools:

1. Schools with high experience of practice of SIP may have better opportunities for success in the realization of its objectives than those with low or no experience in practice SIP. So, woreda education offices and schools need to develop certain mechanisms to make the schools successful in this regard. The recommended mechanisms could be:
 - ❖ Woreda education offices ought to be a catalyst for effective practice of school improvement by understanding and acting on their role.
 - ❖ Schools need to put students learning first and focus on improvement of students' academic achievement in their plans and process of implementation.
 - ❖ Schools should emphasize on fostering good practices of leadership (transparency, participatory approach & accountability) and decentralization of school management by participating the staff in every school activity.
2. Effective practice of SIP required to have supportive conditions in place; so that schools can cope up the challenges, adopt new ways of solving SIP problems and can provide support to all stakeholders. Knowing of this fact, it would be important for Sululta Woreda primary schools and woreda education offices to put adequate supportive conditions in place for effective practice of SIP.
 - ❖ Woreda education offices should focus on school's capacity building through continuous training and professional consultation.
 - ❖ Woreda education offices need to help the schools in mobilizing the wider community through the government structures: woreda & local kebele administrations.

- ❖ Schools should work to capacitate the staff, monitor the implementation of SIP on regular basis, facilitate best practice during the practice and provide opportunities to staff for communicating by using SIP committee of the school.
 - ❖ Schools should give emphasis to allocate resources (money, equipment and materials) by discussing with school board and PTA.
 - ❖ The Woreda education office in collaboration with primary school leadership needs to design a strategy to ensure sustainable participation of the community members. This can be done through creating awareness creation programs such as seminars, workshops and etc. Simultaneously, the leadership capability of principals should be promoted in a way that they can be capable of mobilizing the community for the realization of goals of SIP.
3. In order to attain objectives of SIP in general and quality education in schools in particular, MOE, regional education bureaus and zone education office are exerting their utmost effort in setting different training & preparing manuals those help the schools to develop good school culture. The MOE has also given more emphasis to strategy of developing team work among teachers, students and the entire school community which can result with better school culture in practicing SIP. However, this was not fully implemented by Woreda education offices. Therefore, it would be better for the MOE, regional education bureau and zone to assist Woreda education offices to work on the strategy in developing fertile ground for better school culture in schools such as: to work on structures and processes exist in schools to support shared leadership, facilitating staffs collective responsibility for student learning and staffs focus on continuous improvement.
 4. Decentralization process in Ethiopia is currently undergoing a far reaching decentralization of education, where accountability and responsibility are transferred to lower administrative levels. As a major opportunity in the education sector, decentralization has opened the way for schools to exercise their duties and responsibilities. Through decentralization local communities take greater responsibilities for managing their own affairs, including SIP. However, as indicated in the study, decentralization in all of its contexts does not in itself empower schools to be responsible for their SIP. Thus, decentralization should reach primary schools and local communities to empower them further still for effective school improvement program implementation. Accordingly, the MOE, regional education bureaus, the zone education office, woreda education offices and primary schools have to foster mechanisms for the adoption of

policies, standards and practices that lead to sustainable school improvement by sharing of experiences and reinforcement of best practices.

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Appendix –A

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Questionnaire to be filled by Teachers, supervisors, principals and V/principals

The purpose of this questionnaire is to gather relevant information about the practices, challenges and opportunities of School Improvement program in primary schools of Sululta Woreda. The information that you will be providing will be used only for a research purpose and will remain highly confidential. Your genuine responses to the items of questionnaire will contribute to the successful completion of this study. You are, therefore, kindly requested to provide frank information. Your co-operation is very much appreciated.

Directions:

- Do not write your name.
- Indicate your responses by putting a thick (√) mark against each of your choices for close ended items.
- Give your responses briefly in writing in open ended items.

Thank you in advance for your concern and cooperation.

Part One: Respondents Background Information

1.1. Name of the School _____

1.2. Sex: M , F

1.3. Year of service 1 – 5 , 6 – 10 , 11 – 15 , 16 – 20 , 21 and above

1.4. Educational qualification: Certificate (TTI) , Diploma , First degree , MA degree

1.5. Field of study: Major _____ Minor _____

1.6. Current position or occupation: _____

Part Two: Indicate your responses for the following Likert scale items using “√” mark to write in the box corresponding to an action.

4. To examine the extent to which the major activities of SIP are practiced to achieve the expected outcomes in primary schools.

The scale is underscored as follows:

Strongly agree = 5, Agree = 4, Not Decided =3, Disagree = 2, strongly Disagree =1

No	Items	Rating Scales				
		5	4	3	2	1
1	SIP helped the students to improve their academic achievement.					
2	SIP helped in using multiple sources of evidence in monitoring students' achievement.					
3	SIP helped the teachers to understand how to improve students' academic achievement.					
4	SIP helped teachers to give academic support to students according to their individual difference.					
5	SIP helped in creating Conducive learning environment.					
6	SIP helped to maintain smooth relationships with parents to improve students' discipline.					
7	SIP helped to develop good practices of school leadership.					
8	SIP helped to decentralize school management.					
9	Continuous training to school staff has been provided.					
10	Required resources such as money, equipment & materials are properly assigned.					
11	Regular monitoring system for Implementation of SIP has been put in place.					
12	Best practices of SIP implementation shared among departments.					
13	Available technology has been made use of in SIP implementation.					
14	Regular technical support has been offered by woreda education office in SIP planning.					
15	Woreda education office has mobilized the community for the successful implementation of SIP.					
16	The Woreda education office has provided continuous consulting services for SIP implementing schools.					
17	Clear vision has been discussed among the school staffs before launching SIP implementation.					
18	Regular discussion forum on SIP implementation exist among the staff.					
19	Positive relationship among staff in place.					
20	SIP activities shared among the staff.					
21	The school community commonly has approved the plans for SIP.					
22	Staff has taken ownership of all SIP decisions to change them into practice.					

If any others specify _____

5. To identify the main challenges of SIP planning in primary schools.

Please indicate your opinion on the extent to which these challenges affect the school improvement practice of your schools by putting ‘√’ mark on the space provided.

Strongly agree = 5, Agree = 4, Not Decided =3, Disagree = 2, Strongly Disagree =1

No	Items	Rating Scales				
		5	4	3	2	1
1	Turnover and shortage of man power					
2	Difficulty of understanding SIP guideline					
3	Resistance of the program from teachers					
4	Resistance of the program from students					
5	Resistance of the program from the community					
6	Lack of necessary awareness, attitude and practical involvement in SIP practice students					
7	Lack of necessary awareness, attitude and practical involvement in SIP practice teachers					
8	Insufficient budget allocation					
9	Lack of school facilities					
10	Large and overcrowded class-size					
11	Lack of rewards for those who deserved it					
12	Lack of qualified principals					
13	Lack of trained teachers’ for special need education					
14	Limited support from woreda education office					
15	Limited support from the KETMB					
16	Limited support from the community					
17	Lack of practical training on the uses of SIP tools					

If any others specify _____

6. To explore the major opportunities of SIP planning in primary schools.

Here are list of school improvement opportunities which are expected to help practice school improvement program. Therefore, say “Yes” or “No.”

No	Items	Opportunities	
		Yes	No
1	The potential for strategic plan of General Education Quality Improvement Program aimed to improve the quality of education in SulultaWoreda.		
2	A policy of decentralization system that advocates the delegation of decision making authority from Federal Ministry of Education to regional education bureaus, district education offices and to the school level .		
3	The investment of resources in the Education Sector Development Program that is required in the education system.		
4	The great demands for skilled human resources in the labor market.		
5	The curriculum matter relates to real life contexts when compared with the old education system. It is more of practical hands-on experience and inquiry learning that leaves room for local contexts of the schools which offer more choices for the students.		
6	Presence of policy guide line, rules and regulation for school improvement and community participation framework respectively.		

If any others specify

Appendix – B

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Department of Educational Planning and Management

Interview Questionnaire to be filled by school principals, PTA and Woreda Education Officers

The purpose of this questionnaire is to gather relevant information about the practices, challenges and opportunities of School Improvement program in primary schools of SulultaWoreda. The information that you will be providing will be used only for a research purpose and will remain highly confidential. Your genuine responses to the items of questionnaire will contribute to the successful completion of this study. You are, therefore, kindly requested to provide frank information. Your co-operation is very much appreciated.

Interview Questions presented For PTA and Woreda Education Officers

1. To what extent the major activities of school improvement program /SIP/ are practiced to achieve the expected outcomes in your school? (Primary Schools of SulultaWoreda)
2. What are the main challenges of planning the SIP in the primary schools? (Primary Schools of SulultaWoreda)
3. What are the major opportunities of planning the SIP in your school? (Primary Schools of SulultaWoreda)

Appendix – C

Yunivarsiitii Finfinnee

Koolleejii Barumsaa

Dippaartimantii Karoorsuu fi Bulchiinsa Barnootaa

Gaafannoo Afaanii Koreen Guutamu

Qajeelfama Waliigalaa

Kaayyoon guddaangaafannookanaa Manneen barnootaa Sad. 1^{ffaa} Aanaa Sulultaakeessatti argaman keessatti raawwii fi gufuuwan hojii irraa olmaa SFMB ilaalchise odeeffannoosirriita' efunaan uufkanooluudha. Odeeffannoosinkennitandhimma qo'annoo fi qorrannookanaaf qofakanooluta' eeiccitiinis asirriittikan qabamuta'a. Deebiinkeessan milkaa'inaan xumaramuu qo'annoo fi qorrannookanaatiif gumaachaguddaagumaacha. Kanaaf, odeeffannoosirriita' eakkakennitangaafatamtu. Deeggarsikeessan baay'eedin qisiifama.

M/B keessankeessattibu' aabarbaadame fiduuf sagantaaf ooyya'insamanabarumsaa (FMB) hammam hojii raolaajira?

Bu'aa nargame jiraa?

Yoojiraate haabsamu

Rakkoowwan guddaakarooraa FMB hojii tihiikuuf gufuu'annamali?

Akkamanabarumsakeessaniitti carra guddaankarooraa FMB hojii raolaachuuf qabdan maali?

