ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

THE STATUS OF QUALITY EDUCATION: A COMPARATIVE STUDY BETWEEN GOVERNMENT AND PRIVATE PREPARATORY SCHOOLS, IN ADDIS ABABA

A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES

ADDIS ABABA UNIVERSITY

IN PARTIAL FULFILMENT OF THE REQURMENTS FOR THE DEGREE MASTER OF ARTS IN EDUCATIONAL LEADERSHIP AND MANAGEMENT

BY

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JUNE 30, 2014

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Declaration

I, the undersigned hereby declare that this thesis entitled, "comparative study of quality education between government and private preparatory schools in Addis Ababa, in perspective of input, process and output," is my original work done under supervision of Dr. Jeilu Oumer. I also confirm that this thesis has not been presented to any other university for the award of degree. All sources used for thesis work have been fully acknowledged.

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This is to certify that the thesis entitled "comparative study of quality education between government and private preparatory schools in Addis Ababa, in perspective of input, process and output" is the original work of Feyisa Bayisa under my supervision and a university advisor.

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Abstract

The main purpose of this study was to identify the status of quality education is given in government or private preparatory schools in Addis Ababa in line with educational input, process and output. For this purpose, three government and eight private preparatory schools were randomly selected from all preparatory schools in all sub-cities. The respondents were 813 students, 108 teachers, 81 department heads, 12 unit leaders, 3 supervisors, 100 parents. All were randomly sampled except department heads and principals who were taken as whole. To gather information, questionnaire on five point likert scale, interview, and document analysis were used. Questionnaire and document analysis were analyzed quantitatively, while interview were qualitatively. Based on the analyzed data, the study concluded that private preparatory schools were better in most aspects such as teachers and material resources, teaching and learning process, students related factors, instructional time, parents participation and achievement of students in national examination. But in leadership system, government schools were better. Therefore, private preparatory schools are serving society with better quality education than the governments do. Based on conclusion drawn from the finding, government schools were recommended to strengthen their educational input training, and the material too giving priority during budget allocation. Also in the process, they need to have strong rules and regulations to control ill-discipline of the students, and wastage of instructional time. Moreover, government schools are supposed to increase parents' participation. Private schools also were recommended to create strong leadership system that is capable in creating conducive working environment.

Acknowledgments

First and for most, my profound gratitude goes to my advisor, Dr. Jeilu Oumer who devoted his time and energy with no reservation in guiding me. He is so helpful, respectful and kind too.

Also, I would like to give due thanks to my friends, in particular Andualem Miherete, and Geremew Kidane for educating me. Moreover, my heartfelt thanks go to Thomas Weldu, Salamawit Amare, Simbo Bayisa, and Nardos Melese who were encouraging and supporting me from the beginning to the end of this paper.

The research wouldn't have been completed without the collaboration of the 11 sampled schools' community. I would like to thank them too.

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CHAPTER ONE

Introduction

This chapter deals with the background, statement of the problem, objective of the study,significance of the study, scope of the study, limitation of the study, definition of key terms and organization of the study.

1.9. Background of the Study

It is unquestionable that education is an indispensible factor for the development and betterment of human life as it is an avenue to social, political and economical advancement. “Investment in education, directly raises the well-being of individuals but also raises their Human capital and capacity of acquire means for the satisfaction of human need,”(Vas, 1996:1). Here ‘Human capital’ needs to be underlined as it is the leading goal of education. It is an instrument that gets rid the hardships off and easies life, creating and transferring knowledge, booming advancement of technology, uplifting level of economy, standing against human and natural disasters etc. Also according to Becker (1995), investing in human capital is one of the most effective ways to raise the poor to decent levels of income and health.These shows how powerful human capital is in alleviation of poverty and securing the well-being of human being. Especially, in this century (twenty first) in which knowledge is spinning the world, the value of investment on human mind is extremely high. To outshine how indispensible it is, Becker (1993:18) says “Technology may be a driver of a modern economy, but human capital is certainly a fuel”. It implies as modern economy reaches nowhere in the absence of high quality of man power, as a cardoes not function without fuel.

However, in most developing countries there are more impediments standing against production of quality man power. Especially in sub Saharan countries, the problem is so serious because of lack of quality education in all levels such as primary, secondary and tertiary. According to the research made by Sifuma and Sawamura (2010) entitled with Challenges of Quality Education in Sub- Saharan Africa, quality education is facing a problem because of different reasons. As the finding indicated, there was low enrolment because of economic problem, large gender disparity because of socio-economic and cultural influence were seen. In addition to these, high internal inefficiency of schools as a result of averaged children enrolment, high rate of repetition and dropout are the contributors. Plus to these, educational inputs such as classroom learning materials, libraries, workshops, and science laboratories were not adequately supplied. In higher institution too there was shortage of input resources especially in the case of teaching staff as Ph.D holders were so rare.

In national level too, various studies have been made on the level of quality education in schools and universities. For instance, Desta (2005) conducted research on Factors Affect Quality Education in Private Higher Institution, and the revealed that the quality level of education in the institutions were below the standard because of unqualified teaching staffs which were first degree holders, and even of these unqualified most were part timers. Inappropriate curriculum, weakly equipped library, science laboratory, IT centersetc were the impediments of quality education in the institutions.

Also at school level, Sime (2004)Assessed level of quality education of preparatory schools in Oromia Region, and the findings were poor education quality as result of high shortage of educational input like unqualified and incompetent teachers, almost no technology to be used in the class, lack of reference materials, and very low fulfillment of facilities. The teaching and learning also tended to be teacher centered and low application of formative assessment. Moreover the class size was so high.

Therefore, in the presence of all these all these gaps, securing quality education, and building strong human capital is really unthinkable. So, if this could not be solved, economic development in the national, and even continent level remain laying under the floor of poverty for ages as increase in production and development in technology reach nowhere in the absence of quality human capital that is the output of quality education.

So, how can possible to create such a driving power to cope up with the globalization which directly put its influence on human life? Providing high quality education with wider access could be certainly an answer.

Helping individuals achieve their own economic, social and cultural objectives and helping society to be protected, better served and more equitable in important ways will be strengthened if education is of higher quality,(UNESCO,2005). In other word, all we want from schooling is found in the heart of quality education. If schools fail to serve quality education, the investment is made on education would be in vain, and the expected output, the higher level of human capital, would remain only being a night mare.

Quality education,especially for developing countries, plays an indispensible role in uplifting their living standard (Abdulla et al, 2007:110-112). They state "developing countries should make intensive efforts to achieve higher quality education at school in order to survive the new world system focusing on student center learning and using of technology". So, countries should work hard to keep the quality of their education service to the standard so that they can resist the pressure of globalization, through human capital which is a back bone for advancement. A work force educated at secondary and higher levels facilitates the absorption of technologies from more advanced foreign countries (Barro, 1997). Especially for the developing countries, this works well as their capacity is limited to create technology by themselves. Otherwise, they lag behind, and globalization puts its iron hand on them."The knowledge revolution has brought about rapid advances in technology, and it has changed the way we work, the way we think and the way we learn"(Sallis, 2002: xi). So, every one requires a high quality of education to cope up with the information age.

To do so,finance is always found causing a big head ache in most of developing countries like Ethiopia. They highly get challenged in provision of access of education to all citizens as the governments' financial power is very limited. So, paving way for private investors could be one of the means by which the gap would be filled. Following this principle, Ethiopian government has opened the door wide for the private investors to invest on education and fill the existing gap. In their participation, the investors are allowed to secure land free from charge, and import educational materials and equipments duty free (ESDP III, 2005/6). Because,the role of private sector and non-governmental organizations need to be strengthened for the realization of universal primary education, and the targets have been set for secondary, TVET and tertiary education. Otherwise, expanding education all over the country, and fully financing them would be unthinkable.Also, quality education would get deteriorate in the absence of sufficient finance.

In Addis Ababa City Administration, nowadays, majority of schools are owned by private investors. For instance, KG, primary and secondary schools under the ownership of private investors cover 75.5%, 61.31% and 41% respectively of the total coverage in Addis Ababa (AAEB, 2011/12). At the time, the share of government was only 7%, 15.03% and 27% respectively. The left few are shared among local community, foreign community, mission, mosque, church and others. This plainly shows as private sectors have taken a lion share in addressing access of education in the country. But the access has to be supplemented by quality.

What is quality in education then? How to bring it? How to measure too?Though it is quite important, and every institution strives for it, no one can put quality in a vivid definition as it is perplexing and enigmatic concept (Sallis, 2002). However, he has put lists of indicators of quality education such as outstanding teachers, high moral value, excellent examination result, support of parents, plenty of resources, the application of latest technology, strong and purposeful leadership, care and concern for children, and a well – balanced and challenging curriculum.The conventional definition of quality education has been put linked directly to critical components such as teachers, contents, methodologies, curriculum, examination systems, policy, planning, and management and administration (UNESCO, 2003:3, in Yohannes, 2005:2). So more or less, both put their focus on how good the input, process and output of educational processes are, which areattribute of quality education. The strength and weakness of these components decides the fate of quality education, and its contribution in the in the development of the country.

Making direct measure of quality education is so costly and challenging as there are some more variables, such as attitude, values, emotional development etc that cannot be easily measured. Thus, indicators that are capable to manifest the standard of education are used.They are simple to measure and less costly too. According to Ankomah (2005), the indicators are inputs (educational personal, instructional content, instructional material, educational facilities and educational finance), process (student-teacher ratio, student-text book ratio, pedagogy, leadership, academic time etc) and the output (student achievement) which is the end product of the collaboration of input and process, whether it is positive or not.

In Ethiopia, education has been given much attention, and being invested on highly since educational reform has been made in 1994, just to realize the national development in all aspects. The Education and Training Policy

(1994)envisages bringing up citizen endowed with humane outlook, country wide responsibility and democratic value having the necessary productive, creative and appreciative capacity in order to participate fruitfully in development and the utilization of resources and the environment at large(MOE,1994:6). These visions are made come true through serious of educational sector development programs (ESDP) that was started in 1997/98. The main thrust of the program is to improve quality, relevance, equity, efficiency and expand access with special emphasis on primary education in rural and underserved areas, as well as the promotion of education for girls in an attempt to achieve universal education by 2015 (ESDP III, 2005/6:6). Here, it shows as delivering quality education to the citizen is one of the major ways that take the country to the development and prosperity realizing the ETP's vision. Because it is quality education which creates quality man power that paves way to quality life, working against short comings in life. Extending quality and relevant primary education to all school age children and expanding standardized education and training programs at all levels plays a great role in bringing rapid and sustainable development (ESDP III, 2005/6).

Moreover, the provision of quality education is being highly urged by different policies to ensure socio-economic advancement of society. For instance, in Poverty Reduction Policy, The Poverty Reduction Strategic Paper (PRSP) underlines the priority of health and education stating "Education and health are given priority in the national strategy to eradicate poverty."In addition, one of United Nation Development Programs (UNDP's) policies which is Millennium Development Goal (MDG) comprise eight components within, such as eradicating extreme poverty and hunger, achieving universal primary education, promoting gender equality and empowering women, reduce child mortality, improve maternal health, combat HIV/AIDS and malaria, ensure environmental sustainability and develop a global partnership for development. So, all this come true if and only ifthought and understanding of society become advanced, and level of socio-economic condition is up raised.Because, society can easily be trained, and stand against the short comings of life such as disease, poverty, children and maternal death, environmental disaster etc when thelevel of thought become higher and help them bring behavioral change.Thus, this advancement is realized through provision of quality education of wide access that have a power to awaken the awareness of society. In support of this two policies, of the goals of Declaration of Education for All(EFA), the sixth (6th) goal puts stress on improving quality education, stating " Improving all aspect of quality education and ensuring excellence of all that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skill," (UNESCO, 2005).

In addition to this, one of the goals of ESDP IV (2010/11:14) is to sustain equitable access to quality secondary education service, and bridge it to the demand of thecountry's economy for middle and higher level human resources. Providing education of high quality at secondary level has two very important roles. The first one is producing strong and advanced work force for the middle level economic need, of which demand is relatively wider in developing countries. Second, it feeds higher institutions with semi-well processed potential input(thestudents) which would be easily transferred to the highest level of man power that even creates technology going past transferring.Conversely, if institutions fail to meet serving quality education, the country'seconomy will creep with no doubt. So, provision of such standardized education requires very strong and quality input and process.Therefore,there must be well trained and motivated teachers, more relevant curriculum, more books, improved school environment and improved internal efficiency (ESDP I, 1999:7). Forinstance, teacher qualification and class size are some of indicators of quality education. According to national standard, teachers qualification for secondary school is at least first degree and above, and the class size is 40:1,(AAEB, 2013:28-33).

So, the aim of this study is to access quality education in private and government preparatory schools, in Addis Ababa, based on indicators of quality education such as input (teachers quality, administratorsqualification, availability of materials and facilities), process (leadership, pedagogy, instructional time, teachers sustainability, students' related factors such as instructional language competence and conduct during teaching and learning process, and parents support to students) and the output (grade 12 students' achievement in national examination of 2012, 2013 and 2014), and then compare the result between private and government preparatory schools, and identify the one that provide relatively better quality education in Addis Ababa City-Administration.

1.10. Statement of the Problem

"In the development of a country, both quality and quantity of schools are very important, but relatively quality is much more important," (Barro, 1997). The implication is that though large number of educated work force is crucial in the advancement of a country, only being educated does not bear fruit at the absence of quality education that bears quality man power through which vision of growth comes true. Thus, both access and quality better go hand in hand.

This quality education is affected by some more school factors, such as school infrastructure, school organization and management practice and availability of instructional materials and equipments(World Bank, 2005). On top of these, World Bank adds stating that infrastructure for teaching and learning alone cannot yield good results unless properly motivated and supported human agents are put in charge. In another word, teachers and leaders are triggers in successful provision of quality education. Without them, status of quality education never springs up. Therefore, schools badly need highly qualified, professional and motivated teachers and leaders. Especially, a teacher who makes quality education directly in the classroom needs to be to the standard.

The highest quality teachers are those most capable of helping their students learn, have deep mastery of their subject matter and pedagogy (Darling – Hammand, 1997, in UNICEF, 2005). In support of this, the upgrading of teachers' qualification through in service training has a positive effect on their motivation, which in turn affects students' academic performance positively (Freeman, 1991:29, in Desta, 2005). In addition to quality teachers, school facilities and equipments compulsorilyare to the standard in quality and quantity to assist the provision of quality education. There has to be quality learning environment such as class size, library, ICT, Laboratory, classes with enough light for provision of quality education(UNICEF, 2000). However,it is conceivable that even the best equipped, and staffed schools would fail to meet provision of quality education if the environment is poor in management (World Bank, 2005).So, schools need quality leaders with good leadership system.

However, in developing countries, rapid expansion has been a huge impediment in the realization of quality education, just sharing the limited resources (input), and getting them incapable. Ethiopia is one of the countries that are experiencing this rapid expansion. In Addis Ababa, the number of preparatory students grew 225% with in only five years, which was 2006-2011 (AAEB 2012). This highest growth in a very short period of time brought a question of level of quality education of preparatory schools in Addis Ababa, to the mind of the researcher.

In addition to this, as the researcher had more teaching experience, in both government and private preparatory schools, incapable management, very high teachers' turnover, too large number of periods (load) which extends to 32 periods a week in private preparatory schools were seen in some schools. In government also, large class size, shortage of reference books, lab materials, lack of teachers' motivation, and bad students' disciplinewere experienced.

Thus, incapable leadership, high turnover, shortage of educational material, unfavorable, students' discipline, teachers' luck of motivation etc. have a great potential in devastating quality education. If these clues are the cause of preparatory schools throughout Addis Ababa,the outcome would be very devastating. Especially in preparatory schools, as the expectation of high students' achievement in the national examination, production of potential input (students) for higher institution, and feeding the country's economy with productive middle work force would remain being a nightmare if it could not get uprooted earlier. So, all these get the study timely, and important.

The reason for why the two schools (government and private preparatory schools) were compared was that the majority of preparatory schools (62% or 55 schools out of 89) were under the ownership of government and private. So, the effect of rapid expansion would be seen more on them. Plus to these, the gaps the researcher experienced in few schools of the two had a contribution in leading to dig more about them.

On the area, more studies were made though the level and location varies. For instance, Tigist (2009) on Private Higher institution in Addis Ababa, Sime (2004) on Preparatory School in Oromia Region, Desta (2005) Private Higher institutions of Ethiopia, and Yohannes (2005) on Secondary Schools in Oromia. The findings were unqualified and inexperienced teaching staff that does not fit the level, high teachers' turnover, lack of full time teaching staff in higher institution, untrained librarians and laboratory technicians in higher institutions. In schools also, inappropriate curriculum, shortage of materials such as inadequate reference materials in library, chemicals and apparatus in laboratory, and functioning computers in IT center. Facility also such as lack of internet service for teachers, technology to be used in the class, insufficient taps for water service, toilets etc were the major findings.

All the above researchers put their focus on studying quality education of one part based on ownership or region. But this study is different from them in comparing quality education between government and private preparatory schools in Addis Ababa. Therefore, the study will specifically put its focus on assessing the quality level ofeducation being given in government and private preparatory schools found in Addis Ababa, separately, and identify the one that provide better quality education of the two, just comparing. This will beexpected to exhibit the strength and weakness of both schools, in provision of quality education, and fill the existing knowledge gap about both schools concerning quality.

Furthermore, it is hoped to be an important feedback and input for policy makers, and also aware educational authorities and supervisors of schools in Addis Ababa, where to put focus on to uproot the constrains, and realize fully application of provision of quality education to the society. Therefore, to achieve this purpose, the study will aim at answering the following basic questions.

1. To what extent schools' input such as teachers and other facilities are available in quality and quantity in government and private preparatory schools?
2. What does teaching and learning process in government and private preparatory schools looks like?
3. To what extent is the leadership system capable to support quality education?

4. To what extent are parents contributing to the realization of quality education?
5. What does grade 12 students' achievement in national examination of 2012, 2013 and 2014 looks like?

1.11. Objectives of the Study

The general objective of this study was to assess and compare quality education between government and private preparatory schools, in Addis Ababa City Administration. The specific objectives of this study are:

1. To assess the extent to which schools' inputs such as teachers and other facilities are available in quality and quantity in both government and private preparatory schools.
2. To explore what teaching and learning process in government and private preparatory schools looks like.
3. To explore the extent to which the leadership system is capable to support provision of quality education.
4. To assess if parents are contributing to realization of quality education.
5. To assess what grade 12 students' achievement of National Examination in 2012, 2013 and 2014 looks like.

1.12. Significances of the Study

Nowadays, government of Ethiopia is working hard towards quality education, to ensure sustainable development through productive man power. So, this study may contribute in providing feedback, on the process of man power production.

1. It may help the educational officials and authorities of Addis Ababa to gain valuable information about the current provision of quality education practically at school level.
2. It may create awareness to the educational officials the constraints that challenge the provision of quality education.

3. It maycontribute to the policy and planning strategy.
4. It mayprovidefeedback to the policy of provision of quality educations to the society.
5. It may encourage others for further study.

1.13. Delimitations of the Study

The scope of the study was delimited to Addis Ababa City Administration,particularly to eight (8) sub-cities, namely Bole, Arada, Kirkos, Nifas-Silk lafto, Gulele,Yeka, Kality and Kolfe. In these sub-cities, it was delimited to three government and eight private preparatory schools.Furthermore, the study was delimited to assessing, and also comparing quality education between government and private preparatory schools, in perspective ofinput, process and output. In the case of input, teachers' qualification and competence, administrators' qualification, availability of facilities and material in quality and quantity were accessed. Also, pertaining to process, leadership,pedagogy, instructional time, students' instructional language competence, students' conduct during instructional time, parents' support to students and teachers' sustainability were explored. Concerning output, grade twelve (12) students' achievement in National Examination of 2012, 2013 and 2014was assessed.

1.14. Limitations of the Study

Although the study was managed to be conducted, it was not believed that the study was totally free from some sorts of limitations. It was the minimum sampling population which was 20% that was used in the study for the sake of managing the data easily. Otherwise, the number of respondents would get too large and become a challenge to control. Also,some questionnaires were not properly answered, and others were done carelessly, and they were discarded. Moreover, many of parents' questionnaires were not back. So, these could put influence on the finding to some extent. However, the gap could be caused by minimum sampling of the study population, was tried to be lessen by supervisors' interview as they were supposed to know the in and out of many schools, and could cover a place of more respondents to some extent. Also the problem was faced related to parents' and students' questionnaire, were systematically managed by giving related questions to different respondents as the problem was suspected from the very beginning and the questionnaire were designed in that way.

1.15. Definitionof Key Terms

Quality – Is the level of excellence in performance which can be measured by establishing an acceptable criteria and standards of good performance, (Mosha, 1998).

Secondary school:- Ranges from grade 9 through 12 with two cycles, first cycle 9-10 and second cycle 11-12, (MOE, 1994:14).

Preparatory School:- Is a school the purpose of which is the preparation of student for entrance to another educational institute, (Good, 1973: 434). In Ethiopian context, preparatory is the grade 11-12, (MOE, 1994:14).

Factor-:- The cause or determiner that influences performance, (Good, 1973: 233).

Class size:- Is the number of students assigned to and enrolled in a specific class under the direction of specific teacher, (Deighton, 1971: 157). According MOE, the standard is 40:1.

Quality education:- is a system of learning that produce well educated individuals who can
handle maters of concern with in their area of study proficiently, (201 2) www.ask.comquestion/what-is-quality-education

Input:- is a physical, financial, human resourceallocated to or consumed in a particular program to produce an intended result. Forexample, teachers, money, teaching and learning materials etc, (Keilitz, 2005).

Process:- is an activity or series of activities that converts an input to output by doing work, (Cassidy, 2011).

Output:- is an immediate tangible product or services resulting from the implementation of a program. For instance, test or exam result of students, (Keilitz, 2005).

1.16. Organization of the Study

This research report was organized in to five chapters. The first chapter deals with the problem and its approach. The second chapter concerned with the review of the related literature. The third chapter treated methodology of the study. The fourth chapter was devoted to data presentation and analysis. The fifth one contained conclusion and recommendation of the study. Finally, lists of reference materials, and some other appendices were included

CHAPTER TWO

2. Review of Related Literature

This chapter treats review of related literature regarding with the problem which is understudy. Accordingly, the whole of this chapter will be devoted toconcept and historical development of quality, approach to quality, and introduction of quality in education,definition of quality in context of education, importance of quality education, indicators of quality education such as input, process, output, education in Ethiopia in past and present, status of quality education in Ethiopia, factors affecting quality, alternative strategies to improve quality education, and policy of quality education.

2.1. Quality

2.1.1.Concept and Historical Development of Quality views

Quality is a 20th century phenomena that has its roots in the industry and management. It became with an issue with the advent of industrialization, and adoption of new scientific approach to management based on strict division of labor as propounded by F.W. Taylor. With mass- production and breaking down of work in to smaller and repetitive tasks handled by machines, the role of workers for self-checking of quality was reduced. In the days of craftsmanship, the responsibility of quality remained with the workers. The latter stage necessitated the need for inspection of the products to insure they meet specifications before they left the factory, which came to be known as "quality control"(Mishra, 2006:16). As Mishra expresses, United State and Japan played a leading role in the process of quality development because of the two great contributors such as Shewhart and Deming, although some more very influential people came later. Especially Deming, the father of quality movement, contributed a lot, just moving idea of qualityfrom industry to management in post World War II. Therefore, quality was not born at once being advanced in size and standard as it is nowadays. But, through process, it grew from very narrow area, industry, to all aspect of human activities, through various evolutionary processes quality management which is from “inspection” to the highly advanced one, “Total Quality Management” at present.

Quality is highly an enigmatic concept that is only felt but could not go past feeling, and can’t be put in an agreed formal meaning or definition.

> *Quality … you know what it is, yet you don’t know what it is. But that is self contradictory. But something is better than others, that is, they have more quality. But when you try to say what the quality is, a part from the things that have it, it all goes proof! There is nothing to talk about it. … But for all practical purpose, it really does exist … (Pirsing, 1974:171, in Mishra, 2007:11)*

It really exists, that is why things are compared, and even is the top of most agendas in the world as it is the ultimate goal of any service provider or production maker. But no one could give a definite meaning for its being slippery concept. “Quality is a slippery concept,” (Peffer and Coote, 1991, in Sallis, 2002:11). It is slippery, because one aware of it but could not define it. As a result, people define it in many ways. For instance “fitness for purpose at minimum cost for society” (Mishra, 2007: iii), “getting the customer say wow!” (Peters, 1990, in Doherty, 2012), “Quality is free” and “Zero defect” (Crosby, 1984). Also, the concept of quality ranges from quality as a measure for excellence to quality as a perfection, quality as customer satisfaction, quality as fitness for purpose, quality as value for money and quality as transformation in learners (SAUVCA, 2002, cited in world Bank, 2007:1). It is associated with distinctiveness, meeting standard set, meeting stated purpose, return on investment and empowering learners respectively. According to the idea have been listed, meaning of quality seem to be dependent on policy and purpose of the organization or a country, and the extent to which the service or production meet the intended objective. This could be backed up by Sallis (2002) which states "… quality makes difference between success and failure". The success and failer is jugged depending on the intention or objective set prior set in the policy.

2.1.2. Approaches to Quality

Countries choose an approach to quality that seem to them to best fit to their own context, and also adopt to their system if it seem to deviate, just to encourage quality, and meet the intended objective. The approaches are quality control, quality assurance, quality improvement and total quality management (Blom and Meyers, 2003:11).

Quality control:- this means it is typically implemented at state and institute levels. It is made after the event process to detect defective products. But with in education, no matter how widely quality control is pursued within institute or across entire state, there is one dimension over which provider has no control, which is opposite to industrial context. "After all, training and education are intangible services, with the customers themselves being partially responsible for the result" (Berghe, 1996), which means, the costumer is also accountable in insuring quality.

Quality assurance:- it assumes greater importance as an organization moves from focusing on product to focusing on process (Berghe, 1996). Quality assurance is itself a process that requires standards to be defined, procedures to be monitored and non conformance to be analyzed and remedied. External processes are applied by external agencies such as auditors or accreditation agencies to determine the organizations compliance with externally imposed quality criteria. A system of internal quality assurance is generally assumed to precede the application of an external one (Nielsen and Visser, 1997).

Quality improvement:- it is an organizational strategy and a management approach, under pinned by a philosophical commitment to continuous improvement. It requires the involvement of all employees, and is focused on increasing the organization's effectiveness in achieving customer satisfaction by working towards the improvement of those areas and processes which have been identified as needing to be improved.

Total quality management: is the best known of the quality improvement approaches. Its five underlying concepts comprise: a clear customer focus; continuous improvement; quality assurance of internal process; process orientation; and prevention instead of inspection (Berghe 1977a). The European foundation for quality management (2001) has adopted the following quality management principles. Result orientation, customer focus, leadership and constancy of purpose, management by processes and facts, people development and involvement, continuous learning, improvement and innovation, partnership development, public responsibility.

In general, the evolution of quality has gone through various developmental processes, and has reached where it is now, which is highly advanced and top productive. According to Berghe (1996), quality control, was not much successful as it was increasing wastage of resource. Because, the defective products were being avoided as they were identified after the completion of the process. But, this didn't work in education as it works on human being. Then, the solution was thought to be prevention of the defects, and it caused the birth of quality assurance that works on the process of production which enables eliminate the opportunity of defective product formation as. This action definitely minimized the wastage of resource. After that, the advancement of quality strode forth and quality improvement came that put focus on organizational commitment to continuous quality production (Meyers, 2003). It inspired the employee to put their eyes on development of their organization, satisfying the costumer. Finally,the best advanced approach of all, total quality management, has been introduced that works on the overall quality aspect.

2.2. Quality in Education

2.2.1. Introduction of Quality to Education

Though the origin of quality is industry, gradually, it widens its scope, and has become the concern of all educational institutions. As literature indicates quality assessment was applied to education before the industrial revolution was at its peak. According to Doherty (1993), in UK, government grant was given for elementary education provided to poorchildren by some church and non-denominational bodies in 1833.Then the government appointed the first school inspectors to monitor the effectiveness of the grant in 1837. In 1870, Foster Education Act brought state elementary education for all and with it the setting up of school boards, an enlarged inspectorate and the introduction of the infamous "Revised Code"- payment by result. Teachers pay depended on the successful achievement of examination results. These small beginnings have developed in to The Office for Standards in education which is now responsible for children's Services, Early years, Primary, Secondary school, Colleges and universities(Doherty, 1993:78). Therefore, quality was an early practice, and has passed through long evolutionary process to reach on the stage it currently is.

2.2.2. Definition of Quality in Context of Education

The notion of quality is perplexing and even more when it is applied in education context as education is an ongoing process of transformation of students (Elton, 1992, in Ankomah, 2005:6). Unlike other service providers or production makers, response to an action towards realization of quality is not immediate in education. Because education makes students at center, and the process of transformation in all aspects takes longer time. So, the quality outcome of education system of a country, which is expected to be manifested on individuals' life, society's well being and country's development in general, is exhibited after ages.

However, quality in education is a multifaceted concept, and defined differently in different countries depending on the country's policy objectives. Because, they draw their education policy based on the country's need, and the short comings they stand against. For instance, some countries involve students' construction of knowledge, active learning and social action. Others assume students incremental stapes to specific which is pre-defined ends, and also some focus on understanding and correcting inequalities etc (UNESCO, 2004, in Amare et.al, 2006). Therefore, the probability of having multi meaning of quality in education is so high as the objective is varied.

Also, quality education has been defined in relation with context of education, financial and human resources invested in education, learning environment and organization of schools, students' achievement, and individual, social, and market outcomes of education, (OECD, 2000, in Alexander, 2008:3). This means the students' socio-economic background, the resource would be used in the process, the leadership and changes would be seen in society in the post educational process could be implication of quality in education. Moreover, it has been defined in five dimensions, such as, learners' characteristics dimension (attitude, perseverance, school readiness, prior knowledge, barriers to learning), contextual dimensions (economical, cultural, national policy, requirements and standards, resources, infrastructure, time, expectations etc), enabling input dimensions (teaching and learning materials, physical facilities, human resources, school governance), teaching and learning dimensions (learning time, teaching methods, assessment, feedback, incentives, class size), out come dimensions (literacy, numeracy and life skills, creative and emotional skills, values, social benefits) (UNESCO, 2004:36, Alexander, 2008:7).

2.2.3. Why Quality is a worry ofEducational institutions?

Now a day, issue of quality education is a big worry among all concerned bodies and stakeholders ranging from learners, from the bottom, to the highest policy makers in country level. But what is the rationale behind its being a headache? The reasons are competition, customer satisfaction, maintaining standards, accountability, improving employee morale and motivation, credibility, prestige and status, and image and visibility (Mishra, 2007:13-14).According to him, worry about quality is not for nothing, rather it is a matter of survive, struggle to escape from global influence, and seeking to be seen being on the top of all in the service they provide.

Now days, competition has become so tough and it seems to be only the competent can survive, especially in the area of education. The costumers such as students and parents are becoming aware of their right, and level of quality they deserve in return of their expense. So they ask for their right, and even move away forever from the institution if they fail to get satisfied, and look for the better since there is alternative.If the institution fails to maintain its standard or keep its status high, there is no more students and fund,and that is followed by bankruptcy of the institution.

Not only the costumer, but also the employee, teachers, administrator, and other supporting staffs, would get demotivated if the organization goes down or could not move forth from where it is, as their futurity gets gloomy. So, they look outside for the better to secure their survival.

Therefore, the institutions strive their maximum potential to secure their survival, attracting more new students and funds just keeping their status high, satisfying the need of customers already in their hand, getting themselves free from being accountable for the fund they received and policy set are pressing reasons. Building employees' moral and motivation, and even outshining putting their academic excellence high,influencing their opponents found around are also another rational behind. Because there is everything including prestige where there is quality and standardized service.

2.2.4. Contribution of Quality Education in Development

The level of quality education in a country has a direct relationship with individual productivity and income' and this indirectly affects the development of the country. For those countries that stick to the path of real school quality improvement, investments in education have the potential to deliver truly large economic as well as social gains(Hanushek, 2005). As he explains more, a more educated society may lead to higher rate of innovation and invention; make everybody more productive by helping firms introduce new and better production methods and lead to more rapid introduction of new technologies. Not only economic aspect, but also quality education influences society brings behavioral changethat enables them overcome social related problems. As a study made in South Africa and Ghana shows, the number of years spent in school is negatively correlated with fertility rate (Thomas, 1999; Oliver, 1999, in UNESCO, 2005). In support of this, in the same citation, Jollife, (1998) and(Rosenzweig, 1995) explain that a year of education and cognitive skill- particularly the core skills of literacy and numeracy strengthen the efficiency of household behavior and family life in addition to improving productivity.

So, this means, a countries fate of well being in all aspects such as, socially, economically and politically is found in the center of education of which quality is higher that is capable enough to move the thought of the society forward. If it so, the citizen, can be easily trained and accept new technology and increase productivity and personal income, keeps self and society from disease, use resources wisely, manage to have family according to income, respect right of others etc that accelerate the growth of a country in return. Therefore, improving the quality of education is a pre-requisite for developing human resource bases to coup up with the advancement of twenty first century(Lockheed and Verspoor, 1991:17-18).

2.2.5. Dimensions of Quality Education

The process of realizing provision of quality education is challenged by various factors that potentially influence the outcome. The central dimension influencing the core process of teaching and learning are learner characteristics, context, enabling inputs, teaching and learning and outcome dimension (UNESCO,2005).

The way and the speed in which students learn is strongly influenced by their capacity and experience. So, the assessment of quality education outputs should not ignore initial difference among learners. According to Scheerens et al (2011:46), some of important determininglearners' characteristics are socio-economic status, general intelligence and scholastic aptitude, discrepancy between language spoken at home and language at school, time students spend on labor work outside of school, cultural aspect, and health situation etc. Also, as various literaturesindicate, society and education has a strong link, and one potentially influences another. Education usually reflects society rather strongly: the value and attitudes that inform it are those of society at large (UNESCO, 2005:35). That is seem to be why curriculum is advised to be relevant. Education can change society by improving and strengthening skills, values, and communication, personal prosperity and freedom. According to UNESCO, national policy for education also provides an influential context. For instance, goals and standards, curricula and teachers policies set the enabling conditions within which educational practice occurs.

Moreover, the nature and quality of inputs significantly determine the outcome of educational provision. They are enabling in that they undersign and are intrinsically inter-related to teaching and learning process, which intern affect the range and the type of input used and how effectively they are employed. The main input variables are material resources such as textbook, classroom, library, etc, and human resources like managers, head teachers, teachers, and supervisorsand support staff(Ankomah, 2005). So, the success of teaching and learning is strongly influenced by the resources made available to support the process and the direct way in which these resources are managed.Plus, teaching and learning process is closely nested within the support systemof input and other contextual factors. In this sense, the impact of curriculum is felt, teaching methods work well or not and that learners are motivated to participate and learn how to learn (UNESCO, 2005). The actual teaching and learning process, including time spent learning, assessment methods for monitoring students' progress, style of teaching, the language of instruction and classroom organization strategy.

Besides, the outcome of education should be assessed in the context of its agreed objectives. It measures the impact of particular policy on living standard of people. For instance, improvement in development goals such as higher labor productivity, better health and enhanced capacity of individuals to participate in modern society, and changes in this type of indicator determine the success of educational Policy (Vas, 1996).

In general, the course of upgrading quality level of education, various factors right from society from which the learners come to the class where actual process of learning takes place. For example, family's economic status and their educational background are the major factors at home. In such a case,students could not perform well in their education as would be school material and nutrition too. Besides, the students might beengaged in work to generate income for the family and themselves, and unable to use out of school time for studying. Also, the reverse is true in the case of better economy and family background. At the school too, the performance level of the institution, in supplying human and material resource and the process in which the resource cause an output, has a tremendous influence. For stance, teachers' quality and quantity, the performance of leadership, the pedagogy is used, and supply of facilities is the core determinants in uplifting or burring deep the quality of education. So, all these need to be put in mind if it is to realize the provision of quality education.

2.2.6. Policy Enforces Quality Education

Education is obviously an indispensible bridge to walk across to the world of advancement and prosperity, leaving the world of poverty back, as it produces agents, productive man power, with which poverty is put to ruin and way ispaved to the better one. It seems to be education that even has brought the biggest gap between the developed and the underdeveloped countries. Those have created opportunity of education with better access and standard has gone long forth while those could not shape their destiny has left behind in all aspects.That is why international organizationsare enforcing developing countries to work hard on education. Of these, United Nation Development Program (UNDP) is the one that provided enforcing universal policy, MDG, for all developing countries so that they strive with their full potential to meet the goals have been set. Among the goals, eradicating extreme poverty (UNDP, 1990) is one of the assignments given to the countries, which requires advanced working force that can break the barriers and come up with changes. Therefore to be as such powerful, the citizens need to pass through education and training of high quality that is strong enough to empower.

Coming to Ethiopia, meeting UPE by 2015 that must be supplemented by quality is also anther one that puts pressure. Without the support of quality, building schools and getting the compounds and the classes full of students does not mean could meet the goal..Also, PASDEP of which main thrust is massive push to accelerate growth, population change, creating job, empowering women etc, and ADLI which is incorporated in SDPRP (Amdissa, 2006) are some of the policies need the back up of quality education as the practitioners are expected to be man power that are capable enough to meet the objective has been set. For instance, quality education and training particularly in vocational school plays a great role in pressing ADLI policy forward, and also in creating job that has been put under PASDEP.To change population, empower women and accelerate growth of the country, there should be advanced man power that is the output of quality education and training.

In short, government of Ethiopia gives a very high priority to poverty reduction as part of its overall goals for socio-economic development. According ESDP III (2006: 32),education, health, agriculture, road and conservation of natural resource are the sectors have been given priority.To implement this effectively, the economy needs substantial additional skilled and trained man power at all levels, top, middle and low. So, Education of the country should be of the high quality to produce such competent man power.

2.3. Models of Quality Education

According to various literatures, more models of quality education indicators have been drawn out of different studies. For instance, according to UNICEF (2000), there are five dimensions on which one need to be stuckif it is to bring quality education according to the context of the school. The first one is quality learnersthat are healthy, could get adequate nutrition, attend class regularly, and have family support in learning. The second one is qualitylearning environment that could provide quality school facility, high interactionbetween school infrastructure and other quality dimensions, have small class size, peaceful and safe environment for learners- especially for girls, have effective school discipline policy, provide quality health center, and inclusive environment.The third one is quality content that encourages student center methodology, literacy, numeracy, quality of life skill. Fourth is quality educational process which is characterized by possessing professional and competent teachers, high level of the schools' efficiency, practicing ongoing professional development for teachers and school leaders, continuous support for students- centered learning, active and standard based participation method, teachers feedback mechanism, positive teachers believes that all students can learn, favorable teachers' working condition, strong teachers supervision and support, effective administrative support and leadership, provision of access of language used at school to the students, access of technology to the students to decrease disparity, and using formative assessment to increase students' achievement. The last one is learning outcome that includes students' achievement in literacy and numeracy, active participation in community in any aspect, high learners' confidence and lifelong skill. In short, is all about quality input, process and output.

Also, Ohio State Legislative Office of Education Oversight (1993) has drawn model indicators of quality education, which are not much different from that of UNICEF. These are presence of trained teachers who care about students, enough number of teachers and support staff to meet the students need, enough free time granted to teachers for preparation, opportunity for teachers forconferring with other teachers and experts in their field for experience sharing, teachers development program for upgrading their performance, community participation in the school, focus on developing students' ability in solving problems, learning related to life outside of school, variety of extracurricular activities to meet different students' interest and talent, application of different methodologies in a class in response to students differences, provision students with information how to keep their health, adequate reading materials and other necessary supplies to students and teachers,involvement of teachers in leadership process, and encouragement of collaborative work among teachers.

Plus to these, UNESCO (2005) suggest that there need to be quality teachers, strong leadership, orderly school and class room management, strong and relevant curriculum, high expectation of students' potential and performance, frequent assessment and feedback, monitoring how well students are progressing, clear learning goals and time for students to practice new skills in the school or institution if it is to scale quality education high.

In the three cases, attention was given mostly given to quality educational inputs such as human and material resources, and also to the educational process like methodology, instructional time, and leadership process. But the output is included in UNICEF's as it is one of the most indicators that should not left behind. So in total, educational input, process and output reveals quality of the kind of quality education being given in a school.

2.3.1. Educational input

Input is the means or the resource that is employed to facilitate the satisfaction of needs and reach on educational development objectives. Inputs in education could be teachers, students, administrators, material resources and facilities.

A teacher is one of the most core stone in the issue of schooling, and is the one that bears life to modern education. At the absence of them, formal schooling and production of man power do not seem exist as they are major facilitators of education.

Teachers have a powerful and long lasting influence on their students.They directly affect how students learn, what they learn, the way they interact with one another and the world around them. Because of this, nowadays, studies on quality teachers are putting their focus on teachers' teaching methods, behavior towards students learning, mastery of competencies, professional decision making, and interaction of pedagogy subject area knowledge(Lederman & Niess, 2002:9, in Stronge and Hindman, 2000). According to Stronge (2002), there are six domains in which teachers' quality manifests. These are, prerequisite of effective teaching (verbal ability, subject matter knowledge, teachers' certification and teaching experience), the teacher as a person (caring, motivated, enthusiastic, fair, respectful), classroom management and organization, planning for instruction (getting prepared), implementing instruction (instructional delivery), monitoring students' progress and potential (students' progress).

One of the most critical elements in the success of any school is the quality of teachingthat occurs every day in the classroom. If students are wanted to succeed in their maximum potential, having quality teacher working with every student is paramount as they as they promote positive result in the life of students with regard to school achievement, positive attitude towards school, interest in learning and other desired outcomes.

So, the way to quality in provision of education and students' success is unthinkable without putting standardized teachers at the front. Teachers are widely recognized as a critical factors influencing education quality at school level (Asegedom et.al 1998; Bridges 1998; UNESCO 2006:6). Also as it has been mentioned in Ankomah et.al (2005:10), teaches are the most principal in educational provision, and thus affect quality of education in significant ways. As him, the attributes that influence quality education are numbers of teachers' available, pupil – teacher ratio, and personal characteristics of individual teachers' teacher such as academic qualification, pedagogical training, content knowledge ability or aptitude, motivation and year of service or experience. Middle and high school students learn more from teachers who hold a Bachelor's or Master's degree in the subject they are teaching (Darling-Hammond 2000; Goldhaber and Brewer 1997; Monk, and King 1994, in Mayer et.al 2000). He also added as students learn best from more experienced teacher than the less ones, mentioning (Darling – Hammond 2000; Mourinane and Phillips 1981; Rivkin, Hanushek, and Kain 1998).

In the provision of quality education, the availability and standard of facilities that assist teaching and learning plays a significant role in the learners' achievement, and also in creating conductive working condition for teachers as it as direct relation with teaching and learning. Poor school conditions make the process of teaching and learning more difficult. Especially for teachers, it would be barrier not to provide proper lesson, and sometimes would be cause for leaving the school. So, it critically affects students' achievement, teachers' effectiveness and work satisfaction and accountability (Schneider, 2003). Therefore, the classroom, laboratory, library and technology need to be to the standard to fully assist teaching and learning. In addition, well organized pedagogy centre that produce necessary teaching aids for backing up provision of quality education is needed. Furthermore, counseling service, as the learners are young enough and might face more psychological problems, is very crucial in reducing factors affect provision of quality education. The presence of health care center (clinic) is also the one that reduce absenteeism of the students. In addition, enough pure water and standardized sanitary area are expected in quality school.

Classroom is the most important area with in school. It is wherestudents spend most of their time, and strive for better knowledge. So,degrees of temperature, noise light and quality air need to be put in to consideration. For instance, according to Phillips(1997), light plays a critical role in students' performance, as it destructs their attention if it is not to the optimal level. Also, achievement of the students is strongly associated with the level of noise comes from outside and created in the class. The students' satisfaction with their classroom when there is less noise, and conversely, they get stressed when there is excessive noise (Lemasters, 1997:18). Thus learning in the classroom requires a reasonable level of concentration for listening, writing and reading. Therefore, individual classrooms need to be evaluated, not only how they meet educational requirement, but also how they meet the environmental requirements for health, safety and security.

Of the most crucial school facilities that can never be missed, library is the one that may even comes first in higher level schooling, as it is where both students and teachers get access to more alternative references in supplement to text book and get themselves update andresourceful widening their knowledge. In using innovative and effective educational methods, it is imperative that both the teacher and the students need to refer various educational and informational resources for teaching and learning their topics(Subash and Lourdes, 2003; 5). Though library is necessary for all school levels, it is so critical particularly for preparatory schools, even in a very advanced form. Because teachers cannot feed the learners with everything, and they are expected to feel the gap by themselves, and also do an independent tasks, reading more that encourages active learning. Moreover, they are on the way to higher education where self-learning dominates. So, they need to have opportunity to develop experience of referring various resources.Therefore, there has to be a standardized library which is well furnished with up to date books with better service. For this reason, secondary schools library requires adequate appropriation, a carefully planned room and equipment, well selected books and trained librarian(Edmonson, 1956:89, in Fida, 2004). Wide enough, attractive and inviting for reading room is also suggested.

Though all subjects require supportive materials and facilities, it is compulsory for science subjects as they are learnt through experiment. So, science facilities deserve strong commitment and continuous attention. It is in science lab that students work, learn and experience real science using the tools and practicing the skills and habits of mind that encourage science leaning (Motz et al., 2007: xii).

According to Ethiopian education policy, secondary schools are recommended to have three laboratories such as physics, chemistry and biology which are fully furnished with necessary materials such as cupboard, stools, chairs, tables, board, water and electricity (MOE, 1995). However, most of the schools have maximum of two laboratories which are not fully furnished, and also lead by science teachers trained in academic subjects.

Now days, globalization is forcing schools to introduce the use of technology in the process of teaching and learning. The use of it reduces global inequalities through internet based distance learning, interactive video and educational television that make significant improvement in quality education. For instance, as in MOE (2002), application of educational television as a medium of instruction is used for scientific experiments whose results can not in reality be observed in a short time, however, immediately viewed, observing things that can be seen only in microscope, showing students very expensive and dangerous chemical reactions that cannot be carried out an ordinary classroom and laboratory, and showing the students animals and plants found in different world that cannot be easily found.

Specially, students from low economic status would be more advantageous from the application of technology in class as they have little or no access to it out of school. Also, it contributes a lot for visual learners. The benefit of using technology in school appears to be the strongest for the students of lower socio economic status, low achievers and those with certain learning problems(American's president's committee of advisors on science and technology, 1997). So the application of technology in the process of teaching and learning assists the improvement of quality education.

Education takes place in socio-cultural setting. This implies that educational goals should be rooted in a social, cultural, political and economic context of a country (Newcomer, 1997). That is why curriculum of a country is expected to be relevant to the society it stands for. Because curriculum serves the society it emerged from, developing, shaping and enriching the existing wholeness of them.

According to Show (2005) curriculum must emphasize on problem solving skill development, knowledge acquisition, provide means for individual difference, focus on results, set standards and target for students' learning, be responsive to emerging issues, relate things to the real life of the learners, provide a means for future life and employment and should provide means for the development of society in general. So, in short it emerges from society and serves society being in the boundary of them.

2.3.2. Educational Process

This stage is a place where educational inputs are practically put in to function and help realize the intended output or outcome.It deals with the effectiveness of leadership, teachers' commitment and performance in the class, pedagogy and teaching and learning process like instructional time and instructional language.

Good leaders change organizations; great leaders change people. People are at the heart of organization, particularly a school, and it is only through changing people-nurturing and changing them, helping them grow and developed, creating a culture in which they all learn-that an organization can flowers(Hoerr, 2005:7). For the success or failure of an organization, a leadership highly matter as he/she put the goal of the organization, and organizes the whole resource together, human and material, and get move forward to the set goal. Especially, getting people believe and scarify the knowledge and effort they have to the goal they bear to, developing and empowering them, making follow up and providing help, and creating a spirit of unity among the workers is too challenging, and it requires a great leader who knows how important people are and how to get them work effectively.

So, schools need such a great leaders. A great school leader who is leading a school with strong learning and performance culture understand that the teachers are the most important component in influencing the students learning. So, they create opportunity to develop them to support their work. Importantly, they recognize as the leadership is not the prerogative of any one person. The defining future of a school leader's role is the ability to mobilize the collaborative capacity of the staff(Fleming & Kleinhenz, 2007). The key element here is to encourage leadership in others. If every teacher becomes a leader, responsibility, commitment and motivation increases which intern is followed by high productivity, and also eases the challenge the head leader shoulders.

Distributed leadership poses the challenge of how to distribute responsibility and authority for guidance and directions of instruction, and learning about instruction, so as to increase the likelihood that the decisions of individual teachers and principals about what to do, what to learn, how to do, aggregate in to collective benefits for students' learning (Elmore, 2000:18). It is not only leadership and capacity that a good school leader develops in teachers, but also a collaborative spirit bond among them. Teachers have such bond among them, learn in team, give each other feedback, observe each others' teaching, and accept feedback from colleagues, parents and their students that help them for further development(Fleming &Kleinhenz, 2007). In this case, could have a wide range of development opportunity as one easily learns from another. If one is well advanced among others, it would be easy to upgrade and get them resourceful. However, officially arranging the right kind of professional development training for teachers purposefully according to their need, and updating their professional skills regularly is one of the major works towards bringing quality education(Subash and Lourdes, 2003:4-5). Before planning for development, the principal need to assess the need of the teachers to see the gap need to be filled. One of the ways to do so is evaluating the work or performance of the teachers, which is a top priority job for every principals as teachers quality is very important (Hoerr, 2005). Not only developing, but also respecting teachers' autonomy and professionalism, and developing inclusive decision making process. This can have an impact on the teachers' performance in what they do in the classroom, and in turn it creepers the students' achievement(UNICEF, 2000).

In the process of education, it could not be exaggerated if teachers are said "back bones" as it could not stand without. So the wellbeing of teachers in all aspects should come first. Intellectually, morally and economically they need to be supported to higher their responsibility, commitment and keep updated if it is to ensure quality education. On the contrary, if teachers are not empowered, motivated, get respected, and forgotten in general, the death of education would be fasten. In addition to these, teachers need to have access to resources that help them keep themselves resourceful. According to Warrant little (1990), the major investment in children's learning is a teacher. So school leaders should do everything to ensure teachers have access to professional and intellectual materials inside and outside the school, like reference materials, computers, internet etc for teachers own work and professional development.

In a school with high achieving students, there are six characteristics of leaders. These are, giving central attention to building a school wide, collective focus on students learning of high intellectual quality, placing issues of teaching and learning at the center of dialogue among the entire school community, giving concrete expressions to the norms and values that comprise a school vision, creating time for reflective enquiry and opportunities for substantive staff development, putting themselves at the center rather than at the top of their schools organization, and sharing power with staffs and parents (Wehlage, 1995:291-292, in Mayer et.al, 2000).

So, the leader of a school should delegate power, involve the critical stakeholders in decision making, crate opportunity for open discussion, communicate the goals and mission of the schools to the stakeholder clearly, become facilitator being in the center, pay more attention to the issue of teaching and learning, and create opportunities for teachers . Professional development, and become a leader too.

Teachers' work conditions and settings constantly change as knowledge and technology get advanced. Constantly, new demands are placed on the shoulders of them. So, this has an impact on their sense of being a teacher, effectiveness and, their life (Beijaard et al, 2005:17). To cope up with the changes, and become more effective and competent, teachers need to be assisted through training and professional development. Professional development is an essential component of successful school level change and development (Hargreaves, 1994). It has a direct impact on the students' learning and achievement. Where teachers have clear professional identities and have intrinsic as well as extrinsic rewards for their work, they are more satisfied, committed and expand and develop their own teaching repertoires and, in relation to their purpose, it is more likely that they provide an increased range of learning opportunities for students(Harris and Muijs, 2005).

Only having degrees, more experience, and pedagogical training in pre-service is not quite enough to keep the performance of a teacher up to date. Because, knowledge depreciates if it is not up dated. So, ongoing professional development training must be given. Teachers' development program focuses on continuous improvement of the quality of instruction through enhancement of the capacity of teachers(MOE, 2008:24-25).This ongoing training can have a direct impact on students' achievement, as it overcome short comings, and keep teachers abreast of new knowledge and practice in the field (UNICEF,2000:15). Therefore, professional development should be viewed as an investment in teachers, i.e., building on their commitmentand motivation, and supporting in their efficacy(Beijaard et.al, 2005:18).

As in education and training policy (MOE 1994:21) of Ethiopia, teachers starting from kindergarten to higher education will be required to have the necessary teaching qualification and competence in the media of instruction through pre-service and in-service training.

According to Hawley & Vally (1999), principles of effective professional development focus on what students are to learn and how to deal with the different problems students may have in learning, the analysis of the difference between actual students' performance, and goals and standards for students learning, the involvement of teachers in the identification of what they need to learn, and in the development of the learning experience in which they will be involved, primarily school based and built in to day to day work of teaching, continuous and ongoing, involving follow up and support for further learning, collaborative problem solving, evaluation of multiple sources of information on outcomes of students, and the instruction and the other processes that are involved in implementing the lessons learned through professional development, providing opportunity to gain understanding of the theory underlying the knowledge and skills being learned, and a comprehensive change process focused on improving students learning.

In general, education area is so sensitive as it is through which man power is processed and produced. So, teachers,the central engine of education need to be updated and sharpen always, so that their knowledge and work coup up with the dynamic world, and satisfy the need of the students fully, and meet the developmental goal of education. Thus, they must be backed up by purposely planned professional development. This investment on teachers comes up with quality students' achievement in turn, as it gets them better in motivation, commitment, subject matter knowledge, methodology, child psychology etc.

As different literature indicates, the degree of teachers' turnover is one of the most influential factors that affect students' achievement and also organizational success. Teachers' turnover has a negative effect on both students' achievement, and also collegiality or relational trust among teachers in the school (Ronfeld, 2011).

While the teachers stay longer years in a school, they know the in and out of the organization well; including interest, goal and the system of the organization, and also knows the level and background of the students, their learning pace, learning methodology, and areas in which they are strong enough, and also where they need help. So, whenever they leave the school, all the experience go with them away, and the new comer is forced to start everything from zero, which is disadvantage for both the learners and the school. Turnover has an impact whether the incoming teachers are better than those they replaced (Sawchu's, 2014). Because what they may come up with is the subject matter knowledge and pedagogy, but others about the school and students are almost null. In general, high turnover deteriorates students achievement, disrupt the institutional and organizational cohesion, and also it is a loss for the new graduate teachers as they lose opportunity of mentorship, while experienced teachers are not exist. The pass way to overcome all these short coming appears finding ways to keep teachers at their post for longer terms(Chen, 2013).

Teaching methods that facilities active students learning rather than promote passivity and rote memorization represent a new paradigm to be understood and put in to practice if the students achievements are to be improved (UNICEF 2000:16). Students learn best when they are made learn by doing or get involved in which they learn, as it increases understanding, develops skills, easily recalled and gets the lesson become part of life. So, students-center approach is advisable to be used in teaching and learning process. As in Subash and Lourdes (2003), learning in school should be student- center so that real learning takes place.

Learning is a behavioral change in learners in different aspects, just widening what they know, and also adding something new on what they have. This nurturing behavior takes place and isretained longer with them if the method of instruction let them engaged in the process of learning, being under the guidance of the teacher, and then the practice is followed by timely feedback. The method could be discussion, group work, project work, demonstration, practical application of knowledge etc. On the contrary, if the class is dominated by a teacher, and he/she tries to fill the students with knowledge, the students get passive and understand little as a result. The retention of that little is also very short. Good teachers are skilled not only in instructional method, but also in evaluation and assessment practices that allow them to gauge individual student learning and adapt activities according to students' learning and students' need (UNICEF, 2000).

Assessment isall those activities undertaken by teachers (and by their students in assessing themselves), which provide feedback to shape and develop the teaching and learning activities in which both teachers and students engaged (Black and Wiliam, 1998). Also, assessment is seen to exert a profound influence on students' learning: on what students focus their attention on, on how much they study, on their quality of engagement with learning task, and through feedback, on their understanding and future learning (Gibbs and Simpson, 2004). In another word, assessment is an activity, through which how much is taught and also learned is examined, and then leads to an action of creating better leaning opportunity or decision making.

According to Black (1993), assessment has three broad purposes which are the certification of students' achievement, the promotion of learning through the provision of helpful feedback, the accountability of educational institutions and system through the publication and comparison of results. This means, assessment is a tool by which judgment is madeon the understanding of the students, effectiveness of the teacher and the educational system, and be a feedback for improvement.

Method of assessment is classified in to two making their purpose the base. These are formative and summative assessment.

Formative assessment is any task or activity which creates feedback for students about their learning. It does not carry grade which is substantially used in a summative judgment(Irons, 2008:7). The main objective of formative assessment is to assist students learn more creating maximum possibilities for them. It is concerned with how judgments about the quality of students' response can be used to shape and improve the students' leaning (Sadlers, 1998:120).So, summative assessment is used to checkhow much learning takes place andthe gaps with students' understanding, and thenfacilitate more learning and increase the students' learning opportunity filling the gaps, and solving the short comings that are exhibited during assessment, just intervening.

Coming to summative assessment, it any assessment activity which results in a mark or grade which is subsequently used as judgment on students performance. The judgment could be award, promotion, demotion etc, rather than improve learning opportunity as the assessment takes place at the end of chapter, course or program. According to Black (1999:118), summative assessment is used to inform an overall judgment of achievement, which may be used for reporting or review-invariably is used in some form of selection, and making judgment on the achievement of individual teacher or the whole school. So, it seems to have little contribution on the improvement of immediate teaching and learning. Summative assessment provide only limited information about students' understanding, and does not teachers with an indication of the type of interventions required to improve students' learning (Pelligrino, 2001:26-28).

Formative assessment is used for improving teaching and learning process. Therefore, if it is worked for quality education, teachers are supposed to use formative assessment regularly in the form of class work, home work, work sheet, quiz etc. and assess their students' understanding, and apply an appropriate intervention which creates high level of students' learning opportunity, and avoid learners left back. But for general assessment of students performance, and use the data for different decision making purpose like certification, promotion, selection etcsummative assessment is used, which serves little in improving learning of students.

Learning is a process of continuous modifying knowledge and skills, and that feedback is essential to guide or redirect the learners rethinking, (Pellegrino et al, and 2001:234). Since learning takes place through trial and err, and students are given tasks to practice and develop their knowledge through, they are to be given feedback timely so that they have confidence in themselves or redirect their thought. According to Stefani (1998), feedback is a vital element in students learning when it is given in a supportive and constructive way. Constructive feedback is given on any teachers assessment activities which diagnose students' difficulties leads to students' learning gains(Wiliam and Black, 1998). Thus, for any activity that would be given in the formative assessment, must be followed by timely and constructive feedback after or while the practice is made by the learners if it is to higher students understanding, and achievement too. Otherwise, the students remain getting confused, losing confidence in their response.

Large class size is the major problem of many developing countries, and this has a big impact on the achievement of students, and working condition of teachers. Class size has a direct impact on students result, and more advantage is obtained as the number gets reduced (Heywood, 1989:126, in Desta, 2005). As in more research findings, as the number of students go down, the quality of education becomes higher. Education quality is much higher when the pupil-teacher ratio is much lower(Ankomah et.al, 2005:13). This is because, teacher in large class tends to focus more on rote learning as they are burden, and the reverse is true too. They use problem solving method or active learning as the number gets smaller(Poulos and Woodhall, 1985, in Ankomah et.al, 2005:13). Besides, smaller classrooms deals with fewer disciplinary problems, spend more time on instruction and enrichment activities and offer on instruction and enrichment activities, and offer more opportunities for students' participation(Achilles 1996; Finne 1998; Shapson et.al 1980, in Mayer, 2000:37).

According to Ethiopian education standard, student teacher ratio is 40:1 in secondary school (AAEB, 2013).

Of the determinants of quality education, learners' competence in instructional language is the one that may easies or challenges the realization of students' quality achievement. Language of instruction determines quality of education as it is an indispensible medium for caring, or transmitting education from teacher to learners and among learners(Qorro, 2006:3). In order to have full understanding of the lesson given, the students need to communicate well in the instructional language so as to discuss, debate, ask and answer questions, and read and understand notes and activities in text books. If so, they easily would construct and generate knowledge, and also would have better result.

Instructional time is one of the components to be put in to consideration if the intention of the school is to improve quality instruction (education). The amount of quality instructional time is one of the most powerful variables in determining students' learning, particularly with students who have learning difficulty that need more time than some other students (Para Link, 2007). Even instructional time is one of the three major areas in addition to teachers' quality and text book availability in which consistent achievement effects obtained(Behavot and Limer,2004). However, the importance of instructional time would be realized when the full time given to the class is used efficiently without disruption. Where there is no supporting condition like inappropriate pedagogy, students' misbehavior etc, the length of time by itself can bring no change. As research made in Philippines (Lane and Counstere, 1997) and in Ethiopia (Verwimp, 1999), the quality of classroom time, especially when accompanied by more pupil – oriented teacher behavior, had a significant impact on students' learning. Factors that affect the efficient use of instructional time are teachers absenteeism, tardiness, poor teaching methodology, destructors related to students like much talk, being out of seat and non compliance (Latham, 1985). In short, the length of instructional time under a right condition improves the students' achievement.

Though all necessary components that leads to quality education is completed, quality teaching and learning process may not take place if there is no motivation and positive discipline with the students. Positive disciplinary climate is directly linked to students learning(Barton, Coley, and Wenglisky 1998; Bryk , Lee, and Holland 1993; Chubb and Moe 1990, in Mayer et.al, 2000: Vii). So, there has to be positive discipline in the classroom so that learning and teaching would go on in designed way.

The involvement of parents in the process of schooling has an immense role in the provision of quality education, and also success of the students. Students' achievement, attitude and behavior, all would meet the intended objective when parents and other family members are fully involved in the school process, whether it is in school administration and also working with students on school related activities(Alberta, 2006:4).

Also pupil's home background has a great impact on the learners' achievement. For instance, educational level and income status of family are the major ones.

Asin UNESCO (2005:47), students whose parents have more education and economically well, tends to perform better than those from poorer homes. Because, they easily possess school materials and support easily. Children whose parents have primary school education or less are more than three times as likely to have low test score, or grade repetition than whose parents have at least secondary schooling(Willms, 2000, in UNICEF, 2000).

In addition to assisting students' achievement, parents' involvement in school system has a big contribution in strengthening school leadership. Involving parents in school governance helps in improving quality education(Ayallew, 2005).

2.3.3. Educational Out Put

Output reflects immediate measurable result, and direct consequences of activities implemented to produce such result (Burke, 1998, in Chalmers, 2008:4). So, the output of educational service which constitutes the immediate evidence of quality education is the achievement of students in examination. So, this achievement is most likely measured by a means of standardized achievement test(Scheerens, Luyten, Ravens, 2011). So, national examinations' result could be taken as immediate measurement of the contribution of input and process used. Because, the standard of the ones (human and material)to be broughtto educational processto increase students' academic performance, and the process through which the inputs are expected to cause high achievementhave direct influence, and the influence could be immediately measured on the exam.

2.4.Education in Ethiopia

2.4.1. Education in Ethiopia, in the near Past and Present

Though, it is a back bone in the development of a country, and without, the country's economy will creep for ages, education was one of the sectors that were highly neglected in Ethiopia, some years back. Then that negligence dragged the country's growth far back to the back of the world, which costs much to revive or come forth. However, now days, it has put up a head, and seem to be blooming although too late.

The government has drawn policy (ETP 1994), and also constructed various strategic packages to bear life to the country's education, and produce resourceful and working power generation through which poverty would be fought, and prosperity will take the place over, in line with the policy.

Educational sector Development programs (ESDPs) are the major ones under which the main intentions in the policy comes down to the ground, and practically come true. Access of education to citizen being complemented by quality, minimizing dropout, repetition and gender parity are the main areas have been put in focus in the ESDPs.

In line with the ESDPs, much progress has been made in the last few years. For instance, a significant difference was made in enrolment between 2000E.C and 2005, though a bit came back in primary level. It was 95.6% (GER) and 83.4% (NER) for primary (1-8), 37.1% (GER) and 13.8% (NER) for secondary first cycle (9-10), and 5.8% (GER) and 2.9% (NER) for secondary second cycle (GER) in 2000E.C (MOE, 2004), which, after five years in 2005 E.C,strode forward significantly, especially in secondary school level enrolment.The figure was 85.3% (GER) and 86.9% (NER) for primary level (1-8), 24.4% (GER) and 19.4% (NER) for secondary first cycle, and 9.5% (GER) and 5.3% (NER) for secondary second cycle.

Not only the enrolment, but also the critical inputs such as number of teachers and schools sprung far forward. They were 253,629 & 23,354 respectively for primary and also 33,736 teachers & 1,078 schools for secondary in 2000E.C (MOE, 2004). This figure grew to 335,109 teachers &30,634 schools for primary level, and 65,118 teachers &1,912 schools for secondary one, in 2005 E.C (MOE,2005).

Furthermore, degree of dropout showed a significant change, decreasing. In 2002E.C, dropout for grade one was 28.1% and the whole primary (1-8) was 18.1% (MOE, 2004), that moved down to 22.5% and 7.9% respectively in 2005 (MOE, 2005), which is a big improvement. The gap of gender parity also has gotten narrowed.

In general, the above data indicates that Ethiopian education was in the worst condition in some years back. If it was this much weaker four and five years back, imagining how worst and forgotten it was ten and beyond years back is not obscured. On the other hand, the data is an implication of green light for Ethiopian education. It seem to be blooming, getting in the track of global education system, as the number of enrolled children is rapidly growing with the increasing number of schools and teachers that treats the high enrolment, being supported by narrow gender parity and decreasing number of dropout. However, this is only a good beginning of journey to provision of advanced and standardized education to all citizens that drag the country out of poverty. This means, still there is a lot to do with the access, efficiency and quality too, to fully meet the UPEs goal. There are more school aged children has left back in the village, especially in the remote areas. Dropout is high though it is decreasing. Gender parity also requires more effort and attention. Grade repetition too is needed to be controlled. For instance, repetition in primary level was 4.9% in 2004E.C, and it was founded growing to 7.9% in 2005E.C. Grade one and eight takes a big share of this repetition. They are 9% and 8.8% respectively, which seem to put the quality in question.

2.4.2. Quality Education in Ethiopia

It is obvious that the productivity of a countries education is found in the heart of quality. Building large number of schools throughout the country, and getting it full of children couldn't be better than nothing if it fails to be supplemented by quality that brings change in production of human capital, except wastage of resource to be invested on.Saying this, in the case of our country, much attention has been given to the access as there was very few schools in the country that doesn't meet the growing number of population, and that has shared the biggest cost of quality, and that seems to be staggering the countries quality education though relative progress is being made from time to time (MOE, 2005). Because, training more teachers, and fulfilling necessary materials and facilities, requires huge amount of finance which is so challenging in developing countries, treating rapid expansion and standardized quality at the same time.

For example, the number of qualified primary school teachers was only 64.7% in 2005 E.C, which is very low, and needs more attention (MOE, 2005). Student-text book ratio is also below 1:1 which is 1.35:1. Plus the student-section ratio is very high that is 53.7%. Moreover, availabilities of facilities in this level are so poor. Access to water, latrine, clinic, and library and pedagogy center are 40.7%, 92%, 21.1%, 53.2% and 43.3% respectively in primary schools. This means there are schools that do not have library which plays an important role in introducing children with reading that is advised to be developed at the early stage. All these points as primary education is still left with huge problems, and tough work is expected to be done to minimize at least. Secondly, each student could not take the text book home, to compensate the library with, since it is not for individual.Lack of pedagogy center too put a strong influence on teachers' working condition and also deprive students from benefits they get from teaching aid during teaching and learning process. At this level, the only good thing is teacher-student ratio that is 49.1:1 while the national standard is 50 for primary level.

Coming to secondary schools, it is relatively looks better than the primary one although much is to be done to keep it to the desired quality level. According to MOE (2005), here, qualified teachers, first degree at least, are 91.5%, student text book ratio 1:1, and student-teacher ratio is 28.7:1 and narrow gender parity which is highly appreciated and is promising too in meeting the developmental objective of the policy set. The central goal of education any country is producing advanced man power that works for the well being of society, countryand in general for the whole human being over the world in all aspects. So, this would come true when education is of good quality. Thus, this data implicate a positive expectation. However, concerning facility, a big focus and commitment is needed. The coverage of library is 72.4%, laboratory is 1,912 for 2,512 schools, internet 19.4%, clinic 42.9%, water supply 83.8% and electricity 84.7%. These short comings are potentially so influential, and even have a power to deteriorate the positive contribution inputs in the above unless hasty and strong action is not taken. Particularly, library and laboratory are indispensable one for secondary students, as they are knowledge is acquired, expanded and made too. In addition, it stands against active learning philosophy limiting students' reading,independent and practical work

2.4.2.1. Factors AffectingQuality Education

In many developing countries, quality education has been a long time challenge, and also seem to be problem in the future too, till they get free from economic related shortcoming. Now days, large numbers of developing countries are working hard towards access of education for all to meet UPE policy, and they have experienced rapid expansion that challenges their capacity of financing education. As a result, many African countries are facing deterioration of quality education right from the provision of physical facility, teaching and learning materials, deployment of teachers and performance to the transition from primary to secondary education(Sifuna et al, 2010:8).

This is true in Ethiopia too. Despite long has gone in achieving access, inefficiencies in spending level and quality of education remained low. Expanding enrolments have contributed to stagnating or declining of Ethiopian education quality, especially in the context of severely limited resource (Amare, 2006:2). The school share of recurrent spending has decreased in favor of tertiary education, and on the other hand, dramatic enrolment increase in primary school implying an increasing demand for recurrent finance. In addition to this, a large share of school budget is consumed by teachers' salaries, leaving minimal amount available for non-salary recurrent spending on other schooling inputs such as text book, while non-salary spending per-student continuous to fall precipitously(Chaudhury et al, 2006:5).

As enrolment highly increases, a big demand of more schools, class room, trained teachers, text books, chairs and decks etc is raised that requires huge finance. If these demands could not be answered properly in proportion to the enrolment, students-teachers and students-section ratio increases, then methodology of teaching would tends to be rote memorization rather than problem solving, students would share a book for more etc, and then class repletion might be higher.To confirm the influence of rapid expansion on quality(Bines and Wood, 2007), and also has added stating “The rapid expansion caused high class size, shortage of text books, low level of transition to secondary, technical and higher education. Not only the resource, but also school efficiency and methodologies used by teachers in the class are other factors. From primary through to tertiary education, those responsible for education are teaching in the way they themselves were taught and perpetuating rote based approach to learning (Smith & Maema, 2003, Negash, 2006,in Everts, Herren and Hollow, 2008).Moreover,school organization and management, teachers training, school supply, and language of instruction has been found to be key factors for weak quality of education(MOE, 2008:2). Besides, the curriculum reform itself seems to be weak (Bines and Woods, 2007).

To solve these short coming, the government has constructed a program which is “General Education Quality Improvement Program” in 2008, and is working towards the realization of provision of quality education to citizen. Under the package, different programs are carried out. These are, curriculum, text and assessment and inspection program, teachers development program, English Language quality improvement program, management and administration program including EMIS, program coordination including monitoring and evaluation activities", though still there are more critical problems need to work against.

In general, as in literatures have been cited, relating to rapid expansion, shortage of finance, school supply facilities, teaching and learning materials, teaching methodology, school efficiency, curriculum, teachers and text books and high student-teacher and student-section ratioare major factors that are potentially influencing quality of Ethiopian education.

2.4.2.2.Alternative Strategy to Improve QualityEducation

To up lift quality education and meet the intended objectives, putting the input and process which is material and human resources, the pedagogy and facilities, to the standard would be mandatory. According to Sifuna and Nobuhide (2010: 8-9), provision of instructional materials, especially text book, facilities like laboratory and workshop for science and vocational subjects, and increasing teachers' motivation and dedication coulduplift quality of education. Raising teachers' moral could be in monitory system and also regenerating their professional pride and enthusiasm through improving working conditions as well as increasing supervisory support and services.In additionto these, intervening methodological process at classroom level, where knowledge, skill and dispositions are acquired, increases quality of education (Anderson, 2002; Verspoor, 2003). Therefore, managing the quality of class room interaction is the most important factor in improving quality of teaching and learning, particularly in the context where learning resources and teacher trainings are limited(Anderson,2002; O' Sullivan, 2004).Also according to Ayallew (2005), provision of adequate text books, teachers' development programs using in service training, in staff training and school cluster resource center, distance education, students centered teaching method which is problem solving and active learning approach, stakeholders' participation, and reinforced management function and leadership, and provision of educational technology, like ICT enhances securing provision of quality education.

To secure quality, education needs to be backed up with adequate and quality human and material resource. School material and facilities like text book, library, laboratory, IT and pedagogy center etc are advised to be available in quality and quantity, being under the supervision of trained and professional human resource. Equipping the school with standardized materials and facilities alone also could not secure qualityunless its function is guided by qualified and motivated teachers.So, teachers need to be supported professionally and morally too. To keep them motivated, their salary need to be put into consideration; their performances are to be appraised timely; they ought to have professional training and supervisory support, and appealing working condition.Motivation of them can have a power to manage the challenges may appear in the teaching and learning process, even where there is shortage of resources. Participating stake holders in the issue of the school also can have a contribution to quality as the school serves the society. To do all these, there as to be a strong and skillful leadership that stands for change.

2.4.2.3. Policies on Quality Education in Ethiopia

According to Ethiopian education policy, the minimum criteria and requirements of quality education are the existence of professionally competent and ethically minded teachers in the system, the existence of effective and efficient management of education, student centered and equitable curriculum which has a high standard relevant to the society, and adequate supply of necessary educational materials and equipment (MOE, 2002:71). In addition to these, continuous assessment in academic and practical subjects is used to ascertain the formation of a round profile of students at all levels(MOE, 1994). Also, the policy states that as teachers starting from kindergarten to higher education, are required to have the necessary teaching qualification and competency in the media of instruction, through pre-service and in service training. Moreover, the same policy, suggests democratic and professional educational management, and application of educational technology in education system.

2.4.3. Importance of Secondary Education

Greater investment in secondary education has a great benefit in the well being of countries, especially the developing ones if access and duality are made go hand in hand. According to Bregman and Stallmeister (2002), it yields social and private returns. It is crucial for economic growth as globalization, the increase importance of ICT in the 21st century, and rapid technological change have made knowledge essential for competing in the world economy. In addition, it provides countries with the skills and knowledge needed for economic growth including further learning and training of professionals. Besides, it helps to socialize young people and target at risk youth as the age group has the greatest potential for changing its behavior, decisive in fostering positive social and civic value. Also, it yields considerable private returns, offering young people the chance to acquire attitudes and skills that are unlikely to be developed in the primary grades. This enables the youth to develop job oriented skills, participate fully in society, take control of their own life, and continue learning.

Moreover, as enrolment increases in secondary level, it leads to improve gender equality (DFID, 2006). According to DFID,reduction of HIV is also another outcome of secondary education. For instance, HIV prevalence is considerably lower among both female and male teenagers in secondary school in Burundi, Eritrea, and Zimbabwe etc.

Besides to all these, secondary education makes a crucial contribution to both primary and tertiary education. Within an education system, secondary education is a bridge between primary school and tertiary education as a bond between them. As a result, they complement one another. For example, increased primary education completion rate can boost the demand for secondary education, and expansion of secondary education can be a powerful incentive for students to complete secondary school (World Bank, 2008). This two way complementation extends to tertiary too according too. According to the World Bank, secondary education curricula; pedagogy practice; status of teachers; students background; and so on mirror those in higher education. The well trained secondary school graduate goes to university, and the university in turn prepares secondary school teachers.

Therefore, investing more on secondary education especially in developing countries seem to have a great importance in filling the gap of the countries in every aspect, such as supplying skilled labor force to the market, scaling up the individuals' income, increasing health condition of society, eliminating gender gap, increasing social and political security, etc. But in the expansion process, the focus should not be put only on access, also must put quality in to consideration. In general, on secondary education help meet all goals of MDGs and ensure long term sustainable growth.

CHAPTER THREE

3. Research Design and Methodology

3.1. Research Design

The research method was employed in the study was mixed method approach as both quantitative and qualitative approaches were used inanalyzing the data with the dominance of the quantitative one. Using this approaches, the two groups of schools, government and privates, were compared in the quality education they provide. According to Hantrais (1996), comparative research method is used to identify, analyze and explain similarities and differences between groups or categories. It is also used to study cases which are similar in some respects, but different in some respects, and this difference becomes the focus of examination (Routio, 2007).

3.2. Sources of Data

The study made use of both primary and secondary source of data. The primary sources were students, teachers, department heads, unit leaders, principals, parents and supervisors.

Secondary source of data was document analysis. The records of grade 12 National Examination of 2012, 2013 and 2014 in each sampled schools was analyzed as students' achievement or output.

3.3. Sampling Techniques and Study Population

In Addis Ababa city administration, there were fifty-five (55) preparatory schools of private and government. Of these, fifteen (15) of them were government, and forty (40) were privates. From these, twenty percent (20%) of government which was 3, and also twenty percent (20%) of private schools was 8 were sampled. The reason for making both sides equal percent was that to make faire generalization over the schools since it is comparison. Also, the population was limited to 20% as the data would be unmanageable if the number increases. The total sample was twenty percent (20%) out of fifty-five (55) government and private preparatory schools found in Addis Ababa.

To sample the government ones, first, three sub-cities which were thirty percent (30%) out of total ten (10) sub-cities in Addis Ababa had been sampled randomly so that all could have equal chance to be taken. The reason for sampling the three sub-cities was that, it was only three schools that would be sampled from government, and three of them were expected to be taken from different sub-cities. So, Akaki, Bole and Nefas-Silk Lafto weresampled. Again, of the sampled sub-cities, one school from each was sampled. In Bole sub-city, there was only one (1) preparatory school which was Bole preparatory, and that was taken by availability sampling. But in Akaki-Kality and Nefas-Silk Lafto sub-cities, there were two preparatory schools in each. So, one school (1) which was fifty percent (50%) from each sub-city was sampled randomly. In such a process Darartu Tulu preparatory school from Akaki-Kality and Gimbot 20 preparatory school from Nefas-Silk Lafto were sampled. Therefore, sixty percent (60%) of the schools out of five (5) which was the total government preparatory schools in the three sub-city were sampled.

The same procedure was followed to sample the private too. There were eight (8) preparatory schools that were expected to be sampled, and eight (8) of them were from different sub-cities. So, first, eight (8) sub-cities which was eighty percent (80%) of the total ten (10) were sampled in purposive sampling technique, excluding Lideta and Addis Ketema sub-cities as Lideta didn't have preparatory school owned by private, and Addis Ketema had only one preparatory private school whichwas a branch of the one thatwas sampled from Arada sub-city. So, it was not sampled for being under the same administrative system and might have an influence. Following that, one (1) school was sampled from each sampled sub-city. From Arada and Akaki-Kality, the existing school was taken in availability sampling as each had only one private preparatory school. The schools are Radical from Arada sub-city, and Ethio-national from Akaki-Kality. Kirkos and Kolfe Keranio had four (4) preparatory schools each, and one (1) school from each that was twenty-five percent (25%) was taken randomly so as to get equal chance to all. So, Future Talent from Kirkos, and Beshewam from Kolfe-Karanio sub-cities were sampled. Also, Nefas-Silk, Bole, Yeka and Gulele sub-cities had twelve (12), eleven (11), five (5) and three (3) private preparatory schools respectively. Of these, Kuruz, Fountain of Knowledge, Lemlem, and Holisavior respectively were sampled randomly, with 8%, 9%, 20% and 33% of the preparatory schools in each sub-city.

Students were sampled based on random sampling so that the three types of students (active, medium and lower learners) were equally chanced to be respondents. To do that, students in each class were grouped equally in to three strata according to their ranks in first semester in 2013/14. Then fifteen percent (15%) of the students were sampled in total from each class with equal share of percentage for each stratum.

From teachers, thirty percent (30%) of them were sampled from each department randomly so that they could have equal chance to be participant in responding on questionnaire.

All department heads of each school were made give response as they had close relationship with the teaching and learning process and with the teachers and the administration too. As a result, they were thought to have better information to provide. Also they were assumed to have more information about the strength and weaknesses of teaching and learning process in their department. Therefore, purposive sampling was made here.

From administrators, principals and unit leaders were also made participate in providing information. A principal and a unit leader were respondents from each school. All principals were sampled on purpose as they were thought to have an overall picture of their school and could give detail information. But unit leaders, fifty-percent of them were sampled randomly so that they could have equal chance. Where there was only one unit leader that would be taken based on availability sampling.

Also, parents of four students from each class were sampled randomly, and were made respond on questionnaire.

Supervisors also were respondents. To sample supervisors, first three (3) sub-cities, Gulele, Nefas-Silk Lafto and Yeka, was sampled from the eight sampled sub-cities, randomly. Following that, a supervisor was randomly be sampled from the existing ones in each sub-city. So, three supervisors were respondents.

The Sampled Schools and population

No	School ownership	Schools	Sub-city	Total population: Students	Teachers	Dep. Heads	Unit leaders	Principals	Sampled population: Students	Teachers	Department	Unit leader	Principal
1	Government	Bole preparatory	Bole	3532	120	10	3	1	353	36	10	2	1
2		Darartu Tulu preparatory	Akaki K.	1475	90	10	2	1	148	27	10	1	1
3		Gmbot 20 preparatory	N. Silk- Lafto	1373	68	10	2	1	137	20	10	1	1
4	Private	Fountain of Knowledge	Bole	113	13	6	1	1	11	4	6	1	1
5		Ethio-National	Akaki K.	243	16	6	1	1	24	5	6	1	1
6		Kuruz	N. Silk-Lafto	911	25	9	2	1	91	8	9	1	1
7		Lemlem	Yeka	152	14	6	1	1	15	4	6	1	1
8		Beshewam	Kolfe K.	217	14	6	1	1	22	4	6	1	1
9		Radical	Arada	354	17	6	1	1	35	5	6	1	1
10		Future Talent	Kirkos	120	13	6	1	1	12	4	6	1	1
11		Elshaday Holisavior	Gulele	337	16	6	1	1	347	5	6	1	1
Total	2	11	8	8827	406	81	15	11	882	122	81	12	11

Respondents in both private and government preparatory schools

No	Item	The population: Private Total	Private Sampled	Government Total	Government Sampled
1.	Students	2447	244	6380	638
2.	Teachers	128	39	278	83
3.	Department heads	51	51	30	30
4.	Unit leaders	9	8	7	4
5.	Principals	8	8	3	3
Total	5	2643	350	6698	758

3.4. Data Collection Tools

In the study, two types of primary data gathering and one secondary data collection tool were employed. For the primary one, questionnaire and interviewwere used. Close ended questionnaires was distributed to sampled students, teachers, department heads, unit leaders and parents. But interview was for principals and supervisors.

Students gave their response on elements related to teachers' performance, teachers' use of pedagogy, and facilities in the schools like library, laboratory, technology, pedagogy center, counseling center, clinic, bathroom and water supply. They also responded on the academic and material support they received from parents.

Coming to teachers, they gave response on questionnaire in the area of leadership if there is teachers' appraisal and motivation system, if they had have a chance to participate on school related issues decision making, if they are chanced to share leadership power, if they were invited to have open discussion on teaching and learning issues with the leaders, and if there was professional development program for teachers. In addition, they responded on student related factors such as students' discipline, competence in language of instruction and their academic performance.

The department heads were made respond on teachers' factors such as teachers' qualification, performance, teachers' sustainability and their use of pedagogy in teaching and evaluation. Plus, they gave response to questions related to the availability of material and facility required in their department.

The unit leaders responded to question on instructional time, students' discipline, weekly teaching load of teachers, and co-curricular activity.

Coming to the parents, they responded on the participation they had in the school, the contact they had with their child's teachers, and the extent to which they fulfilled necessary school material too.

The questionnaire was designed under one general theme "performance of the school in provision of quality education" that contains the theme of the four basic questions with in. Each basic question such as availability of input resources, teaching and learning process, leadership, and parents support had their own theme. Under availability of input resource, issues related to teachers, facility, and access to facility was designed. Also under teaching and learning process, pedagogy, instructional time and students related factors also had their own groups of idea to be raised. With in leadership too, involvement of teachers in leadership system, focus on teaching and learning practice, teachers' professional development, teachers' encouragement and teachers' sustainability made their own theme. Finally, questions related to family support were designed under parents.

Semi- structured interview was given to all principals and the sampled supervisors from the sampled sub-cities. Because, interview provides opportunity to gather more data from the ones who were thought to have detail information. So, these people were expected to have the whole picture of policy, and current activities in the schools.

The principal responded to teachers' related questions such as teachers' qualification, experience, motivation, appraisal, professional development, turn over, and the role they have in the school's leadership system. Furthermore, questions related to class-size, technology, library, laboratory, and the role of parents in the school were answered.

The supervisors answered questions related to expectations from preparatory schools in line with policy, and to what extent the expectation was practically being seen. They also responded on problems that were seen in private preparatory schools, and also in government ones so far, and the improvements they must make.

The last one was document analysis which was a record of students' achievement of grade 12 in National Examination of 2012, 2013, and 2014 to see the output of the schools.

So, the key elements here were teachers' quality, leadership, methodology, facility, professional development, teachers' sustainability, instructional time, and instructional language, students' conduct, students' achievement, and parent involvement.

3.5. Procedure ofData Collection

The data gathering instruments was constructed based on the review literature, and the required data was collected.

Prior to data collection, contact was made with the sampled schools principals to secure permission. Then, the instrument was planned. After that, the questionnaire to be used to collect the intended data was checked out on few sampled people. Because, if the question lacked clarity, the respondents might have failed to answer correctly as there was no oral explanation on the spot. As a result, the tool could fail to meet the goal it stood for. So, to avoid such kind of risk, pilot testing was made on ten (10) students with the three learning levels, five (5) teachers, and four (4) parents of each sampled schools for that purpose. The schools were Future Talent International Academy (private) and Bole preparatory school (government) which were parts of the sampled schools for the study. Questionnaire for department heads and unit leaders was tried out in Ethio-Parents and Future Generation Hope preparatory school which were out of the sampled schools. It could not be in the sampled schools as all the department heads, and all unit leaders of most schools were respondents. So, testing would be made on three (3) department heads and two (2) unit leaders of each school. Then, the amendment was made on the questionnaires.

3.6. Data Analysis Method

The types of data analysis were used in this study were quantitative and qualitative in nature with the dominance of quantitative one. Quantitative data analysis was used for questionnaire and document analysis while qualitative one was employed for semi-structured interview and observation of which data were analyzed in words.

For quantitative one, the raw data were categorized according to their similarities and nature of design, and frequency distribution was made from which percentage is computed. Then, the data were analyzed and interpreted. Here, t-test, average mean, ratio and percentage were used to make analysis. t-test was used to check if the difference between the two schools was statistically significant or not.

The analysis was made grouping the subjects in to three in line with basic questions. These are availability of inputs (human resource, facility and materials) in quality and quantity, process(teaching and learning process, leadership system, and parents' involvement), and output (students' achievement in grade 12 national examination of 2012, 2013 and 2014).

Also, for the sake of analysis, the respondents were grouped in four such as students, teachers, school managements, and parents, and their responses were analyses and interpreted.

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CHAPTER FOUR

4. Presentation, Analysis and Interpretation of Data

This chapter deals with two parts. The first part reports on the characteristics of the study population that include personal and professional characteristics. The second part presents analysis of the data obtained from the subject of the study through questionnaire, interview, observation and document analysis from private and government preparatory schools in Addis Ababa, in line with educational input, process and output.

4.1. Characteristics of Respondents

Students, teachers, school managements (department heads, unit leaders and principals) and parents were asked to indicate their background information through questionnaire, and interview. So, data of age and sex characteristics of all respondents, excluding supervisors whose characteristics were not much important for the study, were presented and discussed.

Table 1: Students' Age and Sex

	Item		Student respondents	
			Gov. (N=606)	Priv. (N=217)
			In percent (%)	In percent (%)
	Sex	M	50.7	47
		F	49.3	53
	Age	17-18 years	93.1	94.7
		and above	9	3

N= number of students Gov. = Government Priv. = Private

Concerning sex, from the total 606 preparatory students in government schools, 50.7% of them were male and the rest 49.3% were female. In private too, of 217 preparatory students, 47% were male and 53% were female. This implies that gender parity in preparatory schools of Addis Ababa is becoming so narrow that to be highly appreciated as the education policy supports gender balance. In the private ones, the number of female students even seems higher than the boys.

Concerning age, 93.1% of the government preparatory students were in the range of 17-18, and 6.9% were 19 and above years old. In private, 94.7% were 17-18, and 5.3 were aged 19 and above. This shows that almost 94% of the students were in the range of appropriate age level that has been put by MOE, for preparatory school. Of the total sampled students, 823 in both private and government preparatory schools, only 12.2% were beyond the appropriate age range which is 17-18. The number of students aged out of the expected group was slightly higher in government schools than in private ones.

Table 2:Sex, Age, Qualification and Experience of Teachers and Schools' Management

<table>
<tr><td rowspan="5"></td><td rowspan="5">Characters</td><td colspan="8">Respondents</td></tr>
<tr><td colspan="2">Teachers</td><td colspan="6">Schools' Management</td></tr>
<tr><td rowspan="2">Gov.
(N=74)</td><td rowspan="2">Priv.
(N=34)</td><td colspan="3">Gov.</td><td colspan="3">Priv.</td></tr>
<tr><td>D.H</td><td>U.L</td><td>P.</td><td>D.H</td><td>U.L</td><td>P.</td></tr>
<tr><td colspan="2">In percent (%)</td><td colspan="3">In percent (%)</td><td colspan="3">In percent (%)</td></tr>
</table>

1	Sex	M	71.6	70.6	80	100	100	92.2	87.5	87.5
		F	28.4	29.4	20	-	-	7.8	12.5	12.5
2	Age	20-30	8.1	38.2	-	-	-	25.5	-	-
		31-50	59.5	52.9	73.3	75	66.6	74.5	100	100
		51 and above	32.4	8.8	26.7	25	33.4	-	-	-
3	Qualification	MA/MSC	20.3	14.7	10	25	66.7	13.7	-	25
		BA/BSC	79.9	85.4	90	75	33.3	86.3	100	75
4	Experience	1-4	-	27.6	-	-	-	16.3	-	-
		5-10	10.1	45.2	6.7	-	-	58.2	62.5	12.5
		11 and above	89.9	27.2	92.3	100	100	25.5	37.5	87.5

T= teacher DH= department head Pr =principals UL= unit leader N= number of respondents

According to the data in the table, there was a wide gap between number of male teachers and the female ones in both government and private preparatory schools. Out of 74 sampled teachers from government school, the male ones were 71.6% and female 28.4%. From private too, of 34 sampled teachers, male and female were 70.6% and 29.4% respectively.So, much need to be done to bring them up.

Coming to age, more young teachers were found in private preparatory schools than in the government ones, and those with higher age were more found in the reverse. As the data shows, 8.1% of government teachers were in 20-30 while it was 38.2in the same age range in private. Most of them in both lied between 31- 50. It was59.5%in government and52.9 % in private. The rest 32.4%, and 8.8% that were found in government and private respectively were aged 51 and above.

Concerning teachers' qualification, the highest qualification was Masters Degree (MA/MSC) which was very few in both schools. They were only 20.3% in government, 14.7% in private. The rest all were BA/BSC degree holders which were 79.7% in government, and 85.4% in private ones. This indicates that Master degree holders respondents were relatively in government preparatory schools than in private.

Experience wise, all teacher respondents of government schools were with 5 and above years of experience while in private 27.6% were 1-4 years. Even from 5-10 years of experience, the government's were only 10.1% where as the private ones were 45.2%. 89.9% of the government teachers had 11 and above years of experience where as they were 27.2 in the private. Therefore, of the teachers respondents, more experienced teachers were found in government preparatory schools than in the private ones.

In school management respondents, there were rare female administrators in private and government. They were not seen in government except in department heads which were 20%. Relatively, it seemed to be better in private preparatory schools as 7.8%, 12.5% and 12.5% were appeared in department heads, unit leaders, and principal positions.

Coming to the age of school management, there was no one under 30 years in government preparatory school. All of them were above 31. But in private,there were 25.5% those were 20-30 years old. The remaining all were 31 and above. This implies that the school management in government preparatory school was relatively better in maturity and life experience than those in the private.

Coming to the schools' managements' qualification and experience,10%, 25% and 66.7% of department heads, unit leaders, and principals in government schools were Masters degree holders, and the remaining all were BA/BSC degree graduates. In privates, 13.7% of department heads, and 25% of principals were MA/MSC degree holders, and the rest all were BA/BSC. Therefore, from management respondents, more number of MA/MSC degree holderswere found in government preparatory schools than in the privates.

As the data shows, school managements' respondents were highly experience. All principals and unit leaders had 11 and more years of experience. Even the department heads were only 6.7 below 11. But in private, 16.3% of the department head respondentshad experience of 1-4 years.58.2%, 62.5% and 12.5% of department heads, unit leaders and principals had 5-10 years, and the remaining were had 11 and above. Therefore, this could be an indicator as human resource with rich experience was found more in government though the privates' was also not too bad.

Table 3:Parents' sex, age and educational background

No			Parents respondents	
			Parents of gov.(N=62)	Parents of prv. (N=38)
			In percent (%)	In percent (%)
1	Sex	M	61.3	47.4
		F	38.7	52.6

2	age	Below 20	3.2	-
		21-60	96.8	100
		61 and above	-	-
3	Education background	Below diploma	33.9	5.2
		iploma and above	66.1	94.8

Of the respondent parents, 61.3% were male and 38.7% were female from the government while 47.4% and 52.6% were male and female respectively in private schools, which means, males made more follow up in government than females according to the data in the table. On the contrary, females took more part than males in private preparatory schools. Concerning age, only 20% of government parents were below 20 years, and the rest were 21-60 years old. So, they are expected to be matured physically, mentally and socially to make follow up for the students.

In education background aspect of the parents, 33.9% of parents in the government had qualification of below diploma that could include the non educated ones. Therefore, private preparatory school's parents are expected to bring change on their students than parents in government students do.

4.2. Analysis and Interpretation of Educational Input, Process and Outpu

This part is dedicated to the analysis and interpretation of educational input, process and output. Under the input, human resource (teachers and management staff), material resource, facilities and services were analyzed. Under the process one, pedagogy, students related factors (instructional language, discipline and task compellation), Instructional time, students-teacher ratio and students-section ratio, parents' support and leadership system were analyzed and interpreted. Lastly, the educational output (results of grade 12 national examinations of 2012, 2013 and 2014) were analyzed and interpreted comparatively.

4.2.1. Educational Input

Under this sub-topic, data related to educational input such as teachers' performance (subject and methodology knowledge), commitment, training of pedagogy, teachers' qualification, teachers teaching experience,management staffs' qualification and experience, and material and facility related educational input were analyzed and interpreted.

4.2.1.1. Teachers Related Input

Teachers' performance such as subject knowledge, pedagogy knowledge, commitment, teacherswith pedagogy training,teachers' qualification and experiencewere analyzed and interpreted comparatively based on data that were gathered from students and department heads of both private and government preparatory schools.

Table4: **Responses ofStudents and School Managements (Department Heads) on Teachers'Subject Knowledge**

Item	Responses							t	P-value
	Gov.			Priv.			Diff.		
	Students (N=606) x	Dep.Heads (N=30) x	Average mean	Students (N=217) x	Dep.Heads (N=51) x	Average mean			
Teachers' subject knowledge	3.79	4.77	3.84	4.47	4.94	4.56	-0.72	=-12.51	p=0.00

N= number Diff. = difference of means X= mean t= t-test P= p value

Dep. Head = Department head Gov. = Government Priv. = Private

Concerning teachers' subject matter knowledge, average responses of students and department heads in both schools were taken as they were equally important in evaluating teachers' performance, and also they were asked the same questions on the area. According to table 4 in the above, private teachers seem to be better in subject matter knowledge as the difference of average mean is negative, and is also statistically significant. This means, teachers of private preparatory schools have better knowledge of the subject they teach than those of the governments', and that surely have its own positive contribution in increasing students' achievement. According to of Sallis (2002), existence of outstanding teachers in the school is one of the indicators quality education.

Table 5: Responses ofStudents and School Managements (Department Heads) on Teachers' Pedagogy Knowledge

	Responses							t	P-value
	Government			Private					
	tudents (N=606)	ep.Heads (N=30)	verage mean	udents N=217)	ep.Heads (N=51)	erage mean	iff.		
m	x	x		x	x				
'eachers' pedagogy knowledge	3.79	4.87	4.06	4.47	4.67	4.28	).21	-4.26	p= 0.00

On teachers' pedagogy knowledge, students and department heads were made respond on the same question as they were thought to have equal information. Therefore, according to table 5, private preparatory schools'teachers were found being better than the governments' relatively in possessing knowledge of how to teach their subjects. The difference was seen between the average responses is also statistically significant. High interaction of pedagogy is one of the important indicators of quality education Lederman and Niess(2002). So, application of better methodology in the class contributes its positive part in realization of provision of quality education in private preparatory school. However, thedata of class room observation indicated that government teachers give 58-78% of instructional time for students for practice during teaching and learning process while 47- 64% granted to the students. This means government teachers tend to apply student center principle more than teachers of private preparatory schools do relatively. Although the observation's data revealed that the researcher put more trust on the department heads' and the students' responses as they had longer time experience of the teachers' methodology. Because, theirs response weighs more than a day observation. In addition to this, pedagogy could mean a lot of which student center that had been expressed in length of time could be one part.

Table 6: Students' rating onTeachers' Commitment

	Respondents				
	Gove. students (N=606)	Priv. students (N=217)			

Item	x	x	Diff.	t	value
Teachers' commitment	3.06	3.72	-0.66	=-6.47	p=0.00

According to table 6, teachers of private schools seemed to be morecommitted to the goal they stand for than those in the government one as the difference of the mean average is statistically significant. So, this could help provision of quality education, and increase students' achievement as a result.However, the level of commitment in the private one was not of the highest as the mean of the students' responses was only 3.72. The information from principals through interview also indicated as teachers in government preparatory schools had less commitment of which the cause was thought to be less payment, unsatisfactory students' performance and undesired students' discipline.

Table 7: **Total Mean Average ofStudents' and Schools Managements' Responses on Teachers' Performance(average mean of table 4, 5 and 6)**

Here, teachers' performance such as knowledge of subject matter, pedagogy, and their commitment that were presented in table 3, 4 and 5separately, were put together and analyzed so that it brings the idea of teachers' performance in one, and show clear difference.

Item	Respondents			t	P-value
	vernment's students and dep. Head	ivate's students and dep. Head	Diff.		
	Total mean average	Total mean average			
Teachers performance (subject and pedagogy knowledge, and commitment)	3.68	4.13	-0.45	t=-10.41	p=0.00

As the table 7 revealed that private preparatory school possessed teachers equipped with better knowledge of subject matter, methodology and commitment which are very important in increasing students' achievement. The difference is statistically significant as t= -10.41 and p= 0.00.According to Lederman & Niess, (2002, in Stronge and Hindman, 2000), teachers have a powerful and long lasting influence on their students. They directly affect how students learn, what they learn, the way they interact with one another and the world around them. This means teachers' interaction of pedagogy and their subject matter knowledge has a great impact on the students' progress. Therefore, relatively, students in private preparatory schoolsgained more from their teachers, and this did much with making quality education. Data that was collected from document analysis, which was students' achievement in three consecutive years of national examination, also support this finding. In the three years, the private one scored better result than the government. So, this could never happen in the absence of teachers with better performance.

Table 8: Responses of Schools' Managements (Dep. Heads') onTeachers' Qualification

In order to work on t-test and see if the difference between the two schools was significant or not, the data that was collected from the department heads in percentage werere-arranged in scale form, and t-test was made.

No	Item	Respondents			t	P-value
		Gov. department head (N=30)	Priv. department head(N=51)	Diff.		
		x	X			
1	Masters degree holders	2.27	2.31	-0.05	t= -0.15	p= 0.88
2	Below 1st degree	-	-	-	-	-

51- 70% was represented by 5 31-50% was represented by 4

16- 30% was represented by 3 5-15% was represented by 2

No Master degree holder was represented by 1

In relation to qualification, there were no teachers with qualification below 1st degree. It means, all of them were 1st degree holders and above, which is to the standard of MOE. However, the number of master degree holders was found being less in both private and government preparatory schools. As the data of both schools indicated, the average response of the department heads laid between 5-15% which was represented by 2, with the mean difference of -0.05 which was statistically insignificant. So, there was no significant difference between the two schools in possessing teachers with Masters Degree holders. Therefore, both private and government preparatory schools of Addis Ababa possessed teachers with similar qualification which was dominated by 1st degree graduates. But the interview result of supervisors tended to show as more masters degree holders were found in government preparatory schools than in theprivate ones ascurrently the government is giving teachers more opportunity to learn. Apart from this,they agreed with the less number of MA degree graduate teachers in both schools. However, the researcher put trust on the schools managements' response as they were much closer to the existing situation than the supervisors.

Table 9: **Responses of Schools' Managements (Dep. Heads) on Teachers' with Pedagogy Training**

Item	Respondents			t	P-value
	Gove. Dep. Head (N=30)	Priv. Dep. Head (N=51)	Dif.		
	x	.x			
Having training of pedagogy	5	4.74	0.25	t=3.16	p=0.00

As in table 9, 100% of government teachers had training of pedagogy while there were some teachers with no such training in private preparatory school. The difference of average mean was also statistically significant. Thus, this could have an influence on teachers' performance in transferring knowledge to the students, and also realization of provision of quality education. Also as interview from supervisors revealed, more teachers without pedagogical training were found in private preparatory schools than in the government. Even in the main subjects, there were teachers who were teaching in preparatory schools of privates. So, teachers in government preparatory schools were expected to perform better in how to teach, and add their part on realization of quality education. On the contrary, there would be negative impact in the private ones unless those teachers are given in-service training.

Table 10: Responses ofSchools' Managements (Dep. Heads) onTeachers' Experience.

In order to work on t-test and check if the difference between the two schools was statistically significant, the data that was collected from the department heads in percentage form were re-arranged in scale form, and t-test was made. The responses of the department heads ranged from below one year that was represented by 1 to 10 years and above that was represented by 5.

	Item	Respondents			t	P-value
		Gov. Dep. Head (N=30)	Priv. dep. Head (N=51)	Diff.		
		x	X			
	Teachers experience in the department in current school	3.71	2.37	1.34	t= 9.87	p= 0.00
	Total teachers experience in their teaching life	4.71	3	1.71	t=9.65	p=0.00

10 and above years were represented by 5 1-3 years were represented by 2

7-9 years were represented by 4 below a year was represented by 1

4-6 years were represented by 3

According to department heads' response, average teachers' experience in current school was 4-6 years in government while the private one's was1-3since the mean average indicated 2.37. Also the total teaching experience was 7 yearsand above for the government teachersas the mean average was 4.71, and 4-6 years in average in the private. So, teachers in government preparatory school have higher teaching experience than the privateones. Interview from principals and supervisors too showed that teachers in government preparatory schools had more experience in both I the current school and in their total teaching life.According to Darling – Hammond (2000); Mourinane and Phillips (1981); Rivkin, Hanushek, and Kain (1998), students benefits more from more experienced teachers than the less experienced ones. If it so, it is possible to conclude that students in government preparatory schools were more beneficiary from their teachers than those in the private preparatory schools do, concerning what experience could add in making quality education.

Table11:Total Average Mean of Teachers Related Input (table 4, 5, 6, 8, 9&10)

Item	Respondents			t	P-value
	Gov. respondents (N=710)	Priv. respondents (N=302)	Diff.		
	Total mean average	Total mean average			
Total teachers related input (subject & pedagogy knowledge, commitment, qualification, experience, and pedagogy training,)	3.68	4.25	-0.57	t = -13.09	p=0.00

As in table 11, the total average mean of teachers' related inputs such as subject and pedagogy knowledge, commitment, qualification, experience and pedagogy training was found to be higher in private preparatory school than in the government one with a significant difference. Therefore, relatively better quality education given in private in preparatory schools as they possessed better teachers' related input. This strength of the private schools was seen in the students' achievement. The studentsscored higher results in grade 12 national examination for three consecutive years (2004-2006 EC) could be supportive evidence for the finding as private students scored better than the government in the three years examination.

Coming to the schools' management, 66.7% and 33.3% of principals in the sampled government preparatory schools were MA/MSC and BA/BSC Degree graduates in Educational Management respectively.All of them were highly experienced which was more than 10 years. But in private schools MA/MSC degree holders were 25% while BA/BSC was 75%. Of all these, it was only 62.5% were graduated in educational management.

Coming to unit leaders, 25% and 75% of unit leaders of government schools were MA/MSC and BA/BSC degree holders respectively while in private theywere 100% BA/BSC holders. Also, the experience was 100% more than 10 years for the government unit leaders. But in private, it was only 37.5 % in the same range.

In the case of department heads of government, 10% of them were MA/MSC grading to the privates, and the rest 90% were BA/BSC. Coming to private, 13.7% were MA/MSC and others were BA/BSC. In work experience, 95.3% were more than 10 years in government, and 25.5% in private, which is above 10.

In general, concerning human resource, private preparatory schools were found being better in teachers related input where as the government were relatively stronger than the private in school management staff both in qualification and experience. Therefore, management system of government preparatory school is expected to be better than the private ones where as contributions of teachers would be the reverse.

4.2.1.2. Educational Material, Facility and Service Input

Educational material, facilities and services such as books, technology related materials, access to technology, library, laboratory, teaching aids, teachers' guide, class and staff roomcomfort ability, lavatory, water supply, clinic and counseling service found in both government and private preparatory schools were statistically analyzed in comparison, and interpreted under here.

Table 12: Responses ofStudents on Educational Material

	Item	Respondents			t	p-value
		Gov.	Priv.	Dif.		
		x	x			
	Adequate reference books in library	3.86	4.33	-0.47	t=-8.19	P=0.00
	Adequate functioning computers	2.87	4.17	-1.3	t=-12.95	P= 0.00
	Total average mean	3.37	4.25	-0.88	t=--7.84	P=0.00

According to table 12, in both availability of reference books in library, and functioning computers in IT center, private preparatory schools were found being better than the government ones. The difference of total average mean is also statistically significant. This means, students in private preparatory schools had better access to technology and additional reference materials that increases their learning opportunity.

Table 13:Responses of Teachers on Educational Material

Item	Respondents			t	p-value
	Gov.	Priv.	Dif.		
	x	x			
Availability of teaching aids	3.58	2.76	0.82	t= 3.25	P= 0.00

As the data in the table reveals, teaching aids are better available in government preparatory schools than in those private ones. The difference is also statistically significant. However, even in the government, it was not adequately available as the mean average of the students' response was 3.58.

Table 14:Responses of Schools' management (Dep. Heads) on Educational Material

No	Item	Respondents			t	p-value
		Gov.	Priv.	Dif.		
		x	x			
1	Materials fulfilled for the department	2.83	2.80	0.03	t= 0.11	P= 0.92
2	Teachers' guide	5	2.59	2.41	t=10.53	P=0.00
	Total mean average	3.92	2.7	1.22	t=4.16	P=0.00

In supplying necessary materials for the department heads,government preparatory school showed a slight difference though the difference was statistically insignificant. As the data reveals, the supply in both schools was so poor, and it require more attention for improvement. But in the case of teachers' guide distribution, government preparatory schools were better by far which was 100% to the standard, and showed statistically significant difference. Also the total mean average indicated the betterment of government schools with significant difference.

Table 15:Total Average Mean of Educational Material (Table 12, 13, and 14)

	Respondents		

Item	Gov.	Priv.	Dif.	t	p-value
	x	x			
Reference books, computers, teaching aids, teachers' guide, and necessary materials for the department.	3.4	3.9	-0.5	t=-8.03	P=0.00

In general, the table showed relative betterment of private preparatory schools in educational material input as the difference of total average mean between the two schools was -0.5 which was statistically significant. However, the responses that were collected from the private respondents didn't show higher level of educational input as the mean average was only 3.9. So, apparent from showing difference in comparison, it was not fully strong enough to assure the higher level of quality education. The interview the supervisor also indicated that educational materials were better found in private schools. Particularly, reference books in the library and functioning computers were better found in private. In the contrary, teachers guide were well distributed in government preparatory schools.

Table 16:Responses of Schools' management (Dep. Head) on Text book distribution

	Respondents			
	Government. Dep. Head(N=30)		Private Dep. Head(N=51)	
	No	%	No	%
Student text book ratio in the department				
A-1:1	30	100	51	100
B-1:2	-	-	-	-

C-1:3	-	-	-	-
Total		100	51	100

Concerning text book distribution, ingovernment and private preparatory schools, student text-book ratio was exactly at the national standard level, which is 1:1. So, no difference was seen as a result, and both schools had no gap concerning text book distribution that put influence on provision of quality education. The principal and the supervisors also approved this during an interview.

Table 17: Responses ofStudents on Facilities and Services in the Schools

No	Item	Respondents			t	p-value
		Gov. students x	Priv. students x	Dif.		
1	Comfort ability of classroom for learning	2.84	4.41	-1.57	t=-15.16	P= 0.00
2	Enough light in classroom	3.98	3.26	0.72	t=8.81	P=0.00
3	Enough lavatory for boys and girls	4.68	4.86	-0.18	t= -4.98	P=0.00
4	Water supply	4.23	3.84	0.39	t= 4.27	P= 0.00
5	Counseling Service for students	2.87	4.32	-1.46	t=-17.72	P= 0.00
6	Clinic service	2.91	4.11	-1.2	t= -16.71	P=0.00
	Total average mean	3.59	4.13	-0.54	t=-5.89	P=0.00

According to table 17, the government schools showed higher mean difference in having enough light in the classroom, and water supply with 0.72 and 0.39 mean difference respectively with P=0.00 in both, which means, there was statistically significant difference between the schools. However, the supply did not seem to be adequate to assure provision of quality education as most of them were below 4 mean averages of respondents.On the other hand, students in private schools were found appreciating their classroom than those in the government. It seemed to be comfortable for learning. The difference was also statistically significant. Plus, better counseling and health service were given to the students in private preparatory schools. In addition, enough lavatory and clinic service were found better in private schools with significant difference. In total mean average, private preparatory schools were found being better than the government ones with a significant difference.

Table 18: Responses of Teachers on Facilities and Services in the Schools

No	Item	Respondents			t	p-value
		Gov.	Priv.	Dif.		
		x	x			
1	Internet access	2.36	3.32	-0.96	t= -4.02	P=0.00
2	Access of technology for teachers	2.58	3.24	-0.65	t= -2.41	P= 0.02
3	Comfort ability of the staff room for working	3.36	2.74	0.63	t=2.22	P= 0.03
4	Comfort ability of class room for teaching	3.27	3.12	0.15	t= 0.55	P=0.58
	Total average mean	2.89	3.11	-0.22	t=-0.62	P=0.00

Concerning access of technology for teachers, private preparatory schools were found being better with significant statistical difference. So, teachers in private preparatory schools were likely to be resourceful, and keep themselves up to date too, which in return improve students' learning. On the contrary, government preparatory schools were found likely to be better in creating comfortable working environment for teachers providing better staffroom. The difference is statistically significant even at 5% level of significance for staffroom, while the difference of classroom was statistically insignificant.Though the total average mean indicated the betterment of private school, the responses of teachers revealed as the supply was not adequate in both schools.

Table 19: Average Mean of Facility and Service (Table 17 and 18**)**

Item	Respondents			t	p-value
	Gov. x	Priv. x	Dif.		
Comfort ability of classroom and staff room, light in the classroom, enough lavatory, water supply, lavatory, clinic, and internet,	3.53	4.03	-0.50	t=-13.06	P=0.00

Coming to the general facility and service input of the schools, private preparatory schools were found to weigh more than the government ones as the difference of total average mean was **-0.50** which is statistically significant. However, it was not the highest level of supply to assist realization of quality education though it was better than the government. According to the data from supervisors' interview, privates were better in most cases as everything would be financed by individual, and do not have longer time for the decision to fulfill the necessary ones in private schools. The problems in the private preparatory as the supervisors indicated schools were smaller classrooms, library, dining room, and play grounds as most of the buildings were rented houses and were not planned for the school from the very beginning.

Table 20:Responses of School Management (unit leaders) on Number of Laboratories

Number of laboratories in the	Responses			
	Government Unit leader(N=4)		Private Unit leader(N=8)	
	No	%	No	%

school				
A-1	-	-	2	25
B-2	-	-	3	37.5
C-3	4	100	3	37.5
Total	4	100	8	100

As in table 20 in the above, a big gap was seen in number of laboratories. From Government, 100% of the sampled schools had 3 separated laboratories each that preparatory school is advised to have, (MOE, 1995). On the contrary, 25%, 37.5% and 37.5% of private preparatory schools possessed 1, 2, and 3 laboratories respectively. Thus, some of science fields share laboratory center that opposed MOE's policy, and also material are needed for one field might consume a place of another. Furthermore, one shares the time in which the other could give service as two laboratory sessions could not be held at a time. As the response of supervisors most of private schools do not fulfill the criteria of MOE in number of laboratories as a shortage of rooms. So, they use one or more rooms the three science fields. However, it is in science lab that students work, learn and experience real science using the tools, and practicing the skills and habits of mind that encourage science leaning (Motz et al., 2007)., government preparatory schools were better in number of laboratories that could contribute more in providing students' opportunity to learn science practically.

Table 21:Responses ofTeachers and Schools' Managements (Dep. Heads)onLaboratory Materials

	Responses								
	Government			Private					
	Teachers	Dep.Heads	Average	Teachers	Dep.Heads (N=14)	Average			

Item	(N=8)	(N=9)	mean	(N=11)		mean	Diff.	t	P-value
	x	x		x	x				
Availability of laboratory chemicals and materials	2.63	2.44	2.53	3.09	2.79	2.92	-0.39	t = -0.1	p=0.09

As in table 21, the availability of laboratory materials and chemicals was found being higher in private preparatory schools with significant difference at least at 10% level of significance which was very narrow. However, apart from showing difference in comparison, the input of private preparatory schools is so poor as the average mean was 2.92 which is below 3 even. So, availability of laboratory materials and chemicals was not satisfactory, and needs improvement.The supervisors also complained that there was a big gap in both schools concerning laboratory materials though they confirmed the betterment of laboratories in the private schools relatively.

Table22: Responses ofTeachers and Schools' Managements (Dep. Heads) onTechnologies to be used in the Class

	Responses				

Item	Government			Private			Diff.	t	P-value
	Teachers (N=74)	Dep.Heads (N=30)	Average mean	Teachers (N=34)	Dep.Heads (N=51)	Average mean			
	x	x		x	x				
Availability of technologies to be used in the class.	3.49	3.73	3.56	2.82	2.67	2.73	0.83	t = 4.73	p=0.00

Concerning availability of technology to be used in the class, government preparatory schools were better since the average mean difference was 0.83 with p= 0.00, which meansstatisticallysignificant.According to American's president's committee of advisors on science and technology (1997), the benefit of using technology in school appears to be the strongest for the students of lower socio economic status, low achievers and those with certain learning problems. So, students were expected to be better assisted by technology in government preparatory schoolsthan in the privates'. However, the supply in the government schools itself was not adequately strong enough to support provision of quality education as the responses average was only 3.56. According to the supervisors' response, technology mostly being used in the class is plasma, and this is not fully used private schools, and most of them do not have alternative too. On the contrary, it is found in every class of government preparatory schools. So, it requires more attention in private schools.

Table 23: Rating of Students on Accessibility to the Existing Facility

No	Item	Respondents			t	P-value
		Gove. students (N=606)	Priv. students (N=217)	Dif.		

		x	x			
1	Library is always open	4.05	3.91	0.15	t= 2.27	0.02
2	ıboratory gives service always	4.23	3.31	0.91	t=10.7	0.00
3	T center is always accessible	3	3.32	-0.32	t=-4.33	0.00
	Average mean value	3.76	3.51	0.25	t= 5.03	0.00

In accessibility to the existing library and laboratory, government preparatory school showed statistically significant average mean difference. It means, students of government had better access to the existing library and laboratory found in the school. In using innovative and effective educational methods, it is imperative that both the teacher and the students need to refer various educational and informational resources for teaching and learning their topics (Subash and Lourdes, 2003; 5). So, government preparatory schools' students were more advantageous in having relatively higher access for reading and practicing science.

On the contrary, the response of the students reveals that there were more working computers in private preparatory schools than in the government. Even, the difference was statistically significant. However, having that, the difference of average mean value indicates as government preparatory schools was higher than the private with statically significant difference. But the difference was not much higher that could firmly stand for the assurance of standardized education.

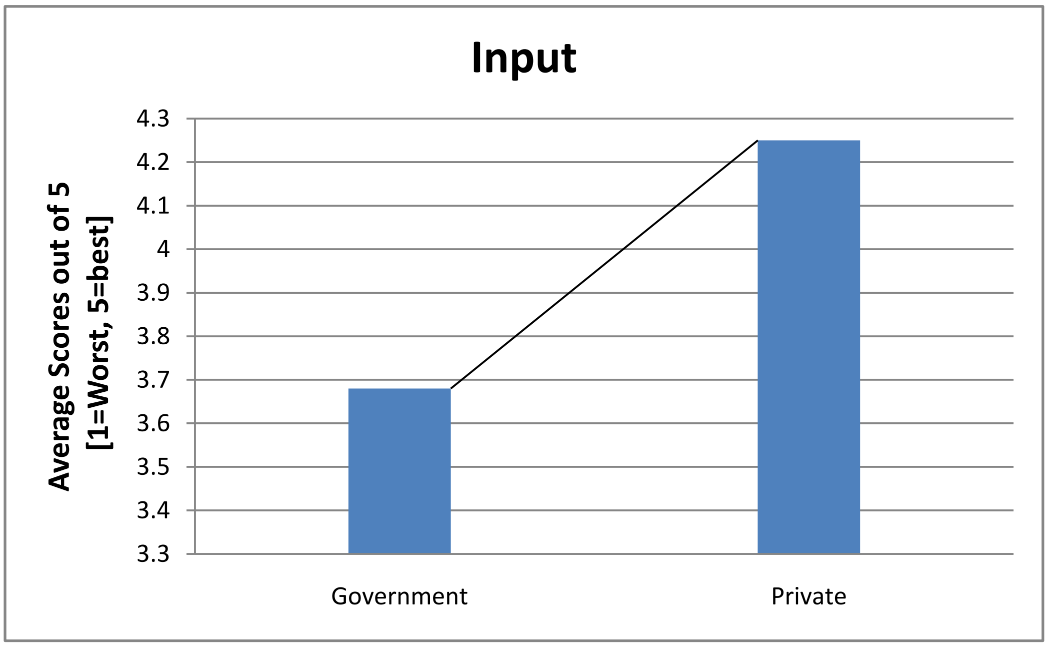
Table24:Total Mean Average of Educational Material, Facility and Service Input(Based on table 12, 13, 14, 17, 18, 21, 22 and 23)

	Respondents		

Item	Gov. respondents (N=710)	Priv. respondents (N=302)	Diff.	t	P-value
	Total mean average	Total mean average			
Total material, facility and service input	3.56	3.83	-0.27	t=-9.88	p=0.00

After separate analysis of each sub-topic, respondents' data on educational material, facility and service were put in one so that the schools' educational material and facility would be clearly seen, and it was statistically analyzed and interpreted comparatively. According to this table, private preparatory schools were appeared to be more advanced in facility and material supply than the government ones as the mean average difference, -0.27, was statistically significant. Schools' facility and material critically affects students' achievement, teachers' effectiveness and work satisfaction and accountability (Schneider, 2003). So, shortage of material and facility put pressure on government preparatory schools, which could influence provision of quality education. Though the private weighed higher comparatively,the educational material and facility inputs were not adequate as the total average mean was lower.As information from government principals during interview, fulfilling necessary materials to the standard was tough because of shortage of finance. Specially, fulfilling laboratory chemicals was becoming a head ache as some of them were too expensive, and also could not be used long as number of students was large in number. Not only this, but also getting teachers have access to technology like internet and computer was so challenging to them as the finance power was weaker. Most of reference books also were not bought based on the need of the students. Rather, they were donated by different organizations as it was available. Therefore, these could surely have an impact on quality education and students, achievement.

To show the difference between the two groups of schools, all the data of educational inputs have been computed, and then converted to a graph.



Average of human, educational material, facility input and service

4.2.2. Educational Process

This part of the chapter is dedicated to teaching and learning related issues such as pedagogy used by teachers, instructional time, students' instructional language, students-teacher ratio, and students-section ratio, students' discipline, parental support, and leadership system, and data that were collected from the respondents were statisticallyanalyzed and interpreted comparatively.

4.2.2.1. Pedagogy Related

Under this, data related to instructional methodology such as the kind of method teachers' use, students' participation level, and time given to the students for practice, teachers' use of teaching aid, teachers' preparation and classroom management were analyzed. The assessment system like continuous assessment, frequency of class and homework that to be given to the students, difficulty level of the activities, areas to be assessed, and feed backs would be given to the students were also statistically analyzed, and interpreted comparatively.

Table 25:**Rating of Students onTeaching Methodology**

No	Items	Respondents			t	P-value
		Gov. students (N=606) X	Priv. students (N=217) X	Dif.		
1	Students are made strive more in learning	3.32	3.86	-0.54	t=-5.35	P=0.00
2	Students get much time for practice	3.68	3.45	0.23	t= 2.13	P= 0.03
3	All students are made participate in the class	2.87	3.32	-0.47	t=-4.97	P=0.00
4	Teachers use teaching aids	4.14	3.33	0.81	t= 10.06	P= 0.00
5	Challenging tasks are discussed after getting checked	2.66	3.43	-0.77	t=-7.39	P=0.00
6	Teachers help slow learners	2.34	2.76	-0.42	t= -4.11	P=0.00
7	Teachers are prepared on what they teach	3.20	3.97	-0.77	t= -7.06	P= 0.00
8	Teachers make teaching practical	3.02	3.41	-0.38	t= -4.23	P=0.00
	Average mean value	3.15	3.51	-0.36	t = -9.47	p=0.00

According to table 25, provision of much time for students' practice while teaching and learning process was going on, and teachers' use of teaching aid were found to be relatively higher in government schools than in the private ones as the difference of average mean were 0.23 and 0.81 respectively, which were statistically significant. Even, during class room observation, 58% - 77% of instructional time was given to students' practice out of nine (9) observed government preparatory classes, where as 47% - 64 % was recorded out of thirty three (33) classes in private schools. This means, students in government preparatory schools had active participation in learning as they dominate the class. So, the data indicates that teachers in government preparatory school used student center methodology, and other supportive materials like teaching aids to increases students learning opportunity. As in

Subash and Lourdes (2003), learning in school should be student- center so that real learning takes place. Therefore, according to the data, in the case of instructional method, better quality indicator was seen in the classes of government preparatory schools since much time was given to students' practice.

Conversely, in all the restlike guiding students learn by themselves (digging more), getting students participate equally in the class, discussing on challenging questions with the students after checking their work, helping slow learners in the class so that they coup up with others, getting prepared on the lesson to be taught, and making teaching practical were found better in private preparatory schools. The difference of the average mean with which the private was higher than the government was also statistically significant in all at P=0.00. According to UNICEF (2000:16) teaching that facilities active students learning rather than promote passivity and rote memorization represent a new paradigm to be understood and put in to practice if the students achievements are to be improved. Therefore, though relatively shorter time was given to the students, the lesson tends to be practical, and also they were made learn independently just digging by themselves being under teachers' guidance that creates active learning environment for the students which increase students' achievement in return.

Moreover, slow learners were given more attention in the class to bring them up to the expected level. Besides, teachers' of private preparatory schools were found to be good at preparation on the lesson they give.

Therefore, according to the table, private preparatory schools were appeared to be better than the government ones, concerning pedagogy that teachers use to increase students' learning, and achievement. The difference of the total mean average was also -0.26 with P=0.00 which is statistically significant difference.

Table 26: Ratings of Schools' managements (Department Heads) on teaching Methodology

No	Items	Respondents		Dif.	t	P-value
		Gov. Dep. heads (N=30)	Priv. Dep. heads (N=51)			
		X	X			
1	Teachers use student center methodology	4.13	3.08	1.05	t=3.59	P=0.00
2	Teachers are good at class room management	2.9	3.12	-0.22	t=-0.62	p=0.00
	Average mean value	3.52	3.1	0.42	t=1.78	p=0.07

As it is seen in the table, relatively, teachers in the government preparatory schools were found being better in application of student center methodology that involve students more in teaching and learning process. On the other hand, the data did not show significant difference of the schools on teachers' classroom management skill though the government ones were slightly higher. However, the average mean indicated significance difference at least at 10% level of significance.

Table 27:Total Average Mean of Students' and Department Heads' Response on Teaching Methodology (Table 25 and 26)

Item	Responses						Diff.	t	P-value
	Government			Private					
	students (N=606)	Dep.Heads (N=30)	Average mean	students (N=217)	Dep.Heads (N=51)	Average mean			
	x	x		x	x				
Teaching methodology	3.15	3.52	3.16	3.51	3.1	3.42	-0.26	t = -7.15	p=0.00

As in table 27, the difference of average means of respondents (students and department heads) between the two schools showed that better teaching private methodology was being applied in preparatory schools though there were some teachers who didn't take methodology courses. The difference is also statistically significant. Therefore, better quality education was expected to be given in private preparatory schools than in the government ones.

Table28:Responses of Students onAssessment System

No	Item	Respondents			t	P-value
		Students (N= 606)	Students (N= 217)	Dif.		
		x	X			
1	Class and homework are given regularly	2.96	4.33	-1.37	t=-14.05	P= 0.00
2	Teachers give correction on time	2.68	3.66	-0.98	t=-10.39	P= 0.00
3	Tests and exam are always from what is learned	4.08	4.12	-0.05	t=-0.58	P= 0.56
	Average Mean value	3.24	4.04	-0.80	t=-13.86	p=0.00

As the above table reveals, private preparatory schools showed better performance in giving class and homework, and providing feed back to the activity students do. The differences also were statistically significant.Learning is a process of continuous modifying knowledge and skills, and that feedback is essential to guide or redirect the learners rethinking, (Pellegrino et al, and 2001:234). So, better and timely feedback was likely to be given to the students in private preparatory school. But, in the area from which tests and exams are prepared, no difference was seen between the schools. However, the mean average of private preparatory schools ishigher than the government ones. This means, private preparatory schools are better in assessment.

Table 29: Rating of Schools' Management (Department heads) on Assessment System

No	Item	Respondents			t	P-value
		Government dep. heads (N= 30)	Private dep. Heads (N= 51)	Dif.		
		X	X			
1	Teachers use continuous assessment	4.03	4.29	-0.26	t=-1.26	P=0.21
2	Teachers use formative assessment for improving teaching and learning	3.67	3.16	0.51	t= 1.67	P= 0.1
3	Teachers prepare activities with medium challenge	4.17	2.59	1.58	t=5.42	P= 0.00
	Average mean value	3.96	3.35	0.61	t= 3.51	P= 0.00

According to table 29, no significant difference was seen between the schools concerning continuous assessment and formative evaluation though the government showed a very little difference. However, in the preparation of activities with medium challenge, government preparatory schools were better. The average mean also indicated the advancement of government preparatory schools with a significant difference.

Table 30:Total Mean Average of Students' And Schools Managements' (Department heads) Responses on Assessment System (table 28 and 29**)**

Item	Responses							t	P-value
	Government			Private			Diff.		
	students (N=606)	Dep.Heads (N=30)	Average mean	students (N=217)	Dep.Heads (N=51)	Average mean			
	x	x		x	x				
Assessment System	3.24	3.96	3.27	4.04	3.35	3.91	-0.63	t = -11.77	p=0.00

The table revealed that relatively better assessment system is found in private preparatory schools than the government ones. Good teachers are skilled not only in instructional method, but also in evaluation and assessment practices that allow them to engage individual student learning and adapt activities according to students' learning and students' need (UNICEF,2000). Thus, it assists the realization of providing quality education.

Table 31:Total Average MeanResponses on Pedagogy (based on table 25, 26, 28 and 29**)**

Item	Respondents		Diff.	t	P-value
	Gov. respondents (N=636)	Priv. respondents (N=268)			
	mean average	mean average			
Total mean average on pedagogy (teaching Methodology and assessment)	3.19	3.57	-0.38	= -12.4	p= 0.00

To sum up pedagogy related issues, private preparatory schools weighed more than the government ones in both teaching methodology and assessment system. They were stronger in wider aspects such as, teachers getting prepared on the topic to teach, making teaching practical, getting students strive more and learn by themselves being under the guidance of teachers, trying to participate all the students in the class, help slow learners in the class, getting students work on moderately challenging questions, give feed back to the tasks and discuss with the students on the challenging questions, and getting students practice what they learned doing class and homework regularly. All these and others staffs found out of pedagogy seemed to get students in private preparatory schools beneficiary in academic achievement as the mentioned points are very important in making quality education. This was practically seen in grade 12 national examinations of 2012, 2013, and 2014 in which private ones scored higher in all years.

4.2.2.2: Students' Related Factors

In this part, students' related factors such as students' instructional language, completion of task, and their discipline were presented, statistically analyzed and interpreted comparatively.

Table 32:Rating of Teachers onStudents' Instructional Language and Task Completion

	Item	Respondents			t	P-value
		Government teachers (N= 74)	Private teachers (N= 34)	Dif.		
		x	X			
	Students' instructional language is strong	2.22	4.44	-2.22	t= -9.97	P=0.00
	Students complete their class and homework on time	2.42	2.94	-0.52	t=-1.95	P=0.05
	erage mean value	2	9	-1.37	t= -7.4	P= 0.00

Concerning students’ related factors, in relation to students’ instructional language, private schools were found to be stronger as average mean difference was statistically significant. Data were gained from government preparatory schools’ principals’ interview too proved as there was a serious problem in instructional language competence of students in government students. Language of instruction determines quality of education as it is an indispensible medium for caring, or transmitting education from teacher to learners and among learners (Qorro, 2006:3). If so, private schools could make education with better quality. In addition to this, in task completion on time, the private one appeared to be better, and the mean average difference which was statistically significant at 5% level of significance also could be an approval.

Table 33: Response of Teachers on Students’ Conduct

Item	Respondents			t	P-value
	Gov. teachers (N=74)	Priv. teachers (N=34)	Diff.		
	X	x			
Students’ discipline creates comfortable environment for teaching and learning.	2.05	2.18	-0.12	t = -0.53	p=0.6

According to table 33, teachers’ response indicated that there was no statistical difference between students of private preparatory schools and those in the government ones in conduct though the private seemed to have a slight difference that shows a bit betterment.

Table 34: Response of Schools' Management (Unit leaders) on Students Conduct

Item	Respondents				
	Gov. unit leader (N=4)	Private unit leader (N=8)	Diff.	t	P-value
	X	x			
Degree level of students' conduct	2	3	-1	t = -2.11	p=0.06

As in unit leaders' response, privates' students were relatively better disciplined than the governments'. The difference was also statistically significant at 10% level of significance. So, this could encourage provision of quality education in private schools.

Table 35:Total Average Mean of Teachers' and Unit Leaders' Responses on Students' conduct (based on table 33 and 34)

Item	Respondents				
	Gov. teachers & unit leader (N=78)	Priv. teachers & unit leader (N=42)	Diff.	t	P-value
	Average mean	Average mean			
Students' conduct in supporting quality education	2.05	2.33	-0.28	t = -1.34	p=0.18

In the total mean average of teachers and management responses, a strong difference could not be seen. It was found to be statistically insignificant. However, the private ones had a slight difference. The difference could be strengthened by the data collected during classroom observation. As in the nine (9) actual teaching and learning class room observation's check list (excellent, very good, good and poor) also showed, 66.5% of the observed government classes were rated “good” and “poor”, where as 25% in private school were rated on the same out of twenty four (24) observed classes. This means, students' behavior in government preparatory school was worse than the private one. According to Barton, Coley, and Wenglisky 1998; Bryk, Lee, and Holland 1993; Chubb and Moe 1990, in Mayer et.al, 2000: Vii, disciplinary climate is directly linked to students' learning. So, discipline of students in government preparatory schools could potentially put negative impact on their academic achievement.

Table 36:Total Average Mean of Students' Factors (table 32, 33 and 34)

Item	Respondents			t	P-value
	Gov. teachers & unit leader (N=78)	Priv. teachers & unit leader (N=42)	Diff.		
	Average mean	Average mean			
Students related factors (instructional language, task compilation, and discipline)	2.23	3.17	-0.95	t = -6.43	p= 0.00

According to table 36, private preparatory schools were found having better students' related factor that assists provision of quality education than the government ones have relatively. The difference between them was also statistically significant. Information from private preparatory schools' principals also strengthens this finding. Most of them were appreciating their students' instructional language performance while all of the government principals were complaining. Also the betterment of privates in students' discipline was approved during classroom observation. They were relatively better. However, apart from showing difference in the comparison, even the privates' ones were not that to be highly appreciated. They need much improvement.

4.2.2.3- Instructional Time Related Factors

Here, instructional time that could be wasted in the form of teachers' absence, lateness and inappropriate use of time in the class was presented and interpreted, based on data that was collected from teachers and students.

Table 37:Rating of students onInstructional Time

No	Item	Respondents			t	P-value
		Government students (N=606)	Private students (N=217)			
		x	x	Diff.		
1	Teachers come to class on time	2.9	4.34	-1.44	t= -15.98	P=0.00
2	Teachers use time properly in the class	2.72	3.79	-1.07	t=-12.33	P= 0.00
3	Teachers do not miss their class being in the school	3.12	4.34	-1.21	t=-12.54	P= 0.00
	Average mean value	2.91	4.16	-1.24	t=-23.23	P=0.00

According to the table 37, in both schools, wastage of instructional time was seen, and that could have influence on quality education. However, instructional time wastage was less concerning teachers lateness, wastage in the class, and teachers' missing class in private preparatory schools than in the government relatively as the differences of the means average such as -1.44, -1.07 and -1.27 respectivelywhich were statistically significant. Also, as data from nine (9) actual classes' observation reveals, 7.9 minute or 17.6 % of instructional time of each period in average was found to be waste in government preparatory schools. But in private, of twenty four (24) observed classes, it was 5 minute or 11.1% of instructional time allocated to a period was recorded aswastage.

Table 38:Responses of Unit Leaders on Instructional Time

To work on t-test, and show if the difference between the schools is significant or not, the amount of wasted minutes, and the number of absenteeism days that were collected from unit leaders in range were rearranged in scale form, and analysis was made.

No	Items	Respondents			t	P-value
		Gov. unit leader (N=4)	Priv. unit leader (N=8)	Diff.		
		x	x			
1	Average time to be waste between periods No wastage 1-3 minutes 4-6 minutes 7-9 minutes 10 minutes and above	3	3.38	-0.38	t= -0.98	p= 0.35
2	Average days of teachers absenteeism in semester No absenteeism 1-3 days 4-6 days 7-9 days 10 and above days	3.25	3.63	-0.38	t= -1.2	p= 0.26

Average Mean	3.13	3.5	-0.38	t = -1.55	p=0.14

No wastage/absenteeism was represented by- 5 1-3 minutes/days were represented by- 4

4-6 minutes/days were represented by-3 7-9 minutes and days were represented by-2

10 and above minutes/days were represented by-1

Concerning average time to be wasted between periods and teachers' absenteeism, the difference was statistically insignificant though private schools showed less wastage relatively. Also the difference of average mean indicated no significant difference.

Table 39:Total Average Mean of Students' and Unit Leaders' Responses on Instructional Time (table 37&38)

Item	Respondents			t	P-value
	Gov. students & unit leader (N=610)	Priv. students & unit leader (N=225)	Diff.		
	Average mean	Average mean			
Instructional time(teachers' lateness, wastage in the class, teachers' missing class, wastage between periods and teachers' absenteeism)	2.91	4.14	-1.22	t = -23.20	p= 0.00

According to table 39, private preparatory schools had less wastage of instructional time than the government ones as the total mean difference was -1.22, and that was statistically significant. The amount of quality instructional time is one of the most powerful variables in determining students' learning, particularly with students who have learning difficulty that need more time than some other students (Para Link, 2007). So, students in private preparatory schools were appearing to have education with better quality relatively though there was limitation there too. This wastage of time might be one of the factors that contribute to the low achievement of government's students. As it was seen in document analysis, government students scored less in three consecutive years of grade 12 national examinations.

4.2.2.4. Students- Section Ratio and Students- Teacher Ratio

Here, student-section ratio, and student-teacher ratio in the two groups of the schools were statistically analyzed and interpreted comparatively.

Table 40: Response of Schools' Managements (unit leaders) on Student-Section Ratio and Student- Teacher Ratio

In order to work on t-test and see if the difference between the two schools is significant or not, the data that was collected from the unit leaders in range were rearranged in scale form, and the data was analyzed. The response of the unit leaders ranged from 17:1 to 48:1.

Items		Responses			t	P-value
		Government unit leader (N=4)	Private unit leader (N=8)	Diff.		
		x	x			
1	Student section ratio	1.5	4	-2.5	t=-12.91	p=0.00
2	Student teacher ratio	4.25	5	-0.75	t=-4.47	p=0.00

17:1- 23:1 ratio is represented by 5

24:1- 30:1 ratio is represented by 4

31:1 - 37:1 ratio is represented by 3

38:1- 44:1 ratio is represented by 2

45:1- 51:1 ratio is represented by 1

According to unit leaders' response, student- section ratio for the government was between 38:1 and 44:1 in average while the private one's was between 24:1 and 30:1. Also, the student- teacher ratio was between 24:1 and 30:1 in government where as in 17:1 and 23:1 in private. Thus, both student-section ratio and student-teacher ratio were found to be higher in government preparatory schools than in the private one. The mean differences in both cases, student- section and student-teacher, were also statistically significant. In addition to this, data from principals' and supervisors' interview indicated as student-section and student-teacher ratio were higher in government schools. This means, in private school, there were small number of students in the class, and also a teacher shared a small number of students. Class size has a direct impact on students result, and more advantage is obtained as the number gets reduced (Heywood, 1989:126, in

Desta, 2005). Education quality is much higher when the pupil-teacher ratio is much lower (Ankomah et.al, 2005:13). This is because, teacher in large class tends to focus more on rote learning as they are burden, and the reverse is true too. So, students in private preparatory school seemed to have better quality education than students in the government school. In the reverse, it obviously put pressure on achievement of government students. However, in both schools, students-section ratio is much below the national standard which is 40:1.

4.2.2.5- Parents Support Related

Parents' support related issues data that was collected from teachers and students concerning help of parents for their children in idea, parents follow up, fulfilling school material, parents' availability when they are wanted at school were presented and interpreted bellow.

Table 41: Rating of students onParents' Support Related

		Respondents				
		Government students (N=606)	Private students (N=217)	Dif.	t	P-value
1	My family help me giving idea in my education	2.93	3.48	-0.55	t=-5.87	P=0.00
2	My family follow progress in my education	3.10	3.59	-0.49	t= -4.78	P= 0.00
3	My family fulfills all necessary school materials on time	2.67	3.92	-1.26	t= -11.84	P= 0.00
	Average mean value	2.9	3.67	-0.77	t= -13.01	P= 0.00

Concerning parents' contribution in the process of providing quality education, private school's parents showed statistically significant difference in providing students all the necessary school materials, support in idea on how to manage their study, making follow up in their educational progress, and being available when they were wanted at school to discuss about their children than those in the government ones. The difference of average mean was also statistically significant. The information from principals' interview also showed that parents of private preparatory schools were closely working with their children, teachers and the school administrators. But data from the government principals was the reverse. They rarely come to school to discuss on their child's learning condition.-

Table 42:Ratings of Teachers on Parents' Support

No	Item	Respondents			t	P-value
		Government teachers (N=74)	Private teachers (N=34)	Diff.		
		x	x			
1	Parents frequently meet teachers and discuss on their children's learning	3.49	3.85	-0.37	t= -1.49	P= 0.14
2	Parents are always available when they are wanted at school to discuss on their children's learning	2.97	3.65	-0.67	t=-2.42	P= 0.01
	Average mean value	3.24	3.71	-0.47	t= -2.48	P= 0.01

As teachers' response in table 42, there was no significant difference in parents' discussion with teachers on their children's' learning though slight difference was seen in private schools. But concerning availability of parents at school when they were wanted was better in private preparatory schools than in the government. The average mean difference also indicated the betterment of private schools in the points had been raised. The difference was also significant.

Table43:**Total Mean Average of Studentsand Teachers on Parents' Support**(table 41 & 42)

Item	Respondents			t	P-value
	Government	Private	Diff.		
	x	x			
Parents contribution	2.92	3.67	-0.75	t=-13.33	p= 0.00

In general, the statics showed that there was better contribution of parents to the provision of quality education in private preparatory schools than inthe government as the difference of the mean average was statistically significant. The principals also gave their witness on interview as parents' participation in the schools was very high in private. On the contrary, as the information from principals indicated, parents of government preparatory schools rarely come to school, and have academic discussion with teachers and administrators.So, this could have an influence on students' academic achievement, and realization of quality education.According to Ayallew (2005), parents' involvement in school governance helps in improving provision of quality education. Because, not only assisting students' achievement, but also parents' involvement in school system has a big contribution in strengthening school leadership.

Table 44:Response of Parents' ontheir Support.

Items	Respondents			
	Government's Parents		Privates' parents	
	NO	%	NO	
How much do you follow your child's studying				
program?	17	27.4	19	50
A- Always	39	62.9	11	28.9
B- Sometimes	6	9.7	8	21
C- We don't follow				
Total	62	100	38	100
To what extent do you check your child's test				
and exam result regularly?	20	32.3	25	65.8
A- always	40	64.5	8	21
B- sometimes	2	3.2	5	13.2
C- never				
Total	62	100	38	100
How frequent do you discuss with your child's				
teachers on his/her learning condition?	12	19.4	22	57.9
A- Always	34	54.8	9	23.7
B- Sometimes	16	25.8	7	18.4
C- No discussion				
Total	62	100	38	100
To what extent do you fulfill school materials				
on the time you are requested?	26	41.9	29	76.3
A- fully	31	50	9	23.7
B- To some extent	5	8	-	-
C- Not at all				
Total	62	100	38	100
To what extent do you discuss with your				
child on his/her education, and share		51.6	26	68.4
him/her an idea?		38.7	7	18
A- Highly		9.7	5	13.2
B- little				
C- No discussion				
Total		100	38	100
Have you ever invited by the school				
administrators to discuss on teaching and		-	15	39.5
learning issues?		71	19	50
A- Regularly		12.9	4	10.5
B- Few days				

	C- Never				
Total			100	38	100

As the data reveals, almost in all points had been raised in the table, relatively parents in private school were doing better with the students and the school too. Students' achievement, attitude and behavior, all would meet the intended objective when parents and other family members are fully involved in the school process, whether it is in school administration and also working with students on school related activities (Alberta, 2006:4). Therefore, it seemed that provision of quality education was being assisted by parents in private preparatory schools than in the government ones.

4.2.2.6- Leadership System

In this part, issues related to leadership system such as teachers' involvement in the leadership system, focus on improving teaching and learning practice, teachers' professional development, teachers' encouragement, teachers' teaching load and teachers' sustainability were treated.

4.2.2.6.1. Teachers' Sustainability

Issues related to teachers' sustainability such as changing classes being in the school, and also leaving the school at all were statistically analyzed and interpreted.

Table 45:Students' Responses on Teachers' Sustainability

Items		Respondents			t	P-value
		Government students (N=606)	Private students (N=217)	Dif.		
		x	X			
1	Teachers are not changed if once they are assigned	4.25	2.65	1.6	t= 18.18	p= 0.00
2	Teachers stay long	3.96	2.19	1.77	t=17.74	P=0.00

	without changing school or leaving job					
	Average mean value	4.11	2.42	1.68	t=25.08	P=0.00

According to table 45, teachers in government preparatory schools were more sustainable than those in private schools as the average mean value differences were statistically significant. This reveals that there was teachers' sustainability problem in private preparatory schools. Information from private preparatory schools' principals, and supervisors' interview too could be evidence as teachers' turnover was so serious and even becoming head ache to the private schools. Teachers' turnover has a negative effect on both students' achievement, and also collegiality or relational trust among teachers in the school (Ronfeld, 2011). Thus, such serious teachers' turnover could devastate provision of standardized education to citizen.

4.2.2.6.2.Involvement of Teachers in Leadership System

Issues related to teachers involvement in leadership system like sharing power, participation in decision making on school related problems, and having collaborative spirit among staff was analyzed and interpreted.

Table 46: Responses of Teachers on Involvement of Teachers in Leadership System

Items		Respondents			t	P-value
		Government teachers (N=74)	Private teachers (N=34)	Dif.		
		x	X			
1	Administrators share their leadership power with teachers	3.85	3.05	0.79	t= 3.34	P=0.00
2	teachers participate in school problems related decision making	3.59	2.62	0.98	t= 3.66	P=0.00
3	The principal created collaborative spirit among teachers	3.49	2.26	1.22	t= 4.16	P=0.00
	Average mean value	3.64	2.65	0.1	t= 6.41	P=0.00

As teachers' response in the above table, share of leadership power, participation in decision making on school related problems, and collaboration among teachers were better found in government schools than in the privateone.Thedifference is statistically significant.A great leader's feature is the ability to mobilize the collaborative capacity of the staff (Fleming & Kleinhenz, 2007). The key element here is to encourage leadership in others. If every teacher becomes a leader, responsibility, commitment and motivation increases which intern is followed by high productivity, and also eases the challenge that the head leader shoulders. So, this is likely to be seen in government preparatory school than in the private one.

4.2.2.6.3. Focus on Improving Teaching and Learning Practice

Leaders' focus on improving teaching and learning practice related points such as open discussion with teachers on the problems and how to solve, getting teachers professional support whenever it is necessary, and immediate response to teachers' question for increasing academic performance of the students were treated here.

Table47: Response of Teachers on Leaders'Focus on Improving Teaching and Learning Practice

	Item	Respondents			t	P-value
		Government teachers (N=74)	Private teachers (N=34)	Dif.		
		x	X			
1	Administrators openly discuss with teachers on how to improve teaching and learning	3.3	2.21	1.09	t= 4.27	P=0.00
2	Most issues are raised on meeting put focus on how to improve teaching and learning	2.76	2.59	0.17	t=0.59	P= 0.56
3	Teachers get professional support after supervised	2.65	2.94	-0.29	t=-1.10	P=0.27
4	Administrators provide immediate response to teachers question in need of support	2.39	3.18	-0.78	t=-2.99	P=0.00
	Average mean value	2.77	2.73	0.05	t=0.33	P=0.74

Concerning leaders' focus on improving quality education and open discussion with teachers on how to improve teaching and learning was better in government school than in the private as the mean difference was statistically significant. But in need of support or help, immediate response from administrators was given to teachers in private schools than in government. Apart from this, in the case of rising issue of quality education or how to increase students' achievement on meeting, and providing teachers professional support after supervision, no significant difference was seen between the two schools.

4.2.2.6.4. Teachers Professional Development

Provision of professional development for teachers, focus of the training that is given to teachers, and assessment of teachers' need before training are analyzed and interpreted comparatively.

Table48: Rating of Teachers onTeachers'Professional Developments

	Items	Respondents				
		Government teachers (N=74)	Private teachers (N=34)			
		x	X	Dif.	t	P-value
1	Professional development is given to teachers regularly	3.73	2.74	0.99	t= 3.61	P=0.00
2	Teachers' training puts its focus on improving teaching and learning practice	2.88	3.82	-0.95	t=-3.64	P= 0.00
3	Professional development put its focus on teachers need	2.42	2.62	-0.2	t=-0.87	P=0.39
	Average mean value	3.00	3.06	-0.05	t=-0.31	P= 0.76

According to the table, professional development was given to teachers more regularly in government schools than in private as the mean difference was statistically significant. Professional development is an essential component of successful school level change and development (Hargreaves, 1994). Thus, teachers seemed to be better assisted in government school. Response of supervisors also approved this finding. As the supervisors' response, government teachers were given formal training at least twice in a year. In addition to this, there were mentoring (senior teachers develop the ones with lower experience) and in school experience sharing from one another. But in most of the privates', it is given only at the beginning of the year. Of course there is classroom supervision though how the gaps to be seen are solved was not clear for the supervisors.

But the degree of focus the leaders put on improving teaching and learning process was higher in private preparatory schools. Because, the mean difference wasstatistically significant. According to Hawley & Vally (1999), principles of effective professional development focus on what students are to learn and how to deal with the different problems students may have in learning. So, students were likely to be assisted better in private schools. Concerning the consideration of teachers' need in professional development training, statistically there was no significant difference between the two schools. Also the difference of the average mean of the three issues found in the table was statistically insignificant. Therefore, there was no solid difference between private and government private schools concerning teachers' development.

4.2.2.6.5.Teachers' Encouragement

Under this, issues related to teachers' encouragement like motivation mechanisms, teachers' autonomy and working condition were treated.

Table 49: Rating ofTeachers on Teachers' Encouragement

	Item	Respondents			t	P-value
		Government teachers (N=74)	Private teachers (N=34)	Dif.		
		x	x			
1	There are teachers motivation mechanisms	2.15	2.85	-0.70	t=-2.54	P= 0.01
2	Teachers' performances are upraised on time	2.55	2.29	0.26	t= 1.05	P= 0.3
3	Teachers' autonomy is respected	3.11	2.21	0.90	t= 3.45	P= 0.00
4	Teachers working condition is very interesting	2.93	2.64	0.29	t= 1.02	P= 0.31
	Average mean value	2.69	2.5	0.19	t=1.36	P=0.18

According to the table, concerning teachers' autonomy, government preparatory schools appeared to be better than the private ones, since the difference was statistically significant.On the contrary, government was lesser than the private in having teachers' motivation mechanism. The difference was -0.70 with P=0.01 which was statistically significant even at 5% level of significance. Data from principals' and supervisors' interview also showed as there was very narrow motivation mechanisms in government school, and teachers were motivated low as a result. But in the case of teachers' performance appraisal, and teachers' working condition, government preparatory school had shown a slight difference than the private ones though the difference was statistically insignificant. The difference of total average mean value too indicated as the difference was statistically insignificant; there was no more difference between the schools.However, the interview result of supervisors revealed that there was less conducive and motivating working environment in private preparatory schools relatively asthere was high working load, very strict rules and regulations, insecurity, rough environment between administrators and teachers etc.

4.2.2.6.6. Average Weekly Load of Teachers

Here, periods that were covered by teachers in a week were statistically analyzed and interpreted comparatively.

Table 50: Response of School Management (unit leaders) on Weekly Load of Teachers

In order to work on t-test, and see if the difference between the two schools were significant or not, the data was collected from the unit leaders in range were rearranged in scale form, and t-test was made.

Item	Respondents			t	P-value
	Government unit leaders (N=4)	Private unit leaders (N=8)	Diff.		
	x	x			
Average weekly load of teachers 10-14 periods 15-19 periods 20-24 periods 25-29 periods 30 and above periods	3.75	2	1.75	t=4.15	p=0.00

10-14 periods were represented by 5

15-19 periods were represented by 4

20-24 periods were represented by 3

25-29 periods were represented by 2

30 and above were represented by 1

The above table revealed that the average teachers' weekly load was higher in private than in government preparatory school. The mean difference was also statistically significant. So, teachers in the private schools seemed to be overloaded that could probably reduce their motivation and productivity in return. Data from supervisors' interview also showed as teachers in the private schools were more overloaded comparatively. So, this may be resulted in lack of motivation, and contribute to turn over.

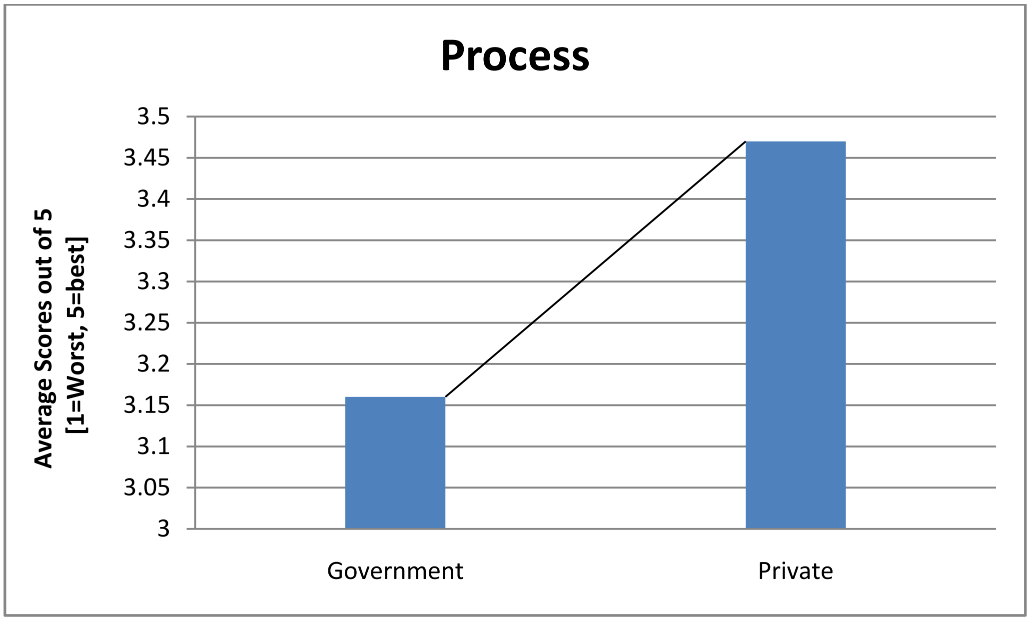
Table51: Total Mean Average on the Schools'Leadership

(40, 41, 42, 43, 44 and 45)

Item	Respondents			t	P-value
	Government	Private	Diff.		
	Total mean average	Total mean average			
Leadership process	3.59	2.58	1.01	t= 18.91	p= 0.00

Concerning leadership, the total average mean difference revealed that there was better leadership system in the government preparatory school than in the private ones. The difference also showed statistically significant difference. For the success or failure of an organization, a leadership is highly matter as he/she put the goal of the organization, and organizes the whole resource together, human and material, and get move forward to the set goal (Hoerr, 2005:7). So, leaders in the government preparatory schools are more supportive than those of the privates.

In general, the total educational process has been computed and converted in to a graph to show the difference clearly.



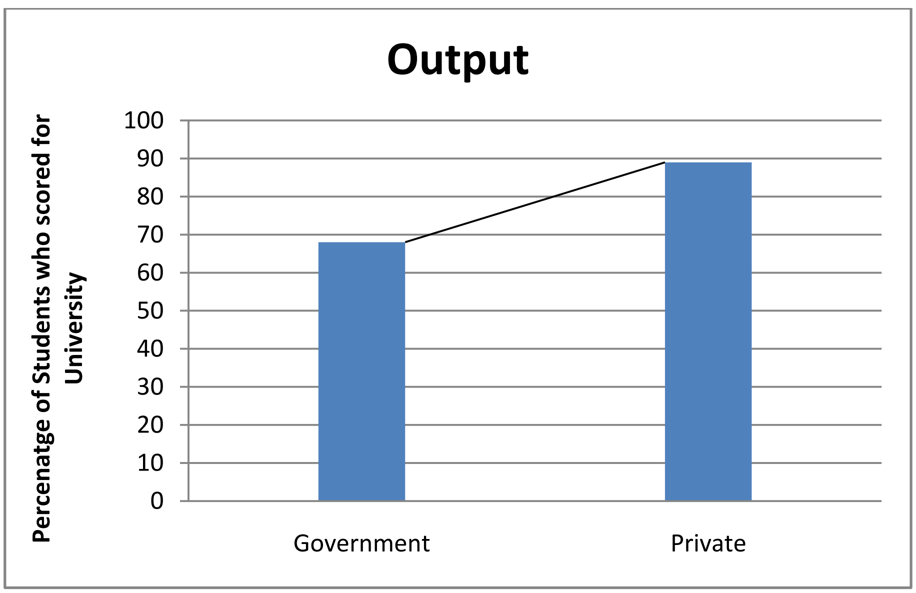
Total average of educational process.

4.2.3: Educational Output

Asvarious literatures indicate, educational output is one of the indicators in which the level of quality education is revealed. According to Burke(1998), Output reflects immediate measurable result, and direct consequences of activities implemented to produce such result. So, at school level, the output of educational service which constitutes the immediate evidence of quality education is the students' achievement. This achievement is most likely measured by a means of standardized achievement test (Scheerens, Luyten, Ravens, 2011).

Therefore, grade 12 national examinations of three consecutive years, 2012, 2013 and 2014, were taken, and analyzed comparatively between government and private preparatory schools. The passing mark (minimum point for the entrance of higher institution) was 290, 305 and 315 for natural science, and 270, 280 and 280 for social respectively for the years has been mentioned. In the three years, 68.3% of government students, and 89.3% of privates' scored the passing mark and above in average. In these years, the lowest, average and the highest scores were 172.9, 378.3 and 498.5 in government, and 223, 412.7 and 554.7 in private respectively in average.

Therefore, according to the data, private preparatory schools were found passing more students, and scoring better points than those of the governments' relatively. This means, private preparatory schools were providing better quality education than the governments' were doing. However, apart from showing difference in comparison, the private itself was not of the highest level in providing quality education.



Average of students' achievements in grade 12 national examination of three years (2012, 2013 & 2014).

CHAPTER FIVE

5- Summary, conclusions and recommendations

This part consists of summary of the major findings of the study, conclusions drawn based on the findings, ad recommendations that are expected to be relevant to alleviate problems related to quality education in both private and government preparatory schools in Addis Ababa.

5.1. Summary

The main purpose of the study was to assess and compare quality of education between government and private preparatory schools of Addis Ababa. The specific objectives were: (a) to assess the extent to which schools' inputs such as teachers and other facilities are available in quality and quantity in both government and private preparatory schools. (b) to explore what teaching and learning process in government and privative preparatory schools looks like. (c) to explore the extent to which the leadership system is capable to support provision of quality education. (d)to assess if parents are contributing to realization of quality education. (e) to assess what grade 12 students' achievement of national examination looks like.

In order to meet the above stated objectives, the following basic questions were framed, which this study attempts to answer: (a)To what extent schools' inputs such as teachers and other facilities are available in quality and quantity in government and private preparatory schools?, (b)What dose teaching and learning process in government and private preparatory schools looks like?, (c)To what extent is the leadership system capable to support quality education?, (d)To what extent are parents contributing to the realization of quality education? and (e)What does grade 12 students achievement in national examination of 2013 looks like?

The population of the study was eleven randomly selected preparatory schools from each sub-city in Addis Ababa. Three of the schools were government which was from Bole, Nifas Silk – Lafto, and Akaki Kality sub-city. The rest eight were private preparatory schoolsfrom all sub –cities excluding Lideta and Addis Ketema. For the study 638 government and 244 private students, 83 government and 39 private teachers, 4 government and 8 private unit leaders, 380 government and 183 private parents were randomly sampled for responding on questionnaire. Also all department heads, 30 from government and 51 from private were taken for questionnaires. Moreover, all principals of sampledschools and supervisors from Gulele, Nefas Silk – Lafto and Yeka sub city. Questionnaires, on which five points liker scale were developed, were prepared in English and distributed to the students, teachers, department heads and unit leaders. For parent Amharic version questionnaire with choice were developed and distributed to collect quantitative data. In addition to that, semi structured interview was used for principals and supervisors, and also classroom observation was made on 33 actual classes together qualitative data. Finally, document was analyzed to gather quantitative data on grade 12 students' achievement in 2013 national examination. After wards, quantitative data were tabulated and analyzed in percent, mean average and t-test.

5.1.1. Characteristics of the respondents

From government schools, the number of male and female students was proportional. They were 50.7% and 49.3% respectively. In private too, the gap was very narrow with the slight higher number of females. It was 47 and 53 boys and girls respectively. This indicates the presences of strong gender balance. Concerning age too, 93.1% and 94.7% of government and private students respectively were in the range of 17-18 years which is to the standard of MOE that was put to preparatory students. But in government, the number of students that were out of the range has been set was slightly higher in government preparatory schools.

Unlike the students, gender gap was found being very wide among teachers, and school leaders in both government and private schools. There was only 28.4% and 29.4% of female teachers in government and private respectively. In school management too, females were found only in department head in government, which was 20%. But in private, they were 7.8%, 12.5% and 12.5% in department, unit leader and principal position. Therefore, though private preparatory schools participatedmore female than the government's did, much work is needed to bring women up.

Age wise, younger teachers were seen in the private preparatory schools than in the government. 38.2% of the sampled private teachers were in the range of 20-30 yearswhile it was only 8.1% in government. In the schools management too, 25.5% of department heads laid in 20-30 where as in the government there was nothing in the range. Therefore, more maturity and experience of teachers that could help in the provision of quality education were recorded in government preparatory schools than in the private. Also in school management, especially in the case of department heads, governments were found being better in possessing leaders with higher experience. So, the maturity comes through more life experience could have a positive contribution in the quality of management. Thus, government preparatory schools were more advantageous in the case of department heads.

Concerning qualification, all teachers and school managements were Master degree (MA/MSC) and first degree (BA/BSC) holders. 20.3,10, 25 and 66.7 percent in government, and 14.7, 13.7,0, and 25 percent of private teachers, department heads, unit leaders and principals respectively were Masters degree (MA/MSC) holders, while the rest all were with first degree qualification. Therefore, master degree holders were fewer in both schools.Therefore, though it satisfies the standard of MOE, the numbers of

MA/MSC degree holders need to be increased as it is pre-collage, and requires more advanced human resource.

Coming to experience, all teachers, department heads, unit leaders and principals in government had above 5 and above years of experience where as 27.6% of teachers and 16.3% of department heads of private were with 1-4 years, which means, there were more inexperienced teaching staff and school management in private preparatory schools.

In parents aspect, All the respondents were matured enough to follow the students up as majority of government parents (96.8%), and 100% of the privates'were beyond 20 years. However, 33.9% of government parents had below diploma qualification that might limit their performanceof following up their children's academic condition. But in private, it was only 5.2% that were below diploma. Therefore, it is possible to conclude that private preparatory schools' parents have better opportunity of making better follow up of their children's academic performance.

5.1.2.Major Findings

This part of the thesis treats three parts of major groups of the study's findings. These are educational input, educational process and educational output.

5.1.2.1. Educational input

This part of the findings human resource, materials, facility and service related issues.

Teachers in private preparatory schools had better knowledge of the subject they teach. Also, they were good at methodology or how to teach though some didn't take teaching methodology. They were committed too for the goal they stand for. But teachers in government preparatory schools were weaker in the three points such as subject matter and pedagogy knowledge and commitment.

All teachers in both schools were 1st (BA/BSC) and Masters Degree (MA/MSC) holders. But Masters degree holders were few in both schools, and the numbers were almost similar. It was 15-20% of both government and private teachers who were MA/MSC graduates. All teachers in government schools had pedagogy training while there were some in private preparatory schools who didn't have.

Teachers in government schools were highly experienced than those in the private.Average of total teaching experience was 4.71 (out of 5 as it was taken as 100) which means 10 and above years in government, and 3 in private that means 4-6 years in average.So, teachers in government preparatory schools were better in teaching experience.

Coming to the schools' management,66.7%, 25% and 10% of principals, unit leaders and department heads of government schools were MA/MSC graduates. All the principals were graduated in Educational Management. Also, they all were highly experienced. They had more than 10 years of experience, except 6.7% of the department heads that had 5-10 years.

In private, 25% of principals and 13.7% of department heads were MA/MSC degree holders while all unit leaders were BA/BSC degree holders. Of the total principals of private it was only 62.5% were graduated in Educational Management. The rest were graduated in different subject fields. Concerning experience, 16.3% of department heads had 1-4 year of experience where as others had above 4. Apart from this, majority of the schools managements' experience was 5-10 years. Therefore, government preparatory school was better in qualification and experience of school's managements.

In both schools text book distribution was 100% to the standard which was 1:1. Apart from this, availability of adequate teaching aid, and distribution of teachers' guide (100%) were found in government school in a better way than in private. Also, the number of laboratory centers in government schools where three (3) in each schools, which is to the MoE's standard. The standard is, separate rooms for chemistry, Biology and physics though no difference was seen in the availability of laboratory chemicals and materials. In addition to these, government preparatory schools were better in possessing enough light in classrooms, adequate water supply, and comfortable teachers' staff room which was inviting for work.

However the above points were the weaknesses of private schools, they too have parts in which they could outshine with than the government's. Adequate reference books in library and more functioning computers in IT class were found in private school. The classrooms were also comfortable and inviting for learning. Moreover, better counseling, and health service were being given in private.

Coming to technology, government schools were found to be better in applying technology (plasma) in the classroom, which was rarely seen in private. However the privates were stronger in getting teachers have access to technology and internet that gets teachers equipped well.

In terms of access to the existing facility, private preparatory schools weighed more in providing access of library, laboratory and technology or IT center for the students. It was always open and available to the students.

5.1.2.2.Educational Process

This section treats findings of pedagogy, students related factor, instructional time, leadership, and parental support.

Government schools were found being better than the private in providing much time for students’ practice during teaching and learning process. Also, they use teaching aid more that increase students learning. But in private, teachers’ preparation on the topic they teach, practical learning of the students, teachers assisting slow learners, involving all the students in the process of learning by getting them strive more to achieve higher were found better in private. In total, private preparatory school were found dominating with a significant difference.

Coming to students related factors, in all issues were raised such as competence of instructional language, completion of tasks on time and students’ discipline, private schools were found performing well than the government.

Also in instructional time, efficient use of instructional time was found in private preparatory schools than in government. Number of missed class, degree of teachers’ lateness, and amount of time would be spared in the class for different reason was less in private than in government. But wastage among periods was almost the same.

But in management system, government preparatory school was better in teachers’ sustainability, involving teachers in leadership system, and teachers’ weekly load. But, no difference was seen in leaders’ focus on improving teaching and learning practice, teachers’ professional development and teachers’ encouragement. But in total average mean of leadership process, government preparatory school was found being better.

In the case of parents, private preparatory schools were found working with their children, and the school well than the government ones. They follow their children's academic progress, fulfill necessary school material and share idea to their children on how to manage their study. Also, they met their children's teachers in some intervals, and discuss on the student's performance.

5.1.2.3. Educational Output

The three years of grade 12 national examination showed that private preparatory schools were passing more students with better result every year. In the three years, government preparatory schools passed 68.9% of students in average where as the private one transferred 89.3% to the higher institution. In this time, the minimum score was 172.9 in government, and it was 223 in private in average. Also the average score of the three years was 378.3 in government and 412.7 were private. Moreover, the average of the highest point of the three years was 498.5 and 554.7 in private and government respectively. Therefore, according to the document analysis, private preparatory schools were found being better relatively in transferring more number of students, and scoring relatively better points than those of the government. Thus, this implies that private preparatory schools were providing better quality education than the government preparatory schools were doing.

5.2. Conclusion of the study

According to the study's finding, private preparatory school's teachers knew the subject matter they teach, how to teach, and also were more committed to the goal they stood for than those of the government's though few of them did not take teaching methodology, whereas all of the government's were professionals. But in teachers' qualification, both were almost on the same level. There were few Mastrate Degree (MA/MSC) holders, and the rest all were first degree graduates. However, the government ones were highly experienced than the private's.

In educational material and facility, both schools were equal in text book distribution which is 100% to the standard. Also, no difference was seen in laboratory chemicals and apparatus. But government school was leading by far in availability of teaching aid, teachers' guide, number of laboratory centers (3 in all schools), water supply, inviting and comfortable staffroom, and technology to be used in the class (plasma) than the private ones'. Conversely in availability of adequate reference books, functioning computers, comfortable classrooms, and technology and internets for teachers, private schools were better. Not only in these, but also in access to library, laboratory, and IT center for the student, private weighed more.

Coming to educational process, private school was better at pedagogy, such as teachers' preparation, getting lesson practical, getting students actively participate in learning, and assisting slow learners in the class.In students' related factors too, privates were performing well in language of instruction, completion of task on time and students' discipline. Also they were better in proper use of instructional time. Moreover, parents of private schools work with the students, and school administrators than those of the government. In leadership system, government school were found being better in teachers' sustainability, participating teachers in leadership process, open discussion between teachers and administrators on how to improve students' achievement, respecting teachers' autonomy and in teaching load of a week. On the other hand, government was weaker than the private in immediate response to teachers' request and motivational mechanism.

Concerning educational output, it was measured by students' achievement in three years of national examination of grade 12. In this case, private preparatory school was found being better in passing more students and also getting them score relatively higher points for university entrance.

In general, in the three references such as input, process and output, private preparatory schools were found being better. It means, private preparatory schools provide better quality education than the government preparatory schools relatively though they too have some more limitations, particularly in management area. Therefore, the implication would be that, government preparatory schools had more gaps that require serious attention, and need to be up rooted earlier. Unless, the problem would be so devastating as the school serve large number of students.On the contrary, the privates were doing well though they too need more follow up to scale their performance even higher, and assure provision of quality education.

5.3. Recommendations

In the process of making education, educational input, which is human and material resources, is one of indispensable components that plays an important role in deciding the fate of quality education.

- However, the performance of teachers in government preparatory schools were not satisfactory in subject matter of what they teach and pedagogy knowledge. So, the school leaders, concerned officials at wereda and sub-city level need to upgrade the performance of government preparatory schools' teachers' performance in various mechanisms. One way is providing priority for in-service training for those who are performing under the level. The other one is giving opportunity of post graduate program and develop their knowledge and skills. After having teachers' need assessment, providing short term training at school level is another means. Furthermore, creating collaborative spirit among teachers, and getting them share experience from one another could work in alleviating the problem.
- In private preparatory schools also, the schools were found being dominated by teachers with little experience. Not only the teachers, but also the school managements. Moreover, there were teachers with no pedagogical training. Therefore, the schools' leaders must keep experienced teachers, and other school leaders or administrators with themselves creating conducive working environment as more experienced ones can contribute better for making quality education. Also, they need to develop teachers with no pedagogy training through in service and short term training.
- It is obvious that the higher teachers' qualification would be followed by the higher students' learning. But as the study showed, teachers with Masters Degree qualification were very little in number though 1st degree itself could satisfy the standard of MOE. So, concerned officials at the sub-city level and

the school leaders should work cooperatively, and create opportunity in which government teachers' qualification would be upgraded. In the private too, the school owners and the school leaders need to plan for teachers' scholarship that could be paid back through service.

- Educational material and facility is also one of the most prominent factors that potentially influence quality education. However, the study revealed that Government preparatory school had a shortage of educational material and facility. Thus, during budget allocation, leaders of government preparatory schools should give priority for furnishing library with necessary reference material, IT center with functioning computers. Plus, the heads are advised to plan for creating access of technology an internet for teachers that could empower, and get them resourceful too.
- Private preparatory schools were not found being completely free from shortage of educational material and facility. There were shortage of laboratory centers, light in the classroom, tap for water service, and lack of technology to be used in the classroom. So, leaders are to prepare additional rooms for laboratory center and let each the three science department have their own. Also, they need to supply technology materials to be used in the class, fix lights in the class rooms and add more taps for water service.
- Educational process is also one of the most important parts that require serious attention in the course of making quality education. Instructional time, students' instructional language, students' discipline, parents' participation level and leadership system are some influential parts of the process.
- Instructional time is one of the most important factors that could devastate quality of education, and lower the students' achievement too if it is not used properly. In government preparatory schools, a big wastage of instructional time was found.So, the schools leaders must scale the awareness of instructional time up in teachers through short term training on how to plan

and use it effectively. Also, they need to develop strong rules and regulation that enforce teachers use the instructional time properly.

- Also, students of government schools had a shortageof instructional language that surely leaves negative impact on the students' achievements. Therefore, to minimize the problem, government schools' English language teachers are recommended to use communicative method of language teaching so that it helps students learn all language skills practically, and develop their instructional language. So, concerned officials from sub-city, wereda and leaders at school level need to train and develop the teachers through in-service and short term training, and create opportunity teachers to share experience from teachers ofadvanced private schools.
- Students' discipline problem was also another problem of government preparatory schools, which potentially affect the process of teaching and learningthat lower the students' achievement and teachers' motivation in return. So, the schools' leaders and teachers need to participate students in the construction of school's rules and regulations that could controlthe students' behavior, and then all the school community need to constantly stick on it, and put in to use.
- Participation of parents in government schools in working with the students, and the school leaders was also weaker. Therefore, the school leaders are recommended to attract parents to the school, developing their awareness through personal discussion, meeting and letters on how much their participation in the school is important in assuring quality education to be given to their children.
- Moreover, student-teacher and students-section ratio were also higher in government schools though it was not beyond MOE's standard. The government schools' leaders shall reduce number of student-teacher ratio and student-section ratio hiring additional teachers, and building more class rooms.

- In private preparatory schools, there was a gap in management that could get the working environment rough. The burden of work was so high, teachers were not let to participate in leadership system, teachers' autonomy was not respected, and teachers' turnover was so high as a result. So, private schools' leaders are to create conducive working environment for teachers to increase sustainability, motivation and productivity. This could be through giving responsibility, consulting them in problem solving in academic issue related, and minimizing their burden hiring additional human power.

Appendix A

Addis Ababa University

School of Graduate Studies

Department of Educational Leadership and Management

Questionnaire to be filled by students

II. You are given some more statements below. Read each of them and make (✓) in the space provided, under the given numbers.

Strongly agree -5 Agree- 4 Undecided -3

Disagree- 2 strongly disagree- 1

No	Statements	5	4	3	2	1
I	Performance of the school in provision of quality education.					
	1.1. Availability of teachers and facilities					
	1.1.1. Teachers related					
1.1.1.1	Teachers know well the subject they teach.					
1.1.1.2	Teachers know well how students understand best the lesson they give.					
1.1.1.3	Teachers' commitment in helping students is high.					
	1.1.2. Facilities related					
1.1.2.1	All necessary reference books for preparatory students are available in library					
1.1.2.2	There are adequate functioning computers in IT center (computer class).					
1.1.2.3	The class rooms are comfortable for learning.					
1.1.2.4	Classrooms for learning have enough light.					
1.1.2.5	The school's counseling center is good enough in helping the students.					
1.1.2.6	The clinic provides service of high standered					

1.1.2.7	The school has enough taps for water service.					
1.1.2.8	There is enough boys' and girl's toilet in the school.					
	1.1.2.1. Access to existing facilities					
1.1.2.1.1.	Library is always open for preparatory students.					
1.1.3.1.2	Laboratory center gives service always when it is necessary.					
1.1.2.1.3.	IT center is accessible always.					
	2. Teaching and learning process					
	1.2.1. pedagogy related					
1.2.1.1	Teachers get students learn by doing more in laboratory, on filed and by reading different books from library.					
1.2.1.2	Teachers give much time for students' practice during teaching and learning process.					
1.2.1.3	Teachers participate all the students equally during teaching and learning process.					
1.2.1.4	Teachers use teaching aids always when it is necessary.					
1.2.1.5	Teachers give class and homework regularly.					
1.2.1.6	Teachers give correction for activities on time.					
1.2.1.7	Teachers discuss on challenging part of activities with students after checking the students' answers.					
1.2.1.8	Teachers create mechanisms for slow learners to increase their understanding of the lesson.					
1.2.1.9	Questions of tests and exams are always from what you have learned.					
1.2.1.10	Teachers always come to class getting prepared.					
1.2.1.11	Teachers make teaching practical as					

	much as possible.					
	1.2.2. Teachers use of time					
1.2.2.1	Teachers come to class on time.					
1.2.2.2.	Teachers use the full time given to the period properly for teaching and learning.					
1.2.2.3	Teachers do not miss (get absent from) their class.					
	1.3. Management Related					
	1.3.1. Teachers sustainability (duration of teachers teaching the subject or stay in the school without change)					
1.3.1.1	Teachers are not changed if they are once assigned to the class.					
1.3.1.2	Teachers stay longer without changing school or leaving their job.					
	1.4. Family support related					
1.4.1	My families help me in idea concerning my education.					
4.2	My families follow the progress I make in my education.					
4.3	My family fulfill all necessary school materials when I ask.					

Appendix B

Addis Ababa University

School of Graduate Studies

Department of Educational Leadership and Management

Questionnaire to be filled by teachers

II. You are given some more statements below. Read each of them and make (✓) in the space provided, under the given numbers. It is only about preparatory class. (The questionnaire is only about preparatory class)

Strongly agree- 5 Agree- 4 Undecided- 3

Disagree -2 Strongly disagree- 1

No	Statements	5	4	3	2	1
I	Performance of the school in provision of quality education.					
	1.1. Availability of facilities and material related inputs					
	1.1.1. Facility and materials related					
1.1.1	There is an access of internet for teachers in the school.					
1.1.2	The school has provided access of using technology like computer, for teachers.					
1.1.3	There is possibility of using technology like projector, computer and TV in the class when necessary, to support students' understanding					
1.1.4	Necessary teaching aids are available in					

	pedagogy center.					
1.1.5	The staff room is comfortable for working.					
1.1.6	The classrooms are conformable for teaching.					
1.1.7	Necessary chemicals and materials are available in laboratory center. (only for science teachers)					
	1.2. Teaching and learning process- students related factors					
1.2.1	Students' discipline creates comfortable environment for teaching and learning process.					
1.2.2.	Students' instructional language is good enough to understand the lesson well.					
1.2.3.	The students do class and homework on time.					
	1.3. Leadership system in supporting quality education					
	1.3.1. Involvement of teachers in leadership system					
1.3.1.1.	Administrators share their leadership power with teachers.					
1.3.1.2.	Administrators participate teachers in school related issues decision making.					
1.3.1.3	The principal has created a strong collaborative spirit among teachers.					
	1.3.2. Focus on improving teaching and learning practice					
1.3.2.1	Administrators openly discuss with teachers on how to improve students' achievement.					
1.3.2.2.	Most meetings are made formally or					

	informally put their focus on students' learning achievement.					
1.3.2.3.	Administrators supervise teachers' practice, and provide them professional support.					
1.3.2.4	Teachers get immediate response from administrators in need of support in their work.					
	1.3.3. Teachers' professional development					
1.3.3.1	Professional development (training) is given to teachers regularly.					
1.3.3.2	The professional development given to teachers puts its base on teachers need.					
1.3.3.3.	Professional development given to teachers focus on improving teaching and learning practice.					
	1.3.4. Teachers encouragement					
1.3.4.1.	There are teachers motivating mechanisms in the school.					
1.3.4.2.	Teachers' performance is appraised on time.					
1.3.4.3	Teachers' autonomy is respected.					
1.3.4.4.	Working conditions of teachers is very interesting.					
1.4	Parents related					
1.4.1	Parents frequently come to school by themselves, and discuss with teachers on their children's learning.					
1.4.2.	Parents are always available when they are wanted at school to discuss on their children's learning.					

Appendix C

Addis Ababa University

School of Graduate Studies

Department of Educational Leadership and Management

Questionnaire to be filled by department heads

II. You are given some more statements below. Read each of them and make tick mark (✓) in the space provided, on the right of the statements. (The questions are only about preparatory class).

Strongly agree- 5 Agree- 4 Undecided- 3

Disagree- 2 Strongly disagree- 1

No	Statements	5	4	3	2	1
I	Performance of the school in provision of quality education.					
	1.1. Availability of teachers and facilities					
	1.1.1. Teachers related					
1.1.1.1	All teaches in your department have a training of pedagogy.					
1.1.1.2	Teachers in your department know well the subject they teach.					
1.1.1.3	Teachers in your department know well pedagogy of the subject they teach.					
	1.1.2. Facility related					
1.1.2.1	The school has fulfilled all necessary supportive materials needed in the department.					

1.1.2.2.	There are availability of technology like TV, projector and computers that are used in the class when necessary.					
1.1.2.3.	All necessary chemicals and equipments are available in laboratory. (Only for science teachers)					
1.1.2.4	All teachers in your department have been given teachers guide for the subject they teach.					
	1.2 Teaching and learning process					
	1.2.1. Pedagogy related					
1.2.1.1	Teachers in the department use student centered pedagogy.					
1.2.1.2	Teachers in the department use continuous assessment.					
1.2.1.3	Teachers in the department use formative assessment for improving teaching and learning process.					
1.2.1.4	Teachers in the department give students activities with medium challenge.					
1.2.1.5	Teachers in the department are good at classroom management.					

1.3. Choose the best answer, and circle the letter

1.3.1. Inputs related to teachers and materials

1.3.1.1. Teachers experience

.1. What is the average experience of teachers in your department, in the school they are teaching new?

A. below a year B. 1-3 years C. 4-6 years

D. 7-9 years E. 10 and above

..2. What are the teachers' in your department average teaching experience in their teaching life? (According to their profile)

A. below a year B. 1-3 years C. 4-6 years

D. 7-9 years E. 10 and above

1.3.1.2. Teachers' Qualification

1.3.1.2.1. What is the percentage of Master degree holder teachers in the field they teach, in your department?

A. No teacher B. 5-15% C. 16-30%

D. 31-50% .51-70% F. Above 70%

1.3.1.2.2. What is the percentage of teachers in your department with below first degree qualification?

A. No teacher B. 5-15% C. 16-25%

D. 26-35% E. 36-45% F.46-55%

G. 56% and above

1.3.1.3. Material related

1.3.1.3.1. What is student-text book ratio in your department?

A. 1:1 B. 1:2 C. 1:3

Appendix D

Addis Ababa University

School of Graduate Studies

Department of Educational Leadership and Management

Questionnaire to be filled by unit leaders

II. You are given some more questions below. Read each of them, and circle the letter of which you feel the best answer. (all questions concern about preparatory class).

I. Performance of the school in provision of quality education.

1.1. Facility related

1.1.1. How many laboratory centers are there in the school?

A. 1 B. 2 C. 3

1.2. Teaching and learning process

1.2.1. Instructional time related

1.2.1.1. What is the average time teachers waste being late to class?

A. No wastage B. 1-3 minutes C. 4-6 minute

D. 7-9 and minute E.10 and above

1.2.1.2. What were average days of teachers' absenteeism in last semester?

A. No absenteeism B. 1-3 days C. 4-6 days

D. 7-9 days E. 10 and above days

1.2.2.1. What is the degree level of students' behavior in supporting provision of quality education?

A. very high B. High C. Medium D. Poor F. Very poor

1.3. Management related

1.3.1. What is the average weekly load of teachers?

A. 10-14 periods B. 15-19 periods C. 20-24 periods

D. 25-29 periods E. 30 and above periods

Give short answer for the questions below

1.3.2. What is student teacher ratio in preparatory class of your school?

____

1.3.3. What is student section ratio in preparatory class of your school?

____

Appendix E

አዲስአበባዩኒቨርሲቲ

ድህረምረቃመርሐግብር

የትምህርትአመራርእናአስተዳደርትምህርትክፍል

ለወላጆችየቀረበመጠይቅ

ከዚህበታችየቀረቡትንጥያቄዎችበማንበብትክክለኛመረጃየያዘውንፊደልያክብቡ፣ ወይምትክክለኛመረጃባዶቦታውንይሙሉ

1. የልጆንየጥናትሁኔታእቤትውስጥምንያክልይከታተላሉ?

   ሀ. ሁልጊዜ ለ. አልፎአልፎ ሐ. በጣም አልፎ አልፎመ. አንከታተልም

2. የልጆንየትምህርትውጤትበምን ያህል ጊዜ ያያሉ?

   ሀ. ሁልጊዜ ለ. አልፎአልፎ ሐ.አናይም

3. ከልጆመምህራንጋርበልጆትምህርትሁኔታላይ በምን ያህል ጊዜ ልዩነት ይወያያሉ?

   ሀ. በተደጋጋሚ ለ. አንዳንዴ ሐ. አንወያይም

4. ለልጅዎአስፈላጊየሆነውንየትምህርትመሣሪያ ምን ያህል አሟልተው ያቀርባሉ?

   ሀ. ሙሉ በሙሉ ለ. በመጠኑ ሐ. አናቀርብም

5. ከልጅዎጋርስለትምህርቱ/ቷሁኔታበመወያየትየሐሳብድጋፍምንያህልያደርጉለታል/ላታል?

   ሀ. በከፍተኛ ሁኔታ ለ.በጥቂቱ ሐ. አናደርግም

6. ልጅንያለበትየትምህርትቤቱአስተዳደርበመማርማስተማርጉዳይላይለመወያየትምንያክልጊዜይጋብዞታል?

   ሀ. በተደጋጋሚ ለ. አልፎ አልፎ ሐ. ተጋብዘንአናውቅም

7. የትምህርትቤቱስብሰባላይየመገኘትአጋጣሚዎችንአግኝተውከሆነ፣

አብዛኛውንጊዜየስብሰባውርዕሰጉዳይምንድንነበር?

……………………………………………………………………

Appendix F

Addis Ababa University

School of Graduate Studies

Department of Educational Leadership and Management

Interview for principals

I. Personal information

Qualification: ________________________

Specialization area ____________________

Year of service in management ____________________

II. Teachers and facilities related input

2.1. Teachers related

2.1.1. What is the percentage of teachers with the first degree in preparatory class? What about Masters (MA/MSC) holders?

2.1.2. What is the average teachers experience in the school they are teaching now? What about total teaching experience in their life, based on their profile?

2.2. Facility related

2.2.1. Is there any means of using technology in the classroom to support quality of teaching and learning?

2.2.2. Are there all necessary reference materials in the library, for preparatory class?

2.2.3. How about laboratory materials in the lab center?

2.2.4. Are the heads of laboratory and library professionals in the field?

2.2.5. Are library and laboratory center giving service all the time?

3. Leadership related

3.1. Involvement of teachers in leadership system

3.1.1. Do teachers have any role in leadership system?

3.1.2. Are teachers consulted for generating an idea for increasing the school's performance?

3.1.3. Do you think the schools leadership system has created strong collaborative system among teachers?

3.2. Teachers development

3.2.1. Is there teacher development program?

3.2.2. How frequent do you give in a year?

3.2.3. Do you make any need assessment before you deliver professional development program?

3.2.4. What does the training put its focus on most of the time?

3.2.5. How does the school assist a new teacher to increase the expected performance?

3.3. Focus put to increasing teaching and learning performance

3.3.1. How frequent do you formally discuss with teachers on how to increase students' achievement?

3.3.2. How often do you supervise teachers' performance in the classroom, and how do you fill the gab you felt?

3.4. Teachers encouragement

3.4.1. Is there any teachers' motivation system in the school?

3.4.2. Do you appraise teachers' performance?

3.5. Management development

3.5.1. Do administrators like principals, deputy director and unit leaders get professional development?

Appendix G

Addis Ababa University

School of Graduate Studies

Department of Educational Leadership and Management

INTERVIEW FOR SUPERVISORS

1. According to education policy, what do preparatory school must fulfill pertaining to quality and quantity of:
   - 1.1. Human resource such as teachers and administrative staff?
   - 1.2. Facilities like library, laboratory, IT, pedagogy center, classrooms etc?
   - 1.3. Student-teacher, student-section and student text ratio?
   - 1.4. Are the schools practically applying that has been set in the policy?
   - 1.5. Where are the issues have been mentioned better found currently, in government or private?
2. How are schools expected to develop their human resource?
   - 2.1. The teachers. What area of skill or knowledge should be focused on? By whom and how much a year?
   - 2.2. What kind of training do the administrators should have, and who is expected to give?
   - 2.3. Where do you think this is better done currently, private or government?
3. How are administrators expected to assist teachers to work effectively in realization of quality education?

4. What the working condition of teachers should be to get them more productive? The working load, the staffroom, working time etc.
5. What is the stand of the policy pertaining to teachers' sustainability?
6. Where do better working condition, support of teacher and teacher sustainability is found? Private or government?
7. What kind of pedagogy is expected to be used in schools for teaching and learning process, assessment and for evaluation?
8. What should be the role of parents in support of school administration, and also improving teaching and learning process?
9. What are the problems that might affect provision of quality educations, and are suggested to be improved in private and government schools from what you have experienced so far? What about in government schools?

Addis Ababa University
School of Graduate Studies
Department of Educational Leadership and Management
QUESTIONNAIRE TO BE FILLED BY UNIT LEADERS

This questionnaire has been designed to collect data on educational related issues. The information will be required through this questionnaire will be used only for educational research purpose, and the finding will be used for improving quality education. So, you are, therefore, kindly requested to complete this questionnaire carefully and honestly. The data will be confidential, and will never harm anyone. No need of writing your name.
Thank you in advance for your cooperation.

I. Personal information

1.1. Current position ______________________

1.2. Age ☐ 20-30 ☐ 31-40 ☐ 41-50 ☐ 51-60 ☐ >60

1.3. Sex Male ☐ Female ☐

1.4. Total year of experience __________________

1.5. Year of service in current school __________________

1.6. Educational level

PhD MA/MSC BA/BSC

Diploma Certificate

Please, specify field of specification, major ________________ minor ________________________

Addis Ababa University

School of Graduate Studies

Department of Educational Leadership and Management

QUESTIONNAIRE TO BE FILLED BY DEPARTMENT HEADS

This questionnaire has been designed to collect data on educational related issues. The information that will be required through this questionnaire will be used only for educational research purpose, and the finding will be used for improving quality education. So, you are, therefore, kindly requested to complete the questionnaire carefully and honestly. The data will be confidential, and will never harm anyone. No need of writing your name.

Thank you in advance for your cooperation.

I. Personal information

1.1. Department ----------------------

1.2. Current position ------------------

1.3. Age ☐ 20-30 ☐ 31-40 ☐ 41 -50 ☐ 51 -60 ☐ >60

1.4. Sex Male ☐ Female ☐

1.5. Total year of service ______________________

1.6. Year of service in current school _______________________

1.7. Educational level

PhD ☐ MA/MSC ☐/BSC ☐

Diploma ☐ Certificate ☐

Please, specify field of specialization, Major ______________, Minor _________________

Addis Ababa University

School of Graduate Studies

Department of Educational Leadership and Management

QUESTIONNAIRE FOR TEACHERS

This questionnaire has been designed to collect data on educational related issues. The information that will be required through this questionnaire will be used only for educational research purpose, and the finding will be used for improving quality education. So, you are, therefore, kindly requested to complete the questionnaire carefully and honestly. The data will be confidential, and will never harm anyone else. No need of writing your name.

Thank you in advance for your cooperation.

I. Personal information

1.1. Department ____________________________

1.2. Your current position ____________________

1.3. Age ☐ 20-30 ☐ 31-40 ☐ 41-50 ☐ 50 > ☐

1.4. Sex Male ☐ Female ☐

1.5. Total year of service ________________________

1.6. Year of service in current school ____________________

1.7. Educational level

PhD ☐ MA/MSC BA/BSC ☐ ☐

Diploma ☐ Certificate ☐

Please specify field of specialization. Major _____________, minor ___________

Addis Ababa University

School of Graduate Studies

Department of Educational Leadership and Management

QUESTIONNAIRE TO BE FILLED BY STUDENTS

This questionnaire has been designed to collect data on educational related issues. The finding will be used for educational research purpose. The data will be confidential and do not harm the respondents and other related persons. There is no need of writing your name.

Thank you for the cooperation.

I. Personal information

1.1. Grade level ________________________

1.2. Section ________________________

1.3. Sex ____________________________

1.4. Age ___________________________

ለወላጆችየተዘጋጀመጠይቅ

የዚህመጠይቅአላማስለሁለተኛደረጃትምህርትጥረትመረጃለመሰብሰብነው፡፡ መረጃውለትምህርትጥናትናምርምርብቻየሚውልናበምስጥርየሚያዝስለሆነ፣ መልስሰጪዎችንምሆነከመጠይቁጋርግንኙነትያላቸውንሰዎችአይጎዳም፡፡ እያንዳንዱንጥያቄካነበቡበኃላመልሱንይስጡ፡፡ስምመፃፍአያስፈልግም፡፡

መጠይቁንበመሙላትስለተባበሩኝአመሰግናለሁ፡፡

I. ክፍልአንድ - የግልህወትመረጃ

1.1. የትምህርትደረጃ ____________________________

1.2. ሥራ _____________________

1.3. ፆታ _____________________

1.4. ዕድሜ ____________________

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Acronyms

AABE- Addis Ababa Education Bureau

ADLI- Agricultural Development Led Industry

DFID- Department of International Development

EFA- Education for All

ESDP- Education Sector Development Program

ETP- Education and Training Policy

GEQIP- General Education Quality Improvement

GER- Gross Enrolment Rate

MDG- Millennium Development Goal

MOE- Ministry of Education

NER- Net Enrolment Rate

OECD- Organization for Economic Co-operation and Development

PASDEP- Plan for Accelerated and Sustained Development to End Poverty

PRSP- Poverty Reduction Strategy paper

SDPRP- Sustainable Development and Poverty Reduction Program

UNDP- United Nation Development Program

UNESCO- United Nation Education Science and Cultural Organization

UNICEF- United Nation Children Fund

Class Room Observation Format

School Name…………………………………………

Subject…………………………………………………

Time……………………………………………………

Grade…………………………………………………

Section…………………………………………………

That to be observed

Time covered by a Teacher…………………………

Time Covered by Students…………………………

Total Academic Time…………………………………

Students' Conduct Excellent Very good Good

Poor Very Poor

➢ This covers methodology, instructional time and students' conduct.

አዲስአበባዩኒቨርሲቲ

ድህረምረቃመርሐግብር

የትምህርትአመራርእናአስተዳደርትምህርትክፍል

ለወላጆችየቀረበመጠይቅ

ከዚህበታችየቀረቡትንጥያቄዎችበማንበብትክክለኛመረጃየያዘውንፊደልያክብቡ፣

ወይምትክክለኛመረጃባዶቦታውንይሙሉ

1. የልጆንየጥናትሁኔታእቤትውስጥምንያክልይከታተላሉ
   ሀ. ሁልጊዜ ለ. አልፎአልፎ ሐ. በመጠኑመ. አንከታተልም
   መልስሱ "በመጠኑ" ወይም "አንከታተልም" ከሆነለምን?
   ………………………………………………………………
2. የልጆንየትምህርትውጤትበየጊዜውያያሉ?

   ሀ. አዎን ለ. አልፎአልፎ ሐ.አናይም

   መልሱ "አይሆን" ከሆነለምን?

   ………………………………………………………………
3. ከልጆመምህራንጋርበልጆትምህርትሁኔታላይተወያይተውያውቃሉ?
   ሀ. በተደጋጋሚ ለ. አንዳንዴ ሐ. አላውቅም
   "አላውቅም" ከሆነለምን?

…………………………………………………………………

4. ለልጅዎአስፈላጊየሆነውንየትምህርትመሣሪያበተጠየቁበትጊዜያቀርባሉ?

   ሀ. አዎን ለ. በመጠኑ ሐ. አናቀርብም

   "በመጠኑም" ወይም "አናቀርብም" ከሆነለምን?

   ………………………………………………………………

5. ከልጅዎጋርስለትምህርቱ/ቷሁኔታበመወያየትየሐሳብድጋፍምንያህልያደርጉለታል/ላታል?

   ሀ. ሁልጊዜ ለ.በጥቂቱ ሐ. አናደርግም

   መልሱበጥቂቱወይምአናደርግምከሆነለምን?

   ………………………………………………………………

6. ልጅንያለበትየትምህርትቤቱአስተዳደርበመማርማስተማርጉዳይላይለመወያየትምንያክልጊዜይጋብዞታል?

   ሀ. በተደጋጋሚ ለ. ጥቂትቀናት ሐ. ተጋብዘንአናውቅም

7. የትምህርትቤቱስብሰባላይየመገኘትአጋጣሚዎችንአግኝተውከሆነ፣

   አብዛኛውንጊዜየስብሰባውርዕሰጉዳይምንድንነበር?

   …………………………………………………………………

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

This is to certify that the thesis prepared by Feyisa Bayisa Gonfa, entitled, comparative study of quality education between government and private preparatory schools in Addis Ababa, in respective of input, process and output, and submitted in partial fulfillment of the requirements for the Degree of Master of Arts (Educational leadership and management) complies with regulations of the university and meets the accepted standard with respect to originality and quality.

Signed by the Examining committee

Examiner_________________________Signature___________ Date _______________

Examiner_________________________Signature___________ Date _______________

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