

**ADDIS ABABA UNIVERSITY**  
**COLLEGE EDUCATION AND BEHAVIOR STUDIES**  
**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**TEACHERS' PERCEPTION OF QUALITY EDUCATION IN  
GENERAL SECONDARY SCHOOLS IN NORTH SHOA ZONE  
OF OROMIA REGIONAL STATE**

**BY**

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**ADDIS ABABA**

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IN NORTH SHOA ZONE OF OROMIA REGIONAL STATE**

**BY**

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DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT  
TEACHERS' PERCEPTION OF QUALITY EDUCATION IN GENERAL  
SECONDARY SCHOOL IN NORTH SHOA ZONE OF OROMIA  
REGIONAL STATE**

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## DECLARATION

I, the under signed, declare that this thesis is my original work and has not been presented for a degree in any other university, and that all source of materials used for the thesis have been duly acknowledged.

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## **Acronyms and Abbreviations**

ADB-	Asian Development Bank
CPD-	Continuous Professional Development
EFA-	Education for All
EPDRF-	Ethiopia People Democratic Revolution Front
ESDP-	Education Sector Development
ETP-	Education and Training Policy
GEQIP-	General Educational Quality Improvement Program
IBE-	International Bureau of Education
MCEETYA-	Ministerial Council for Education Employment Training and Youth Affairs (Australia)
MoE-	Ministry of Education
NCTAF-	National Commission on Teaching and America's Future
UNC-	Uganda National Commission
UNESCO-	United Nation Education , Scientific and Cultural Organization
UNICEF -	United Nation Children's Education Fund
UPE-	Universal Primary Education

## ***Abstract***

*The purpose of the study was to investigate teachers' perception of quality education in general secondary schools in North Shoa Zone of Oromia regional state. To carry out the study, a descriptive survey design was used. The sample of the study consisted of 140 teachers, 14 department heads, 7 principals and 14 vice principals drawn from the sampling schools of the zone. Regarding the respondents teachers were selected by using availability sample method, department heads were selected randomly and principals and vice principals were selected availability sample method. In addition observation was used to compare the response of the respondents with what was actually available in the schools. To gather the necessary data Questionnaire(open-ended and closed ended), interview, observation and document analysis were the main instruments employed. The gathered data from teachers through a questionnaire were analyzed using frequency and percentage. Moreover, the data gathered using an interview held with department heads, principals and vice principals were narrated and analyzed. The findings of the study indicated that the participants' perceived quality of education in terms of input and output/outcomes. The analysis revealed that general secondary are suffering from very poor condition of learning. Regarding the current status of quality, the study also found that the quality of education in general secondary schools was not satisfactory. participation in tutorial program, continuous assessment, experience sharing with teachers, were the identified strategies employed by the teachers to improve quality of education. Finally, recommendations were drawn based on the above findings. The point of the recommendations include: carefully selection candidate teachers for training, the need for breaking teachers' problem such as wide range of professional development opportunity for teachers, uphold teachers morale, attractive salary structure of the teachers and encouraging good teacher, provided adequate fund for the schools, resolving student disciplinary problems, strengthening parent-school relationship and provided sufficient text books timely.*

# Chapter One

## 1. Introduction

### 1.1 Background of the Study

Quality education has become the central issue for many education systems and there is perceived need to improve the quality of education world-wide to provide young people with solid educational back ground. Similarly, Yoseph(2006:163) suggested that quality education is fundamental in creating a future for human security, community development and national progress. Besides, (UNESCO, 1997) noted that progress increasingly depends upon the product of educated mind, research, invention and adaptation. Moreover,

*a child denied the right to quality primary education is deprived not only as a child: he/she is also handicapped for life- unable to cope with situations requiring, reading, writing and arithmetic -unless given access to educational opportunities latter in life as youth or adult (EFA 2006) as cited in Yoseph(2006:173).*

It is true that efforts made to increase enrollment have brought significant transformation. However, because the success is not accompanied by quality as much as possible, more effort is required to address inquiries in quality of education. MoE(2005:3) asserted that the government's desire to improve the provision of quality education resulted in the formulation of the Education and Training Policy(ETP) ,and the quality of education needs to be improved in order to increase completion rates, to create the environment for teachers to effectively use their skills, and to maintain the confidence of parents in the school system (MoE,2006:26).

Various studies stated that improving quality of education is the best way to improve access to education. World Bank(1997) as cited in Mirza (2003) confirm that the best way to improve access is to improve quality which would make coming to school or staying in school a more attractive option from the perspective of parents as well as children.

Good quality of education will also enable people to read, write, reason out, communicate and make informed and healthy choice. As the proverb goes, give a man a fish and he will eat for a day, teach him to fish and he will eat for life. People who have received quality education do not only discharge their potential fulfill their needs but also contribute to the local communities. Quality education has critical importance and is very demanding in 21<sup>st</sup> century where countries

are confronted with new economic, social and cultural challenges in which knowledge, skills, values, and attitudes will play central role.

Generally speaking education of the high quality has paramount importance of individual, society, and countries the world as whole. It has a great significance for the economic, social and cultural development. It equips an individuals with the required tools needed to deals with different tasks they perform in their lives and papers them for the future by enhancing their capacity.

However, it is impossible to think the quality of education without having academically qualified and professionally responsible teachers in our schools. In relation, Kumar and Rantnalikar(2005:150) suggested that “of all different factors which influence the quality of education and its contribution to national development, the quality competence and character of teachers’ are undoubtedly the most significant.” Moreover, Jeilu(2011:184)similarly argued that the only influential variable affecting students academic growth varies based on the effectiveness of individual class room teacher.

Although quality education is the foundation for our entire future which empowers us to overcome challenges of social, cultural, economic and technological change, there is a little agreement as what quality education itself means and indicates to be used to measure it. Quality is an elusive concept having many definitions as there are categories of stake holders, this is mainly due to the fact that quality in education is complex and multifaceted concept embedded in political, cultural, and economic complex Fredruson (2004), Mirza(2003) and Chizz Media (2006) state that quality has no single absolute, agreed or universally accepted definition through here exists arrange of over lapping interpretations of it. Its definition is open to changing context, new understanding of educational challenges (UNICEF, 2000). The difficulty of defining quality of thus make it impossible to obtain universal agreement on the concepts rather than the definition is a matter of negotiation between the different parties involved and depends on the circumstance. Many studies revealed that the goal of education is to make people wiser, more knowledgeable, better informed ,ethically responsible , strengthen individuals and societies problem solving and capacity, realize their full potential and participate meaningfully in society and capable of continuing to learn. In line, Locked and Verspoor(1991) described that education is a corner stone of social and economic development.

Likewise, Psacharopoulos (1985) indicated that education is widely regarded as the root to economic prosperity, the key to scientific and technological advancement, the means to combat unemployment, the foundation of social equity, and the spread of political socialization and cultural vitality. UNESCO (1997) also suggested that education serves the society by providing a critical reflection on the world especially its tailing any injustice and by promoting greater consciousness awareness, exploring new visions and concepts.

Studies witnessed that quality problems are highly associated with scarcity of well trained teachers, low-level quality of teacher participating in educational planning, lack of career development for teachers, low level of professionalization of teaching practice. In connection, UNESCO, on its motto Education for All(EFA) as cited in Yoseph (2006:173) identifies various factors that influence the quality of education. Among them the quality and environment of schools, the quality of learning inputs, sanitary and health services, the type assessment, the status of the teacher and income, safety and security of students are some. These problems determine how much and how well children learn any to extent to which their education translate in arrange of personal, social and developmental benefits.

In recent times, quality is widely used term. Educational researchers stated that is relative and not easy to defined and measure. To this end, different educators tend to define the term quality education in different ways. For instance, Chizz media(2006) stated that quality has no single absolute ,agreed or universally accepted definition through here exists arrange of over lapping interpretations of it . Besides, its definition is open to changing context, new understanding of the educational challenges (UNICEF, 2000).Moreover, MOE and UNESCO (2005) expressed quality in education as a set of elements that constitute the inputs, process and output of the education system.

In general, studies have suggested that the concept of educational quality is complex, elusive, and multidimensional and gives way to a wide array of concept. Hence, this calls the need to investigate quality issues in education from teachers' perspectives, and therefore enhance quality education.

Lock head and Verspoor(1991) stated that teachers are central to the delivery as well as quality of education. They can make a distance in student achievement and growth. They can also shape the leaving environment and experience in their school rooms.

Accordingly, taking into account the role that teachers play in teaching and learning process, examining perceptions of teachers' on quality education in General Secondary Education level will be the concern of the study .

## **1.2 Statements of the Problem**

Many educational researches underlined that education can make significant contribution to the reduction of poverty. MOE (1996) stated that education enables individuals and society to make all-round participation in the development process by acquiring knowledge, ability, skill and attitudes.

*Education is universally recognized as one of the most fundamental building blocks for human development and poverty reduction. It is the key to attaining the millennium development goals, (World Bank, 2011:68).*

In relation to this, to translate the objectives of 1994 ETP in to action, the Government of Ethiopia has developed a twenty years education sector development programs (ESDPs), ESDP I- IV that consist priorities of the government and millennium development goals, targets and strategies .The major focus of ESDPs are to improve educational quality, relevance, efficiency, equity and expand access to education with special emphasis on primary education in rural and underserved areas, as well as the promotion of education for girls as first step to achieve universal primary education 2015.

Shifting the focus from quantity to quality education has got great attention in many countries these days to enable people to develop their full capacities .Miretab (2008:102) stated,

*Most countries, including countries with large populations such as Bangladesh, Brazil, China and Mexico are now talking about quality, a concept that covers everything from the physical conditions of schools to better teacher training, from the availability of text books to more parents involvement.*

In Ethiopia, quality improvement program has become an integral part of ESDPs. For instance, ESDP IV sets two priorities under general education :to improve the quality of general education and to increase access and equity with district program for each.

UNESCO(2005)stated that indicators of quality make an impact on the process of education(curriculum, contents, teaching methods, qualification of teachers...)as well as personality and performance of individuals.

In relation, Firdisa(2009:17) remarks that,

*Where quality is an everyday world of today, it has no clear-cut conception and there is a hat consensus view on “what is meant by quality?” arguably, many people often talk of quality, but they hardly explicate what it really signifies.*

Many related studies have been carried out recently on teachers' perception on quality of education. Yohannes (2005) a survey study of in some factors affecting quality of education in secondary schools in Oromia National Regional State , Abrahem (2004) involvement of secondary school teachers in educational research in Afar Regional State, Gossa(2012) the practice of teachers' continues professional development program in selected General secondary school in Jimma Zone, Temesgen (2005) problems of teacher attrition in secondary schools of Gembella Regional state are some. However, all the studies were bounded to their own area of study and range.

None of the researches that the researcher has read dealt with secondary school teachers' perception on quality education here, the researcher concern is varied from the afore mentioned studies on the problem raised as well as in its sample area to be investigated.

Quality of education is a complex issue, which is connected with the societies cultural, economic and other realities which are closely dependent on the resources of the countries and society.

Accordingly, the basic factor that initiated the researcher to conduct on this topic was the current low achievement of students in national learning assessment as well as in school based exams result at general secondary education level observed from North Shoa educational office three years reports .There are numerous factors that could influence quality education. Schooling is a social process, and improvements in resources, technology and the quality of student and teaching inputs should in principle be able to be enhancing its overall quality(Yoseph,2006:197). The researcher argues that quality of education is significantly influenced by secondary school teachers' perception , and the strength of any educational system is largely dependent up on the quality and commitment of its teachers. Teachers are the most important resources in an educational system in any society (Oliverial and Forell, 1993:7) as cited in Ayalew (2002).

Therefore, assessing the perception of secondary school teachers towards quality education in North Shoa Zone and showing the extent of the issue will be the purpose of this study. In short, the study attempts to answer the following basic questions:



1. How do teachers in general secondary schools perceive quality of education in North Shoa Zone of Oromia regional state?
2. How do teachers in general secondary school perceive barriers in delivering quality in North Shoa Zone of Oromia regional state?
3. How do teachers in general secondary schools promote quality of education in North Shoa Zone of Oromia regional state?
4. How do teachers in general secondary schools evaluate quality of education in North Shoa Zone of Oromia regional state?

### **1.3 Objective of the Study**

#### **1.3.1 General Objective**

The general objective of this study was exploring how General Secondary Schools teachers' perceive quality education.

#### **1.3.2 Specific Objectives**

The specific objectives of this study were to:

- examine how teachers describe quality of education;
- identify the perceived barriers to quality of education; and
- assess how the teachers evaluate and promote quality of education in general secondary schools.
- identify with how general secondary schools teachers see provision of text book in general secondary school of North Shoa Zone of Oromia Regional state.
- identify with how general secondary schools teachers look class –pupil ratio

### **1.4 Significances of the Study**

This study will hopefully help in understanding the issue of quality education from one of the major stake holders- teachers.

Thus, The findings of the study may have the following significance

- it provides valuable feedbacks regarding quality of educations from the teacher point of view.
- it uses as stepping –stone for different bodies to facilitate the proper functioning of quality secondary education.

- researchers might also use to the research results as spring board for further investigations that could lead to improvement of various programs in general secondary schools.

### **1.5 Delimitation of the Study**

To make the study more manageable and feasible, the study is delimited to seven government general secondary schools (9-10) in North Shoa zone of Oromia Regional State. These are Sheno, Aleltu, Muka Turi, Debra Tsige, Abdisa Aga, Gerba Guracha, and Mendida general secondary schools. The zone was selected for the researcher has well associate with the principals and the teachers in the zone, where he worked for four years as a principal. This will help the researcher to get relevant information on teachers' perception of quality education in the zone that enriches the study.

### **1.6 Limitations of the Study**

Logically, it is obvious that research work can be not totally free from limitation. To this end, some limitations were also observed in this study. The study was based on selected seven out of twenty one general secondary schools in North Shoa Zone of Oromia Regional State and therefore it was limited to the zone. On the other hand, there was lack of excess updated related literatures in the area. In spite of these shortcomings, however, it was attempted to make the study as complete as possible.

### **1.7 Operational Definition of Key Terms**

- **General Secondary Schools:** refers to the schools teaching grades 9-10 according to Ministry of Education (MoE, 1995:17)
- **Perception** : is awareness comprehension or understanding of something ([www.yuotdictionary.com](http://www.yuotdictionary.com)> home >)
- **Quality** –is a level of excellence in performance which can be measured by establishing an acceptable criteria and standards of good performance (Morsha, 1998).
- **Quality assurance** –refers to the determination of standards, appropriate methods and quality requirement by an expert body, accompanied by a process of Inspection of evaluation that examines the extent to which practice meets these standards (Mugatroyd and Morgan 1992:45)

- **Secondary schools:** refers to the schools teaching grades (9-10)and (9-12)according to Ministry of Education (MOE,1995:17)
- **Stake holders** :refers to those who have a vested interest in education ,its process and its outcomes(Margatroyd and Morgan,1992:5).

### **1.8 Organization of the Study**

This research paper is organized into five chapters. The first chapter holds the introductory part of the study which consists of background of the study, statement of the problem, significance, delimitation and limitation of the study. The second chapter deals with review of literature pertinent to the research. The third chapter discussed about research methodology. The collected data from the subject of the study are carefully analyzed and interpreted under the fourth chapter. The fifth chapter summarizes the research and forward conclusion and recommendation on the findings of the study. Reference and appendix which include questionnaire, interview format, and other related materials would be part of the document.

## Chapter Two

### 2. Review of the Related Literature

A review of related literature and selected studies are presented in this chapter. The literature reviews examines theoretical perceptions on quality of education .

#### 2.1 Quality Education: Definition

Because of the growing concern about the quality of education ,reaching at its clear crystal definition is somewhat difficult due to a wide range of stake holders and customers along with the complexities of teaching learning process which need to be unfolded continuously, (Aspin,2000).

*Literature on the quality of education often covers very broad concepts and under the umbrella of the quality of education the following terms may be included : content and methods of teachings, management of education process ,what the students' learn and how to learn as well as an attempts to adapt education to changing needs through innovation (Adams,1993) as cited in Fikadu(2005:27).*

Various people view quality of education as learning outcome of students which is the primary concern of all stakeholders . Stone (1972) as cited in Teshome," it is the excellence of students learning that interests people most towards quality of education ." Moreover, public debates on the quality of education usually concentrate on a small number of issues, most frequently on the students' level of achievement.

*In most cases, the definition of the quality is related in fit between the expectation of society expressed in the general and specific objectives of the education on the one hand, and the actual characteristics of the educational process and the changes observed at the student level on the other hand (Friendman in Teshome ,2007:27).*

Many parents are also highly aware of the differences existing between schools and therefore, when choosing particular schools for their children, they look closely at the past performance of the schools in terms of students examination results.

However, a number of studies reviewed by Aspin in (2000) and Adams (1993) suggest that “the antecedents that are the input and the process should also have quality in terms of efficiency, effectiveness, excellence and social justice to achieve the designed quality.”

In addition ,Aspin(2000) also stated that there are plenty of candidates for the source of quality in education well mentioned building ,outstanding teachers, high moral values ,excellent examination the application of the latest technology ,strong and purposeful leadership ,the care and the concern for students, well balanced curriculum or some combination of these factors. Adams (1993) for example include six elements of quality: reputation of the institution ,resources and inputs, process, content, output and outcomes and value added.

**Reputation:** the existence of folklore about a particular school or institution in the minds of the most people play great role to attract the attention of quality education seekers towards that famous school or institution. Internationally, University like Harvard and oxford are ideal examples of such thinking.

**Inputs :**Physical resources include ,students quality ,pedagogical materials and well define curriculum ,extent of facilities and overall prestige.

**Process:** It reflects not only input or results, but also the nature of the intra –institutional interaction of students, faculty and others facilities and overall prestige.

**Content \_:** It reflects the particular bias of a community, an institution or a country to word a body of knowledge, skills or information.

**Output or out comes:** Achievements in knowledge, skill entrance country’s needs ratio s level of education in come and occupational status of graduates. This shows how well an institutional prepares students to become responsible citizens in skill attitudes and values relevant to country’s need.

**Value added:** A measure of changes ,how the students have changed because of the leaving programs ,the culture and the norms of the institution ,skills ,attitudes and values, how institution help students to achieve their potential or large human capacities.

Thus, according to the review made, the quality education output can be achieved only if quality is ensured at each level of the educational process from standard setting, learning environment, teacher training, learning process, assessment and monitoring.

The main purpose of a school or educational institution is to prepare skilled, dedicated, responsible citizens in line with the need of a country. In order to produce the kinds of citizens a country needs, there must be well set and inclusive definition of quality of education upon which specific objectives are to be formulated to produce the envisioned citizen. In summary, though there has not been a consensus among different scholars in regard with the definition of the quality of education yet, the learning outcomes which are supposed to be observed at the end are common for all. The quality of education should meet the government's in particular and the society's expectation at large according to the set objectives in order to arrive at a certain level of achievements.

In most cases, the content of the intended education, well selected and refined methods to be implemented during the provision of lessons, the availability of well trained and qualified teachers, the presence of organized professional leadership and the provision of adequate resources to run the teaching and learning process hold central issues and facts in the course of ensuring the quality of education and thus the definition of the quality of education should not be exclusive of the aforementioned points.

## **2.2 Quality of Education: Concepts and Indicators**

Both the world declaration on Education for All (1990) and the Dakar frame work for action (2000) recognized quality as the most important condition for achieving Education for All. The Dakar frame work asserts that quality is at the heart of education. For instance, . EFA Global Monitoring Report 2005 goal 2 of Dakar frame work commits to providing primary of education of good quality no one should be denied the opportunity to complete good quality of primary education. Goal 6 of Dakar frame work includes commitments to improving all aspects of quality of education and ensuring ,excellence of all so that recognized and measurable learning outcomes are achieved by all ,especially in illiteracy ,numeracy and essential life skills and hence the issue of quality of in education has become a global concern.

The debate and the views of what constitutes education quality are as old as education itself. Most public debates on the quality of education include concerns about a student's level of achievement the relevance of learning to the world of employment or the social, cultural, and political worlds occupied by the student. Frequently, concerns about the conditions of learning, such as supply of teachers or facilities also included (Johnson, Hayter and Broad foot, 2000).

The global campaign for education (2002) conceptualize quality education system as one that succeeds in meeting its own goals, one that is relevant to needs of children to acquire knowledge and critical learning skills. It entails that extent to which the result of education provided meet the standards predetermined in the system educational objective and relevance of the acquired knowledge, skills and values to the human and environmental condition and needs.

Some researchers /educators rely on easily measurable out comes such as competitive examinations and standardized tests (Hopkins, 1987) as cited in Yohannis (2005) while others oppose this idea and argue that notion of quality should not be limited to student results alone. As Grisay and Mahlck, (1991) note examination only measures cognitive achievement and do not assess other personal qualities such as skills, attitude ,character and ethics. The issue of quality should also take into account the determinant factors which influence these, such as the provision of teachers, buildings, equipment, curriculum and soon (Ibia). Again, the same writers perceive quality of education as it is made up of three interrelated dimensions: the quality of human and material resources available for teaching (input), the quality o teaching practices (process) and the quality of results (out puts and out comes).

Moreover, the 2005 EFA Monitoring Report points out the "agreement about the objectives and aims of education will frame any discussion of quality and that such agreement embodies moral, political, and epistemological issues that are frequently invisible or ignored` "(UNESCO 2004,p.37).

The report further emphasizes that different notion of quality are associated with different educational traditions and approaches:

1. The humanist approach, one of the precursors of constructivism focuses on the learners constructing their own meanings and integrating theory and practice as a basis for social action. Quality within this tradition is interpreted as the extent to which learners translate learning into social action.

2. The behaviorist approach, heading into another direction, assumes that students must be led and their behavior can be shaped, predicted and controlled to specific ends through rewards and response, with quality measured in precise, incremental learning terms.

3. Critical approaches, on other hand, focus on inequality in access to and outcomes of education and on education's role in legitimizing and reproducing existing social structures.

4. Indigenous approaches to quality reject mainstream education imported from the centers of power, assure relevance to local content ,and include the knowledge of the whole community(UNESO,p.32-35)

In light of these different approaches the EFA monitoring Report provides a useful map for efforts to understand.

Monitor and improve quality that identifies five dimensions associated with quality by reviewing the main elements of educational systems and how they interact .The frame work provides a means for organizing and understanding the different variables contributing to education quality ,access ,teaching and learning processes ,and out comes influenced by context and input a variable:

a. Learner's characteristics affect quality and include aptitude, school readiness, and perseverance. Because of differences in their schooling and economical back ground learners come to the classroom equally.

Learners who are healthy, well nourished and ready to participate and learn, and supported

in learning by their families and communities can benefited from learning opportunities.

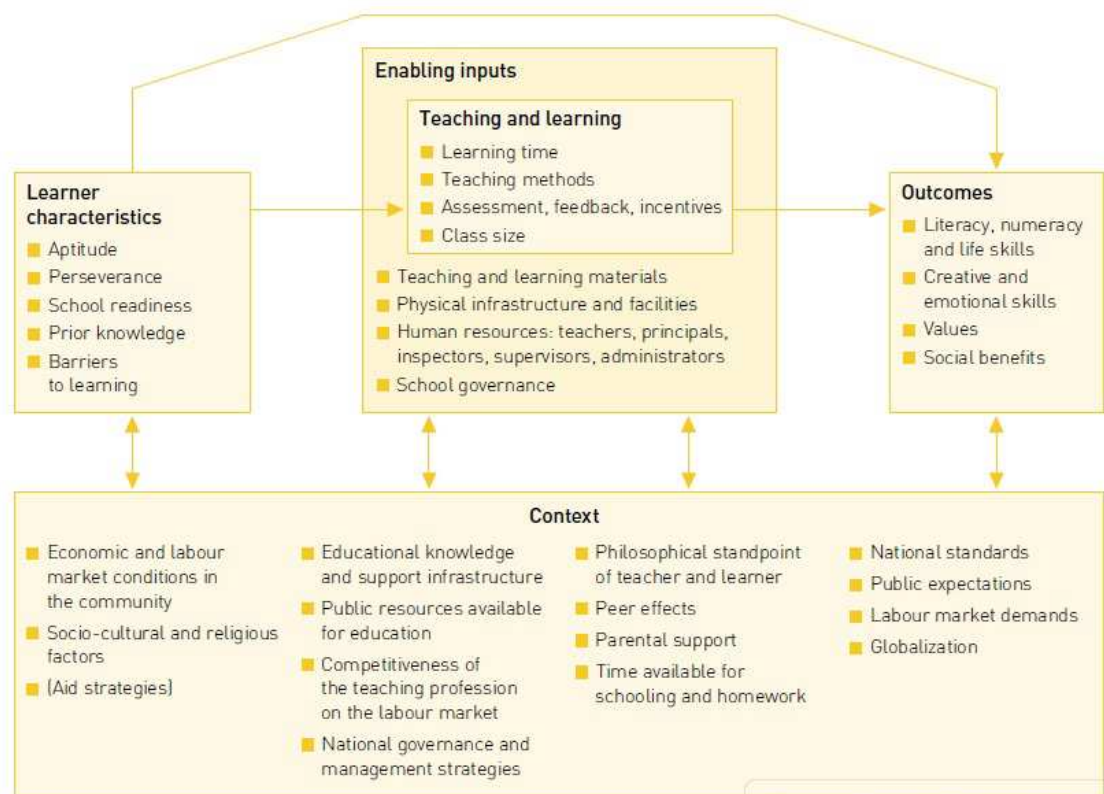
b. context , which significantly affect quality, socioeconomic and cultural conditions ,labor market factors ,public resources for education, the philosophical perspective of teachers and learner, parent support and time available for schooling and home work.



- c. Enabling inputs are critical to quality and include teaching and learning material, physical infrastructure, human resource special teachers, but also principals ,supervisors ,and school governance
- d. Teaching and learning approaches are central to quality.

It is also key are for human development and change. They include learning time, teaching methods, assessment, feedback, incentives, and class size and class room organization strategies.

- e. Outcomes which signal overall quality include literacy, numeracy, and life skills creative and emotional skills, values, and social benefits (UNESCO 2004, P.35-37.)



A frame work for understanding educational quality adopted from (UNESCO, 2004:11)

The indicators of quality education are benchmarks with which we can systematically assess the quality of education and every society has certain explicit and implicit measures or status indicators of educational quality. (As cited by Teshome 2007).

However, literature on the determinants of quality education output is not only scanty but also it provides varied rather divergent findings on many of the inputs.

Verspoor (1991) in the study of developing countries have identified various inputs. This includes orderly school environment, academic emphasis in the form of clearly defined learning outcomes and standards, curriculum, particularly the "implemented curriculum" (text books, other learning materials), time for learning, effective use of school time, qualified teachers and healthy environment. The developed countries show similar results with a varying level of quality input. For example, literature on educational reforms in the United States describe that standards of education can be improved through redefining basic curricula and setting performance standards required from students at the completion of the program (Verspoor, 1991).

Moreover, Schwart (2001) after his examination of students' achievement in 900 Texas school districts concluded that the quality of teachers in the most critical aspects of schooling and that it has direct impact on student learning. This framework allows for an understanding of education quality as a complex system embedded in political, cultural and economic contexts which are interdependent and influencing each other. As quality of education is highly susceptible to time, change and new innovation it is not possible to give a unique definition of quality that fits all circumstances. The literature discussed in this section clearly indicated that it is difficult to underscore/give/a universal definition of quality that applies to all contexts, all institutions or organizations.

However, understanding the context in which education operates and various factors influencing education will enable to make education a crucial tool for solving various problems and to meet the demand of the 21st centuries.

Like on the definition of the quality of education, there is no common view on what constitutes the concept and indicators of the quality of education. Some explain the concept of the quality of education as a success that reaches and meets its predetermined goals and also helps the learners in addressing their needs to acquire knowledge.

Quality of education cannot be determined on the basis of easily measurable outcomes such as the examination results of students. This is so because examinations and standardized tests are not capable of measuring personal qualities such as skills, attitude, character and ethics other than cognitive achievements.

It is also important to bear in mind that human and material resources such as teachers and textbooks (input), the quality of teaching practices (process) and the quality of results (out puts and out comes) are the three dimensions of which the quality of education is made up of.

The humanist approach which encourages learners to construct their own meanings by integrating theories and practice, The behaviorist approach which assumes that students' behavior can be shaped, predicted and controlled to specific ends through rewards and response, Critical approaches, which focus on inequality in access to and outcomes of education and the indigenous approaches to quality which reject mainstream education imported from the centers of power, assure relevance to local content are different notions of quality associated with different educational traditions and approaches.

In addition, effectiveness, efficiency, equity, responsiveness, relevance, reflexivity, and sustainability are considered to be the main indicators of the quality of education. Therefore, a well designed and successful educational system should comprise those stated points and should strive to meet a particular educational goals and objectives as required.

### **2.3 Why Quality is Important in Education ?**

Attention to the concept of quality education has come to the front and become a global agenda as learners, parents and communities, educators ,leaders and nations acknowledge that what is learned and how learning occurs are as important as access to the recent United Nations Conference declarations focusing on education , namely ,the world declaration on education for All(1990)and the Dakar frame work for action (2000), a most important condition for achieving Education for All.

Education is universally acknowledged as an essential element in the process of national development.

The fundamental purpose of the education is to empower people with the knowledge, skills, values, and attitudes to improve the quality of life, enhance their productivity and their capacity to learn new skills, and enable them to participate more fully in the development process.

It is also a means of facilitating and directing social changes, to transmit social and cultural values, to promote peace and stability, to obtain socialization by attending school, to prepare children for meaningful and productive life, to achieve a wide range of economic and social development goals, to enhance each individual's potential and the full development of learner's personality (ADB, 2002, UNICEF, 2000). It also equips that the child with the set of values and attitudes essential for functioning effectively in the evolving societies of the development world and contributes to autonomous and critical learning so that all regardless of age can select and take advantage of the continuing opportunity needed to make transitions from one stage of life to another. The education will perform this role more effectively if and only if it is high quality is indisputable. The economic and social benefits of education depend above all on the quality of education that is offered (UNSECO-IBE, 2003).

An enormous gap found between the number who are graduating from schools and those among them who have managed to master a minimum set of cognitive skills in many parts of the world reveals that focusing on qualitative goals will not guarantee education for All. Poor quality of education leads students to drop out early, to repeat grades, to waste of time and money and waste of human potential (GCE, 2002).

The American Institutes for research, 2002 also contended that without a quality focus, national systems lose the capacity to attract and hold students and enrollments decline as dropouts increasing. Therefore, the quality of education is needed to achieve the 2015 goal of universal completion of primary school.

In socially, culturally, economically and technologically changing and challenging world, there has been wide spread agreement that the quality education and training will play a key role in order to meet these changes adequately and challenges pro-actively by building the capacity of the human kind to face the challenges of the 21 century.

It also play a great role in addressing human rights, democracy, tolerance and other values, prevention of disease, population control, environment issues, healthy, the use of traditional languages and cultural diversity.

Quality education is one which successfully shapes citizens according to the societal consensus, or how the societal consensus, or how the society should be (Teklehaimanot, 2001).

Quality education training are thus regarded as being indispensable in transforming societies into dynamic learning societies ,in assisting the process of integrating for, economic prosperity and social cohesion .According to Yalokwu (2001) as cited by Fikadu Buli 2007 the quality of education should help student to:

- Understanding himself as a member of society
- Understand and appreciate persons of other cultures and ethnic groups

The existence of quality education plays an irreplaceable role in shaping citizens according to the needs of the society. Learners, parents and the community. The quality of education is very essential because it is one way in which we ensure the provision of quality education. In the absence of quality of education, it is impossible to empower the citizens and improve the quality of their life. Quality education is indispensable and indisputable in that it proves sustainable economic growth ensures democratic and rights of the citizens and plays a pivotal role in creating stable and peaceful country. It also enables citizens to cope with political, economical, social and technological changes. It also increases the process of integrating for economic prosperity and social cohesion. Moreover, quality education is important because it enables a member of a society to understand himself and others as well as appreciate the language and culture of the others.

## **2.4 General Secondary Education**

One of the current formal education programs in Ethiopia following the 1994 educational reform at secondary education level is the general secondary education (9-10) program.

*Secondary education is divided in two cycles, each having different goals. The first cycle is two years general secondary education (9-10). After completing the first cycle of general secondary education, students will be streamed in to academic (College preparatory, grade 11 and 12) or TVET based on their academic merit and performance, (MOE, 2005:44)*

In Ethiopia, general secondary education aims to enable students identify their interest for further education, specific training interest and various work fields (MOE, 1994).

The provision of quality general secondary education and shaping and producing competent citizens should be responsibility of general secondary schools. In this regard, UNESCO (2004) pointed out three objectives to enhance learning:

- providing basic and general education for further learning.
- preparing young people for various tasks ; and
- continuing inculcating and ethical values to enhance active participation in a democratic society for meaningful life

## **2.5 Quality Education and the Role of Teachers.**

According to the National commission on Teaching and America's future (NCTAF), 1997 the impact of teacher was greater than any other single factors, including class size, parent education, and income and language back ground. UNESCO, (2003) describes teachers a surveyors of knowledge and values and as community leaders responsible for the future of young and everything in our power should be done to support them and to learn from them. Teachers are considered to be a very prominent component of the educational system.

What teachers do matters more for student learning than any single factor (Bruns B.Mingat A, and RkotomolalaR,2003). The kind of pedagogy needed to help to help students to think critically, create, and solve complex problems as well as to master ambitious subject matter content is much more demanding. To meet this objective schools need to be changed to enable learners acquire the sophisticated skills they need to participate in a knowledge based society. In this regard Teachers play a significant role to achieve these goals for all children and to success of any ongoing educational reform (Darlingtated by available -Hammond &Berry, 1998). Since teachers have a power full impact on the learning experiences of school student's quality teaching will be facilitated by availability appropriates skilled teachers(MCEE TYA,2003).High quality school level educational experiences will foster better transitions to work and further education for school students ,giving better outcomes for individuals and from any employer perspective ,a more skilled and productive work force (ibid).Teachers of the highest quality will lead to education of the heights quality (Muhammad,2006).

Perrenoude, (1997 )as cited in UNESCO-IBE(2003) Identify the following ten new competences for teaching:

- 1/ Origination students learning opportunities
- 2/ Managing students learning progression
- 3/ Dealing student working and learning
- 4/ Developing students' commitment to working and learning
- 5/ Working in terms
- 6/ Participating in school curriculum and organizational development
- 7/ promoting parent and community commitment to school
- 8/ Using new technologies in their daily practice
- 9/ Tackling professional duties and ethical dilemmas and
- 10/ Managing their own professional development.

From what perrenound describe one can understand that teachers have many roles and responsibilities to bear .Therefore ,teachers play a significant role in preparing children's to join knowledge based economy and in keeping the quality of education in their schools.

According to UNESCO-IBE (2003) teachers can guide learners in an ever expanding universe of knowledge, helping them to learn how to access information and communicate effectively. They also promote the development of social competencies and learning environment that encourages children and young people to learn to live together and to become active and responsibilities in an education system that aims to offer a quality education is unattainable without teachers.

In order to support teachers in their efforts to improve the quality of education according to Fredriksson(2004)governments and relevant education authorities must:

- a. Provides education and professional development of high quality to the teachers.
- b. Provide teachers and schools with the resources necessary to offer quality education
- c. See that teachers have a salary comparable with other professional requiring the same level of qualifications and responsibility
- d. Ensure that teachers receive the moral recognition appropriate to their level of qualifications and responsibilities.

Teachers have a vital role in imparting knowledge and skills to the learners which enable them to enter the knowledge based economy.

Thus, in order to improve the education of teachers worldwide, education authorities, government and intergovernmental organizations must ensure that teachers received the proper initial and in-service professional education at university level to prepare them for their work as teachers. Proper training enables teachers to solve the problems which they have to face the uncertain and difficult context of the 21 century.

There are various factors that influence the quality of education among which teachers are the most prominent factors. This is so because teachers are considered as providers of knowledge and as community leaders responsible for the future of the young. During their stay in schools and after, learners are expected to think critically, create and solve complex problems they encounter. Schools are places where they gain these sophisticated skills and knowledge. Thus the primary goal of schools is to equip the learners with the required skills and knowledge. In this regard, teachers play significant role to achieve this goal.

Teachers have a number of key roles to play in the process of the provision of quality education among which very few are: Managing students learning, Dealing with student working and learning, developing students' commitment, Participating in school curriculum and organizational development, promoting parent and community commitment to school, using new technologies in their daily practice, and Tackling professional duties and ethical dilemmas managing their own professional development.

In order to encourage teachers to discharge their responsibilities in guiding their students in to an ever expanding universe of knowledge effectively, teachers themselves need to be supported.

The provision of high quality professional development either at school or university level, resources that are necessary to the provision of quality education, sufficient salary, morale recognition appropriate to their level of qualification are very few among many supports a government and concerned education authorities must offer to teachers.



## **2.6 Quality and Expansion**

Any attempt to open up the system, be it universal of primary education or going to secondary education seems inevitable to lead belief the mass education will be achieved at the price of lower quality (Grisay and Mahlck, 1991:6).

In other words, little concern has been raised over the question of quality in mass education .In developing countries; the quantities like expansion of education has been much more rapid than that of any other social variable. According Tedesco (1997:34), the expansion of school enrollment at levels, especially since 1960s, has increased without adequate attention to quality and quantity of education services that need revising, what is taught and who should learn are therefore two issues that have to be considered as a single set of problems.

Magnen(1991:130) states that while we know how to build schools for a growing number of pupils our knowledge about method to improve quality of education as much less advanced. Likewise , Baum and Tolbert (1985:119) ,expressed that developing countries are educating more of their population than ever before but the quality of education is often poor and graduates frequently find that what they have to often is not what employers want. This indicates that expansion was achieved at the cost of quality.

As a result the expansion of secondary education ,which has been considered in the most countries ,has never been able o satisfy the social demands (Grisay and Mahlck ,1991:5).so far ,the main emphasis has been improving access and participation .In the challenging environment people face today ,access is only the beginning . The education that people have must be of good quality in order to provide the skills needed to operate successfully in complex, democratic society with changing labour market (World Bank, 199:7). According to report of the World Bank (1988:51) ,due to problems of decreased financial resources ,commentators in a number of African countries have expressed concern about decline in quality of education being offered in schools.

Comparing the advantage participation with quality ,on the basis of analysis by using data from Brazil ,a study has confirmed that estimated social rate of return to quality of schooling ,and thus developing countries as Brazil might allocate resources more efficiently by improving quality, rather than increasing the quantity, of their school systems (Cohn and Gaske,1990:131).

The value of providing quality education is enormous, specially, these days. Quality is the key to achieving the imperative for the new millennium are directed, skilled population who can operate in democratic societies to meet changing labor market needs. The society that legalized the goal of providing high quality, lifelong education for all its citizens.

This is an expensive proposition ,but the return on the investment to achieve this goal with fully justify the expense (poole,1995:380).There is little point in expanding access unless there is reasonable quality .If people are not gaining knowledge , skills and values they need, resources invested in teaching and learning are wasted (World Bank 1999:Vii).

The expansion of schools offers the needy citizens with an opportunity to access education. However, as many studies point out, little attention has been given to quality of education. Despite Huge amount of resource, time and energy invested on the expansions of education, many countries could not enjoy quality education which they have been striving for. There should be a balance between the expansion and quality education; one should not be ensured at the expense of the other. However, researches show that expansion of education is being achieved at the cost of quality.

Our knowledge of building schools for great number of people should be in balance with our knowledge and methods of providing quality education. The education being provided should enable graduates of colleges and universities to offer what their employers need from them. Therefore, the allocation and efficient utilization of resources to improve quality rather than increasing the quantity of school systems should be a priority to those countries which are suffering from low education quality. This is so because if people are not gaining knowledge, skills and values they need, resources invested in teaching and learning are wasted.

## **2.7 Measurement of Quality of Education**

As stated earlier, quality in education is difficult to define and measure (World Bank, 1995:2). Regarding this, Tegegn(1998:41) expressed that a discussion on the quality of education usually focuses on level of pupils achievement in examinations, parents satisfaction of the outcome of education ,relevant skills, attitude and knowledge acquired for life after schooling and the condition of learning environments .However, some of these are subjective and hence, are difficult to measure. These are a number of indicators that contribute to the quality of educational provisions .These are pupil- teachers ratios, class-size, and availability of facilities and qualifications of teachers. One indicator of the quality of school work is rate and frequency, with which students complete an assignment; the performance, moreover ,must conform to the requirements of the task(Schlecity,1990:58).

On the other hand ,the quality of education system, or part of the system is often described in terms of inputs into teaching process rather than in terms of inputs into the teaching process rather than in terms of students achievements ,basically because inputs are easier and less costly to measure. Furthermore, these measurements focus on formal rather than actual quality characteristics for example, a school can have highly qualified but not necessarily motivated staff, where as another can be poorly equipped and yet able to make good use of the few facilities it has . These are also some indicators which are frequently used by planners in developing countries as approximate means of measuring quality ,example repletion ,dropout , promotion and transition rates . This is probably due to their availability (Grisay and Mahlack ,1991:4-5).Nevertheless ,whilst they are use full for making aggregate comparisons between regions of country, and between countries ,they are less relevant for analyzing differences between schools and between students within the same grade .For this ,measurements of learning out comes will be necessary (Lockheed andHanshek,1987).

Learning outcomes are typically being measured through standardized measurements of student learning implemented at the end of the schooling grades (Goppello, 2003:9).Most countries now have some form of national standardized assessment given at the end of the schooling cycle .In cases where these does not exist, results of simple school leaving examinations can be used as proxies, but the probable lack of comparability of the results. These measurements may provide assort of mechanism to keep some attention placed on quality of instruction (Schiefelbein, 1990:21).

Finally, the participation in regional assessments or even international assessments would also provide a country with some measure of learning outcomes, and allow comparisons with other countries, providing some objective benchmarking of the country's performance. It is, ultimately, advisable to measure learning outcomes through both national and non-national exams (Gropello, 2003:11). Where such data like results in standardized achievement tests and furthermore, the attainment of more complex –but not less vital educational objectives –are rarely evaluated: individuals capable of working in cooperation with others to demonstrate ability of inquiry and problem solving, etc. can be used to measure quality of education (Ross and Mahlck 1990:41). In general, according to Ross and Mahlck(1990:72-73), every society has certain explicit or implicit measures or status indicators of educational quality such as educational inputs, educational outputs and educational processes.

After imparting supposedly required knowledge into the minds of the learners, the inevitable step is measuring to what extent those learners have mastered or achieved the lessons.

The measurement tools are of different kinds in types and depth ranging from daily classroom teacher-made tests to standardized assessments at the national level. Due to its complex nature, measuring quality of education is not an easy task. However, despite its complexity, scholars suggest that quality of education can be measured in terms of students' achievements and school facilities. For example some suggest that the quality of education system or part of the system is often measured in terms of inputs into teaching process or focus on formal rather than actual quality characteristics such as qualified teachers and motivated staff etc.

Retention, dropout, promotion and transition rates are some means used to measure quality. On the other hand, quality of education is measured on the basis of learning outcomes such as level of pupils' achievement in examinations, parents' satisfaction of the outcome of education, relevant skills, attitude and knowledge acquired for life after schooling and the condition of learning environments. .

## **2.8 Quality and Effectiveness**

The concept of good educational varies with stage of development of the school system and of the teachers who serve it. Quality of education according to Beeby (1966:10-13)cited in Yohannes(2005) may be through of at three different levels.

At the simplest level is what might be formed the class room conception of quality, quality as seen by inspector of schools. This embraces such measurable skills as ability in the 3R's, and the acquisition of given range of facts about history, geography, hygiene and the like.

The second level is termed outside the class room and into the market place, where the quality of education is measured by its productivity .the economist may show an interest in the relation between the 'input' and 'output' of the school system as a measure of its immediate productivity and efficiency. Economic efficiency signifies the cost and benefit values are attached to inputs and out puts (Grisay and Mahlck: 1991:6). According to economist an improvement in the quality of General secondary education or improvement in the efficiency with which existing resources are employed (Burk head, Fox and Holland, 1967:5). An increase in the quality of resources takes from more and better inputs into education.

At third level, where quality is judged by broader social criteria, new sets of values must be taken account, and clashes of opinion become inevitable.

At this level every one becomes an expert on education and each judges the school system in terms of the final goals we set for our selves, our children ,our country. Among these levels, it is at the class room level that the greatest measurement of agreement on quality will be found (Beeby,1966:13). Beeby (1966:15) argued that any fall in the quality of failures and dropouts in schools. The term 'quality and achievement (that students' examination results or test performance) are sometimes used interchangeable by planners and administrators. When describing the evaluation of the educational system or when comparing the situation of a school or group of schools (Grisay&Mahlek, 1991:5). In response to public concern in the 1960s those in positions of political responsibility for the quality of school implemented local ,state and even national school reform initiatives. As a result of this demand for evidence of school effectiveness ,over the past few decades billions of dollars were invested in USA in the production ,administration and the use of standardized tests (Stiggins, 2002:19).

Most recently ,state wide standard based assessment have become the least approach to outcome accountability .standard based approaches are similar in some respects to minimum competency testing ,but different in others . for example, performance based assessments were rarely used in minimum competency testing , many standards based approaches, however , include performance based assessments that require pupils to produce or apply knowledge , not just remember it (Airasian and Abrams, 2002:55).

An effective school is then a school, which gives a significant contribution to the student achievement independently of the students' background and community context (Gropello, 2003:11). In other words it is value added by the school students' literacy, academic and social skills through its teaching practices, general organization and management, etc .High quality schools are sometimes defined by their results example cognitive tests or examination scores or by their material correlates (example resources per students) (Lloyed, Tawilla and Clark, 2003:447). Quality education puts students at the center of the process ; student achievement must be the school's first priority since school exist because of students, this would be seam self-evident (UNICEF,2000:16).Assessment of academic achievement out comes has most often been used in a summative rather than formative way. Testing information tends to be used primary as a screening device to decide who can continue to the next grade of level rather than as a tool to help improve educational quality for individuals and a systems (UNICEF ,2000:19).

Current state legislative policies across the united states aimed at strengthening educational accountability through standards based practice, parent choice ,and charter schools emphasize policy markers' beliefs that schools may be evaluated in terms of their effectiveness in educating their students (Heck, 2000:20) , educational practitioners have often been reluctant to rely solely on these types of indicators of educational quality (Salgank ,1994 in Heck 2000:513). One important issue is that the use of the student out comes as an indicator of educational quality raises concern about test fairness (Oakes, 1989 in Heck, 2003:513). For examinations themselves should be considered carefully .Regarding the quality of examination, Kellaghan and Greaney (1992:9) have argued that defects of examinations have been pointed out in numerous occasions in African countries. These are :

1. Most examinations ,at both primary and general secondary level ,are limited to pencil- and paper tests and so ignore a variety of skill that cannot be measured in this way.
2. Examination emphasize the achievement of scholastic paying very little attention to more practical skills.
3. In the most examination questions, the students is required o recall or recognize factual knowledge rather than to synthesize material or apply principles to new situations.

4. Many examinations contain very little reference to the everyday life of students outside the school ,dealing with scholastic topics and applications for the most part, rather than ,for example trying to find out if a student can use money in the market place .

5. The quality of actual items used in tests is often poor. If schools gear their teaching to such examinations, then they are unlikely to be successful in developing in their students the kind of knowledge and skills the most people would regard as desirable.

As a solutions to improve quality of examination, accreditation of institutions may be useful. This is ,on the one hand ,the relationship between government and increasingly autonomous institutions changing and, one the other hand , individuals are less and less likely to start and complete a qualification of a single institution over a single periods of time . Accreditation mechanisms need to establish a new link between the assessments of individual completeness and evaluation of institutional capacity and performance (World Bank ,2003:67). This is because accreditation and certification systems help learners more easily and efficiently between different types and levels of learning.

Several countries have developed national qualifications frame works that assign qualification from different institutions to a set of levels , with each level linked to competence standards since the 1980s, Australian , England ,New Zealand ,Scotland were the earliest to do so (World Bank ,2003:65). Other Asian and African countries have announced plans to develop frame work .Institutions are held accountable for the standards of service they provide (Stone, 1977:8). To control quality and maintain accountability, many countries, including Chile, Columbia, France and United Kingdom, have established national standards and assessment at the primary and general secondary education levels (Lethwood,Edge , andJantzi,1999 in World Bank,2003:68). It is important to distinguish between selection tests for access to the next level of education which virtually all countries have , and test at various stages of schooling certifying learning and providing for accountability ,which are less common (World Bank ,2003:68). In relation to accountability one may ask as to who may responsible if the quality does not reach an acceptable standard. Kellaghan and Greaney (2001:27),in an attempt to answer this question argued that government educational planners, managers, teachers , students, teacher- training institutions parents and even tax payers are all accountable for matters over which each has control.

Finally there are alarming numbers of students who do not master certain desirable levels of reading, writing and arithmetic as required for grade level. There for quality control can help identify special and common courses (Mirtra, 1998:663).

## **2.9 Barriers to Quality Education**

### **2.9.1. Teachers' Knowledge and Skill, Experience and Motivation**

The more people know the more they can do . The better educated staff the better able they will be to undertake quality improvements( Sallis 1993:49). It is the quality of the teacher that influences the quality of learning in the classrooms (Dear,1996 :160). The quality of teaching staff is measured by their educational level(OECD,1973:77), of all inputs required to carry out an educational activity effectively, teachers are the major component in the successfully accomplishing the task .

They occupy almost the a crucial position in modern society because then serve as a bridge link the society and educational system.

Effective teaching determined by the individual teacher's knowledge of the subject matter and mastery of the pedagogical skills, which create a strong positive effect on student achievement. For this to happen adequate preparation is required.

This means that a teacher needs professional training to assist them expertly in more effective way. Teachers in general secondary schools are responsible to bring a large number of knowledge to their pupils. For this reason, they are required to take a greater amount of advanced work in one or more subject areas than do elementary school teachers. Regarding this, Meyer and Gayle (1996:43) expressed that secondary school teachers must be well educated and competent in their professional skills. This emphasizes the need for an adequate preparation in the subject(s) to be taught by general secondary school teacher.

Teachers are fundamental to educational delivery and quality of education will depend largely on the quality of teaching and teacher effort (Carnoy,1999:83). Teachers are increasingly being asked to accept a fuller responsibility, of creating conditions to pupils learning and mastery of learning offers exciting possibilities in doing so (Drever, 1985:139). Similarly, OECD(1992:79) argued that improving educational quality has become a wide spread priority and in this role of teachers is pivotal and successful reform is realized by and through them.



For teachers to accomplish this responsibility, Carnoy (1999:84) has argued that if teachers are crucial, educational policy makers will need to get a much clearer picture of who their teachers are, how they view their role in the system and the type of incentives, regulations, and training that will increase their effort and improve their capacity to transmit knowledge to students. Among other problems the quality of teachers is most crucial, because qualified personnel in the future should not only have knowledge, more important, they should be devoted and faithful to their tasks. The influence on students by a teacher's own personality cannot be replaced by any teaching material or technological equipment (Mingyuan, 1989:89). Thus the quality of teachers is the key to the effectiveness of education.

Teachers' subject knowledge, an intended of pre-service training, is strongly and consistently related with student performance. The most effective strategy for ensuring that teachers have adequate subject knowledge has been assessed. Well-designed, continuous in-service training is strategy for improving teacher subject knowledge and related pedagogical practice (World Bank, 1995:82-83). The highest quality teachers, experience of teachers in other important factor that creating favorable conditions in teaching. Regarding this, Catticaillods (1989:156) has noted that, the development of stronger instructional and class room management is gained through experience. Those teachers with long teaching experience can minimize the amount of time needed for administrative procedure matters in the class room.

Experienced teachers introduced appropriate methods and techniques of teaching that can relate the learning activities with pleasant event and consequences. They are also able to create an environment that assists students to feel good about them. However, according to research Findings, majority of developing countries including Ethiopia, have faced serious shortage of well-qualified and experienced general secondary school teachers. One of the teachers' qualification is fit to the standard that is working condition which include remuneration, professional development, availability of learning materials, effective and democratic leadership (quality of administrative support and leadership), free from stress, etc affect their ability to provide quality of education and therefore be considered. Regarding this ILO and UNESCO (1994) argued that major emphasis on teacher working conditions, salary, and their decision-making role in educational changed at the national and local level is central to improving educational quality. In addition, a UNESCO conference on the status of teachers (1966:114) stated:

*Amongst the various factors which affect the status of teachers particular importance should be attached to salary, seeing that in present world conditions other factors such as the standing or regard accorded them and level and appreciation of the importance of their functions are largely dependent, as in other comparable professions, on the economic position in which they are placed.*

The above statement indicates that teachers need incentives, which is one form of motivation. Motivation is a critical determinant of performance (Lunenburg and Ornstein, 1991:88). Similarly, Noah and Morrison (1997:134) state that de motivation was found to be the cause for poor quality teaching. This implies that better motivated teachers provide better methodology of teaching and guidance services. Hence, to help teachers exert effort in a manner appropriate to their specific jobs, motivation is necessary. If motivated, a teacher might show greater effort by developing various types of media and other supplementary materials to accompany the next used for a course. Therefore, emphasis is necessary to enhance motivation of teachers for school improvement where by teacher play an active role in the operation of the school. Accordingly, the motivation of teachers lies at the heart of change for the better and sustaining motivation deserves greater attention. In general, good performance requires having adequate and well-qualified teachers who are motivated to work hard.

### **2.9.2. Students' Capacity and Motivation to Learn**

Student' capacity and motivation to learn are determined by the quality of the home and school environments, the students' health and nutritious status and their prior learning experiences, including the degree of parental stimulation. Finally income influences school outputs indirectly through the status and process variables (Burk head, Fox and Holland, 1967:90). The principal source of children capacity and motivation to learn is the family, through genetic endowment and the direct provision of nutrients, health care, and stimulus (World Bank, 1995:75). School systems work with the children who come in to them. The quality of student's lives before beginning formed education greatly influences the kind of learners they can be. Many elements, therefore, go in to making a quality learner, including health, early child hood experiences and home support (UNICEF, 2003 ;3 World Bank,2001:42).

The capacity of general secondary school students to learn depends on the quality of schooling at primary level. Hence, the quality learning that school produce need to be considered .This requires educational institutions to meet out comes criteria through standard setting.

Bishop(1996:7) expressed that in standard –driven educational system, schools would teach to standards, students would study and work with standards in mind, achievement of the student of the standards would be assessed in a fair and transparent manner, and there would be positive consequences for students (and their teachers) who do well on the assessment. These performance standards set by ministry of education and expressed in mandated curricula and examinations in most countries.

Pupils changing attitudes towards education is one of the problems of formal education. According to Amono(1989:11) they believe of students that success in life (in material terms) can be achieved outside formal education ;trading ,farming, politics, etc, all affect quality of education .

The other important thing is the attitudes the students have for their teachers. Investigations and studies prove that failure of education is due to unharmonious relationships between teachers and student refusing to accept teachers’ advice and instruction. The basis for establishing good relationships between students out teachers is mutual trust, democracy and equity (Mingyuan, 1989:91). More specifically, teachers should trust that students are willing to learn, are willing to uphold this trust and can correct mistakes if they have patient education.

Education will become very easy once students trust teachers. The above discussion reveals that students’ capacity and motivation to work contribute highly to the quality of education.

### **2.9.3.Quality of Infrastructure / Facilities**

Physical learning environment or the places, in which formal learning occurs, range from relatively modern and well- equipped building to open air-gathering places (UNICEF,2000:5). Therefore infrastructure included, classrooms, study rooms, offices, toilet rooms, water and electricity service , etc. According to ministry of education (MoE, 2001:18), school facilities include water, latrines, clinic, library, pedagogical center and laboratories. These materials are required to be proportional to the number of teachers and students in the school.

In explaining the importance of school facility, Williams (1986:104) states :”the learning resource famine in Africa may be less news worth than the food famine, but it may prove almost as a destructive of African’s futures”. This indicate how much harmful is shortage of school facility in performing instructional activity

**Library** : is one of the school facilities, which is useful for education to be carried out properly. A school library serves as school’s needs in that it is the working tool of education.

In it are stored information ,ideas and opinions that will be provide the basis for learning by pupils. The emphasized Furthermore, it is described as the center of the school's intellectual life and it is described as the center of the school's intellectual life and it is described as center of the schools teaching program. A lively and effective teaching program in school depends on a well organized library. According to Rosoff (1992:193), an academic library is the heart of the school anatomy and library in high school teaching reaffirms the fundamental role of the classrooms instruction. Since the role of school is essentially curriculum enrichment, it follows that it is intensely concerned with course of study content. Hence the essential purpose of the school library is to help students find the media of information, which they need to carry out classroom assignments and to satisfy their own personal interests. To achievement this purpose, a general secondary school library will need first of all an adequate up -to -date and comprehensive stock, need to have enough space to accommodate students and finally need to have trained personnel to promote effective library service.

**Laboratory:** is also one of the facilities, which is useful especially for science teaching. To acquire scientific knowledge system in depth, the most important means o teaching science that should give an increased emphasis in enhancing student involvement in scientific investigation through the laboratory work and field study. The emphasis arises from the view that science cannot be effectively learnt from books and lectures alone and neither can it be taught by simply telling students about science .In order to learn science one must do it. That is, a student has to be involved in a real scientific investigation .Real scientific investigation does dual purposes. On one hand, it gives the student knowledge of the subjects and on the other; it provides the learner some understanding of scientific process(Mekauanent,1992:19-23). Therefore it science studies are to progress general secondary schools should be supported by laboratory which contain adequate facilities and materials.

Although the in availability of any one of the school facilities affect quality of education ,it is hardly possible to image teaching- learning process to be carried out in the absence of classroom. Therefore ,one of the variables to which a great deal of attention has been devoted, is class- size Class is a group of pupils who follow one class of a teacher at the same time .

**Class-size:** is useful in organizing teaching –learning process, assessing utilization and in assessing quality indirectly (Tegegn, 1998).

Many countries significantly expanded access to primary education during the 1990s, but the building of the new school has often kept pace with the increase in the student population (UNICEF,2000:8). In these cases, schools have often had expanded class sizes to accommodate large number of students. Now these poorly taught students go to the general secondary education, which would result in poor achievement. There is a general feeling among educators that class-size is a crucial variable, and that educational output can always be improved as class-size is reduced (Burkhead, Fox and Holland, 1967:33). Although generally speaking most researchers, teachers and student prefer small class-size for effective teaching – learning process, the number of student in the class vary from country to country and from one subject to another. Cohn and Ressler (1987:384) state that there is no optimum class size, since the number varies with subject matter, the instructional mode employed the individual students and the degree of students mobility between classes. However, according to Douglas(1954:457) as cited in Yohannis (2005) classrooms should be convenient enough for students to learn comfortably.

So he has suggested that since there must be sufficient space between students within the class, the typical classroom should not accommodate more than 35 to 36 students. In countries in which the average class size appears to be in the 35-45 pupils range, it is considered about right (World Bank, 1988:49). Still, according to the World Bank (1988:40),substantial evidence from research supports the position that within broad limits( between 25 and 50 pupils) changes in class size influence pupil achievement modestly or not at all. But since most classrooms are not designed for more than 50 pupils should probably be discouraged. In general effective teaching – learning process take place in a relatively small class- size better than the large one (Wade,1980:63).

Although effort is usually made to measure the average class size, for the most part, greater emphasis has been placed on the ratio of teachers to students(Burkhead, Fox and Holland,1967:33). Citron and Gayle (1991:15) suggest that for the students to get the education, low student teacher ratio is required that could requiring hiring more staff. Then they argued that academic performance rise quickly, and dropout rates fall.

Pupils- teacher ratio is believed that the less the number of pupil per teacher, the higher the degree of contact between pupils and teacher. low number of pupils per teacher, is considered a positive indicator of quality (Tagegn Nuresu,1998).

**Text books** :After black boards and chalk, textbooks are the most common and most significant instructional materials in most countries. Almost all studies of text books in low and middle income countries show that the books have a positive impact on student achievement/Heynman, Farrel and Sepulueda-Stuardo 1981, Fuller and Clarke 1994 cited in World Bank(1995:84).

Research findings suggest that a shortage of text books constraints the level of achievement. This is especially true for children of low socio-economic state since their family cannot afford books to buy. Therefore ensuring that each student has the right text books and work books for the approved curriculum could be an important factor in reducing learning problems.

## **2.10 Quality Education in the Ethiopian Context**

When the EPDRF came into power, the Ethiopian education system was suffering from multifaceted problems. The main problems were related to the issues of relevance, quality and access.

In light of these educational problems, the current Ethiopia government design an appropriate education and training declarations on education issues (Martin, Osksanen and Takela ,1999) as cited in Fikadu (2005). Responding to the challenges and gradually alleviate these educational problems various programs, strategies and project and methods have been devised. Ethiopia as a part of its education sector strategy set the year 2015 as a target for achieving the goal of good quality universal primary education .Ethiopian renewed this commitment in the world education from April 2000 in Dakar. Therefore, the ESDP have been made EFA one major component and addressed the EFA goals and strategies set in the Dakar frame work for action .The main thrust of ESDP is to improve educational quality and expand access to education with special emphasis on primary in rural area and underserved areas, as well as the promotion of education for girls.

Although the Ethiopian government has taken number of measures particularly aimed at improving quality of education by realizing the importance of quality education ,attempts to expand access of education challenges the effort to ensure quality of education. Wanna(2001)states that despite the progress made so far in many countries ,including Ethiopian education faces numerous problems that constrain its quality, effectiveness, relevance to the society as well as to the individual. Moreover the provision of basic quality education to all

citizens has become a serious challenge for Ethiopia. He further explained that the issue of quality is more chronic at primary and secondary level, which are foundation for further education. In connection, Yalokwu, 2001 described the main problems facing quality education in Ethiopia in the following ways: Shortage of quality teachers, inadequate teaching and student support facilities, low efficiency of the program, low teacher motivation and commitment ,improper placement of staff, lack of managerial competence that is not sufficiently customer focuses, un balanced goals ,inadequate founding ,inadequate system of selecting students, lack of staff accountability and commitment .Basically a decline in equality is expected in a situation where popular pressure and questions of international prestige make government to emphasize on the expansion of school places but, not on the quality of education provide (Derbissa, 2001 as cited in Fikadu (2005). In order to tackle the aforementioned educational problem, Ethiopia has a long way to despite the progress made so far .As it is a solid foundation for all other learning for secondary schools to be effective and be able to provide the necessary base for further education and training serious attention must be given to the level.

The government of Ethiopia had launched General educational quality improvement program (GEQIP) since 2009. One of the major areas that are given special emphasis in ensuring the quality of education in the country includes development of teachers and school leaders.

As a result of intervention the qualification of training secondary school teachers is planned to shift to MA degree. Moreover, continuous professional development program for teachers is being implemented all level.

Therefore, form the above all descriptions various schools, it is possible to conclude that Ethiopia has been facing the problem of quality education from different perspectives.

Hence, the problems were related to teachers' shortage, quality or in efficiency, low motivation or lack of commitment and lack of managerial competence as well as in adequate fund/ budget and others. However, all researchers did not explain the problems of quality of education in the same way. Some of them related quality of education with teachers' characteristics and managers and others related quality of education with, educational system, budgets, educational materials, school( environment and students back ground. For this reason, education quality cannot be defined in only one direction. On the other hand ,the study of the above described scholars stated that the country has been trying to take measures by preparing different programs such as ESDPS and GEQIP event though its success was not forward by these scholar.

## **CHAPTER THREE**

### **3. Research Design and Methodology**

The main purpose of this study was to investigate teachers' perception of quality education in general secondary school of North Shoa Zone of Oromia Regional State. To this effect, the method of the research, source of data, sample of population and sampling techniques, instruments and procedures of data collection, and method of data analysis are stated here under.

#### **3.1 Research Design**

The descriptive survey research method was employed to study the problem. It was designed to be used, because the method could provide precise information concerning teachers' perception of quality education in general secondary schools of North Shoa Zone. Therefore, in order to identify and analyze the existing conditions of teachers' perceptions of quality education compare its existing condition with the reviewed research findings of the past and to draw a general conclusion of the study, the researcher was interested to use this research design of the study. Besides, qualitative research methodology was employed as a supplementary to the study with the information gained from semi structured interview made with department heads, principals and vice principals.

#### **3.2 Source of Data**

Both primary and secondary data were used for the study. Primary sources of data were obtained from general secondary school teachers through questionnaires. Moreover, data from department heads, principals and vice principals of general secondary schools were obtained through interview. These sources helped the researcher to acquire first hand information.

Secondary data were obtained through document analyses from reports submitted by directors from different general secondary schools to North Shoa educational office .

### **3.3 Sample Population and Sampling Technique**

#### **3.3.1 Sample Population**

The sample of the study covered six woredas and one city administration out of fourteen woredas in the North Shoa Zone of Oromia Regional State .



Namely, Kimbibit, Aleltu, Wuchale, Dabra Libanos, Fiche city administration, Kuyu, and Abichu Gnea woredas. This comprises 50% of the total woredas in the zone.

With the respect to the schools, seven of them were taken out of eleven schools in selected woredas. This comprises 64% of the total school of the selected woredas. Regarding general secondary school teachers respondents 140 were taken from the total population of 280 teachers. This comprises 50% of the total population. Moreover, 14 department heads, seven principal and 14 vice principals were involved in the study.

**Table1: Total Number of Teachers in the Selected General Secondary Schools and Sample Size**

No	Selected General Secondary schools	Total number of Teachers	Number of Selected Teachers	Number of Selected Teachers in %
1	Sheno	38	19	50
2	Aleltu	26	13	50
3	MukeTuri	36	18	50
4	Debre Tsige	32	16	50
5	Abdisa Aga	58	29	50
6	Gebre Guracha	68	34	50
7	Mendida	22	11	50
Total		280	140	50

### 3.3.2 Sampling Techniques

Application of sampling technique found to be imperative due to the excessively large number of the study groups. Accordingly, random sampling was employed to select woredas and schools. Simple availability sampling techniques were used to select teachers. Availability sampling was employed, since teachers were available during the collection of data to fill the questionnaires. Department heads selected by using random sampling particularly lottery method. Moreover, principals and vice principals were selected by using availability sample

## **3.4 Instruments and Data Collection**

Gathering necessary data for the study was done by using questionnaire and interviews. In addition, relevant reference book, journals, and internet sources were consulted to support the findings of the study.

### **3.4.1 Questionnaire**

Questionnaire was used commonly to gather data for descriptive survey. Questionnaire as a data collection instruments is important to produce quick result, offer greater assurance of anonymity and gives considered and objective view of issue (Sarantakos, 2005).

In order to gather the appropriate information about teachers' perception of quality education in general secondary schools of North Shoa Zone of Oromia Regional State, questionnaire was set for teachers in light of to the literature reviewed. The questionnaire was written in English as the researcher believes that they could understand the items in questionnaire.

For the purpose of convenience, the questionnaire was structured with closed and open ended type. Accordingly, twenty three 5 point likert scale and thirteen Yes and No items were prepared to respondents. Because it helps the researcher to know respondent's feeling and perception . In addition, it helps the respondents to choose one option from the given scales that best aligns with their views. In addition to this, open-ended questionnaires were employed in order to give opportunity to express their feelings and perceptions related to the teachers' perception of quality education. The questionnaire had four parts so that it would generate necessary information on background information, definitions of quality education, barrier to quality education, teachers' criteria to evaluate quality education and current status of quality education. Next to this, in order to identify the strength and limitation of the items, questionnaire was piloted on teachers ,department heads, principals and vice principals in Sheno general secondary school. In the testing area, the researcher provided explanation about the objective of the study and how to respond to each item in the questionnaire to selected respondents. 10 teachers were taken to respond to the items in questionnaire. Again two department heads, one principals and two vice principals were interviewed. Finally, taking the responses and suggestions of the respondents into account further modifications were made. Thus, the instruments were found helpful to collect the data for the main study and hence, it was administered as scheduled.

### **3.4.2 Interview**

Best(2005) suggests with a skilful interviewer, interview is often superior to other data gathering instruments confidential and reluctant to put his/her idea in writing. The interview permits greater depth of response which is not possible through any other means.

Thus, the purpose of the interview was to collect more supplementary opinion, so as to stabilize the questionnaire response. With this in mind, interview was conducted with fourteen department heads, seven principals and fourteen vice principals. Semi structure items were prepared to the above respondents.

The reason behind the semi-structured interview items were the advantages of flexibility in which new questions could be forwarded during the interview based on the responses of the interviewee.

The process of interview was conducted in Afan Oromo language and supported by tape Recorded in order to minimize loses of vital information. The recorded data were categorized based on similarities of responses and then transcribed in to English language. The department heads, principals and vice principals were selected for interview because, they are small in number and their position is important in describing teachers' perception of quality education. Principals know the strength or challenges, weakness and opportunities of each school communities. Therefore, they can have detailed information about the current status teachers' perception of quality education and barrier that hamper or enhance the quality of education . This helped the researcher to get more and significant information.

### **3.5. Data Collection Procedures**

At the beginning, contact was made and the objectives of the study were explained to the selected general secondary schools' principals via face to face discussions to get their permission and cooperation. Besides, the participants were informed in advance about the role of the study to ensure their willingness and get the questionnaires back. Finally, the researcher conducted semi-structured interview with department heads, principals and vice principals.

### **3.6 Methods of Data Analysis**

The researcher collected both quantitative and qualitative data from sample respondents. The data collected through close ended questionnaires were tallied and tabulated. The interpretations were made with the help of frequency and percentage.

On the other hand, for better analysis the 5 rank responses of the questionnaires were made to be categorized in to five scales (strongly agree, agree, partially disagree, disagree, and strongly disagree). Finally, the data collected from 35 interviewees and open ended questionnaires were presented and analyzed qualitatively by supplementing the data gathered through close ended questionnaires, and categorized and discussed in line with close ended questionnaires.

## **Chapter Four**

### **4. Presentation, Analysis and Interpretation of Data**

This part of the thesis deals with the presentation and interpretation of data gathered from the sample schools to seek appropriate answers to the basic questions raised in chapter one of the research document.

Accordingly, presentation and analysis was made by use the data gathered from seven general secondary school teachers department heads ,principals and vice principals in seven woredas and three tools were used to gather data. These were a set of questionnaire including both close – ended and open- ended questions , interview guide questions and observation .From a total of 140 questionnaires distributed to teachers;100%was properly filled and returned ,like wise prepared semi- structured interview guide questions were presented to 14 department heads, seven principals and fourteen vice principals and all of them responded to questions in the way they were asked. Observation of the sample schools regarding class-size ,availability of facilities and other school related matters were made.

Therefore, analysis and interpretation of the data was made based on the responses obtained from the respondents and the data obtained from the document of North Shoa Zone Educational office.

#### **4.1 Characteristics of Respondents**

Description of the characteristics of the target population gives some basic information about the sample population involved in the study .Thus, the following table 1 contains about general characteristics of the respondents involved in the study.

Table 2, The Characteristics of the Respondents

No	Items		Respondents	
			Teachers	
			No	%
1	Sex	Male	121	86.42
		Female	19	13.58
		Total	140	100
2	Age	18- 22	37	26.42
		23-27	68	48.57
		28-32	18	12.85
		33-37	11	7.86
		38-42	5	3.57
		Above 42	1	0.71
		Total	140	100
3	Experience	1-5	63	45
		6-10	28	20
		11-15	21	15
		16-20	12	8.57
		21-25	9	6.42
		Above 25	7	5
		Total	140	100
4	Educational level	Diploma	4	2.85
		First degree	136	97.15
		Master	-	-
		Total	140	100

From the data collected and tabulated, the following significant characteristics of the respondent have been obtained.

According to the personal details shown under item1 of table 2,the majority of teachers are males that is, they are 86.42% male and 13.58% female. This implies that the participation of both sexes found to be un proportional. The participation of female teachers in the sample general secondary schools is low.

The interviewees (principals, vice principals and department heads) almost all were male respondents. From this, one can conclude that the female teachers were not more on the leadership position in those seven .

Regarding the respondents Age ,as shown in table 1, 26.42 % of the respondents were between 18-22years ,48.57% between 23- 27 ,12.85% between 28-32 ,7.86% between 33-37yars age , 3.57 %were between 38-42 year and the rest 0.71%were above 42 years. This indicated that a large number of teachers are found in the young ages.

Item 3 of table 2, shows 45% of the respondents had 1 to 5 years experience. Whereas 20% respondents had 6 to 10 years experience. The remaining 35% respondents had above 10 years service. It could be possible to conclude that, the majority of the teachers had served for less than ten years.

Regarding their qualification a large proportion of the respondents 97.15% BA/Bed/BS degree holders and 2.85% Diploma holders however, criteria set by Ministry of Education to teach at general secondary school level requires at least first degree (MOE,1995:12).

## 4.2 Definition of Quality Education

Table 3 ,Respondents View on Definition of Quality Education

No	Items	Respondents			
		Yes		No	
		No	%	No	%
1	I define the quality of education in terms of outcomes or student learning achievement	138	98.57	2	1.43
2	I define the quality of education in terms of behavioral change brought on the student	123	87.86	17	12.14
3	I define the quality of education in terms of input of qualified teachers	129	92.14	11	7.86
4	I define the quality of education in terms of finance, teaching materials and facilities	139	99.29	1	0.71
5	I define quality of education in terms of effective leadership	77	55	63	45
6	I define the quality of education in terms of the future achievement of students	99	70.71	41	29.29
7	I define quality of education in terms of extent of stake holders involvement in planning and deliveries of education	79	56.42	61	43.58

Regarding the item 1 from the table 3, 98.57% of the respondents define quality of education in terms of outcomes of student achievement. While only 1.43% of responded that they cannot define quality education on the bases of students learning out comes.



Various people view quality of education as learning outcome of students which is the primary concern of all stakeholders, Stone (1972) as cited in Teshome(2007) "it is the excellence of students learning that interests people most towards quality of education ."

As observed from discussion the majority of the respondents viewed quality of education in terms of outcomes of students achievement.

Furthermore, regarding as to how to define the quality of education in terms of outcomes or student learning achievement, participants were asked to forward their own views. According to their responses to the interviews held with them, all informants define quality of education as an education which develops students' capacity ,change their behavior and equip them with required tools to act positively and therefore, quality of education define in terms of outcomes of students' achievement.

Therefore, as indicated in the percentage results and from the data gained through the interviews, it is possible to conclude that quality of education defined in terms of student outcomes or learning achievement of students.

Regarding the item 2 in table 3, 87.86% of respondents define quality of education in terms behavioral change brought on the student. Whereas 12.14%of the teachers respondent did not want to define quality of education in terms of behavioral change brought on the students.

From the above discussion the majority of the respondents defined quality of education in terms of behavioral change brought on the student.

According to the interviews held with participants of the interviews , all informant stated quality of education as an education which develops students' capacity ,change their behavior and equip them with required tools to act positively. For instance, informants I<sub>3</sub>, I<sub>21</sub> and I<sub>35</sub> view quality of education as

*... understanding plus action ... when the students' grasps' and analyses what he/she learns and translates it into practice the education he/she has got throughout his/her life ... is an education which has brought a change in the students behavior and enabled him/her to in turn change his/her surrounding/ environment in which he/she lives...*

Therefore, as indicated in the percentage results and the data gained from the interviews, it possible to conclude that quality of education defined in terms behavioral change brought to the students.

Regarding the item 3 in the table 3, 92.14 % of the respondents define quality of education in terms of input qualified teachers . Whereas 7.86% of the respondents did not define quality of education in terms of input qualified teachers . Teachers quality, peroxide by teacher qualifications (UNESCO,2004), is used to determine the teaching quality of the staff in the respective schools.

As observed from discussion the majority of the respondents define quality of education in terms of input qualified teachers.

Moreover, during the interview held with participants all informants replied that the participation of teachers can make difference even in a situation where are no sufficient classrooms, libraries and another required teaching-learning materials if timely properly training and incentives are offered to them.

Therefore ,as indicated by the percentage results and from the data gained through the interviews, it possible to conclude that quality of education defined by availability of the qualified teachers rather than by any other factors which influencing quality of education. These findings affirm what the NCTAF,(1997) stated that impact of teachers where greater than any other single factors in education system.

Regarding the item 4 in the table 3, 99.29 % of the respondents define quality of education in terms of the availability of resources and teaching learning materials .

Whereas only 0.71%of the respondents did not define quality of education in terms of the availability of resources and teaching learning materials.

As observed from discussion majority of the respondents defining quality of education in terms of the availability of resources and teaching learning materials.

Regarding in interviews held with informants replied that it is the availability of resources and other instructional materials that lead to the quality of education.

For instance, one of the informant I<sub>10</sub> explained that quality education meant to me as:

*... an education system having all the resources needed to accomplished its objective... well equipped schools with facilities and teaching- learning material from students learn, curriculum which is relevant to level of the learner and his/her environment...*

Therefore , as indicated by the percentage results and from the data gained in the interviews , it possible to concluded that quality of education define in terms of the availability of resources and teaching learning materials.

Regarding the item 5 from the table 3, 55% of the respondents define quality of education in terms of effective leadership . Whereas 45 %of respondents did not define quality of education in terms of effective leader ship. As observed from discussion the majority of the respondent define quality of education in terms of effective leadership.

During interviews held with participants stated that good leaders enable teachers to teach well. It is believed that effective leaders provide a clear vision and sense of direction to the school community. For instance, six informants I<sub>10</sub>, I<sub>14</sub>, I<sub>16</sub> ,I<sub>23</sub>, I<sub>25</sub> and I<sub>27</sub> explained that quality education is that :

*... good governance in the school administration ,smooth relationship between the teachers and administrators is a key to quality of education. It create conducive or enabling environment for the teachers so that they can work in harmony with the administrators and others, motivated them(teachers) to make unreserved effort, make them to do things on his/her own interest...*

According to percentage results and from the data gained from interview effective leader ship is a crucial element to define quality of education.

Regarding the item 6 from the table 2, 70.71% respondents define quality of education in terms of the future achievement of students .Whereas 29.29% respondents did not define quality of education in terms of future achievement of students.

As observed from discussion the majority of the respondents define quality of education in terms of future achievement of students.

In similar account, during the interviews, participants stated that having quality education in general secondary education would make students to lose desire to learn as the content become more harder and harder with the increasing educational level whose final result will be dropout,

dismissal ,withdraw, and lose of human capital. The importance of general secondary education determine the quality further education . Offering matured account of his experience, informant I<sub>2</sub>, I<sub>15</sub>. I<sub>22</sub> and I<sub>33</sub>,explained that education of the high quality will enable the students to acquaint them with the technologically changing world. He further explained that ;” ... If we have no quality of general secondary education ,which is the base for preparatory, college ,TVET and higher learning, we could not have quality of higher education....”

In generally from the percentage results and from data gained from interview It can be concluded that teachers have a paramount import in the course of ensuring quality education..

Regarding the item 7 from the table 3, 56.42% respondents define quality of education in terms of extent of stake holders involvement in planning and deliveries of education .Whereas 43.58% respondents do not define quality of education in terms of extent of stake holders involvement in planning and deliveries of education. As observed from the discussion the majority of the respondent defined quality of education in terms of extent of stake holders involvement in planning and deliveries of education.

The participant of the interview described quality of education as a collaborative work among teachers , students, community and government each of them playing a significant role. Quality of education is the responsibility of many stakeholders although the degree of their involvement and influence may vary.

In generally from the percentage and from data gained interviews the researcher concluded that teaches define quality of education in terms of extent of stake holders involvement in planning and deliveries of education.

### **4. 3 Barriers to Quality Education**

To identify teachers’ perception towards barriers to quality education, data collected through questionnaire and in-depth interview was held with the department heads, principals and vice principals. The analysis in this section, therefore, attempts to show teachers perception of barriers in delivering quality education. In this attempt for the sake of understanding, the issue has been categorized in to three; teachers related barriers, student related barriers, equipment, facility and teaching learning barriers.

### 4.3.1. Barrier to Quality Education in Relation to Teachers Related Barrier

Table 4, Respondents View on Barriers to Quality Education in Relation to Teachers

No	Items	SA 5		A 4		PA 3		D 2		S D 1	mean	
		No	%	No	%	No	%	No	%	No		%
1	Poor selection of candidate teacher for training	52	37.14	81	57.85	5	3.57	2	1.4	-		4.31
2	Low salary of teachers	137	97.85	3	2.14							4.98
3	Limited CPD opportunities	50	35.71	70	50	15	10.71	2	1.4	3	2.1	4.19
4	Poor teachers performance evaluation	14	10	70	50	49	35	7	5	-		3.65
Overall		4.28										

As shown in table 4, item1, respondents were asked whether poor selection of candidate teachers for training is barrier to quality of education or not. Consequently, 37.14% respondents strongly agree, 57.85% respondents agree, 3.57% respondents partially agree and 1.4% disagree on poor selection of candidate teachers for training barrier to quality education.

From the above discussion the majority 57.85% respondents agreed on poor selection of candidate teachers for training as barrier to quality education.

In addition the interview held with the participants all informants indicated that poor selection of candidate teachers for training contributed much to the failure of quality education. Therefore like teachers they also believed that poor selection of candidate teachers for training is one of the great barrier to quality of education.

In generally from the percentage result and from data gained interviews, these findings seem to be similar with what was mentioned by Jerome,(1997) in today's education system students are graduating from college unprepared to meet the demands of the society. Therefore, in similar way this finding also confirmed that poor selection candidate teachers for training was found to be barrier. Hence, educational authorities and concerned body need to take care in selecting candidate teachers for training.

Regarding the table 4, item 2, respondents were requested whether or not low salary of teacher was barrier to quality education. Consequently majority of the teachers respondents 98% strongly agree on low salary of teachers as barrier to quality of education.

Furthermore the interview held with participants on the issues revealed the same thinking. For instance, four informant I<sub>15</sub>, I<sub>2</sub>, I<sub>33</sub> and I<sub>34</sub> showed these.

*... if we compare a salaried teacher and other person working in different government sector having the same level of qualification and equal experience, we see a big difference. This makes the teacher to hate the profession and lose interest to undergo his work effectively and efficiently and enforce the teacher to see the teaching profession as a bridge to other better occupation (... with this problem how can teachers be interested, initiated and expected to keep the quality of education? ... in reality teachers are not motivated to teach. They are not happy for being in this profession. This is an area which deserves as a great attention...*

Other interviewees also remarked that people developed negative attitude towards the profession and no one wants to join if other options are available. The response indicated that most teachers look for other options (to be employed in other sectors out of the education sector).

Those interviewees expressed their fear that if this continues, the education system in general and the teaching profession in particular will be endangered due to lack of qualified teachers..

In generally from the percentage result and from data gained interviews researcher concluded that low salary of teachers barrier to quality education.

As shown in table 4, item3, respondents were asked whether or not limited CPD opportunities were barriers to quality education. Consequently,(50.3%) teachers respondents agreed on limited CPD opportunities as barrier to quality education. As Fredrikson ,(2004) mentioned the professional development of teacher is a key guarantee of quality of education and must be linked to all of teachers education and educational research. Adding to this argument European Commission ,(2002) stated that acquiring and continuously updating and upgrading a high level of knowledge ,skills and competencies are considered as perquisite for the personal development of all citizens through labour market integration.

Furthermore during the interview held with participants three informants I<sub>5</sub>,I<sub>20</sub> , and I<sub>26</sub> offered they account saying, “the quote is very limited in comparison with the available number of teacher, for example last year MA training chance was given to one teachers from each department at the zone level.”

From the interview, it is possible to deduce that although continuous professional development plays a significant role in keeping the quality of education, participants responses show that there was limited opportunity in this regard.

In generally from the percentage result and from data gained interviews the finding of the study suggested that there was only a limited opportunity for the teachers to update and upgrade is knowledge.

As it can be observed in table 4 item 4 , respondents were asked whether or not poor teachers performance evaluation was barrier to quality education . To this end, (50%) respondents agreed that the teachers’ performance evaluation is barrier to quality education.

Moreover, the result of the interview held with participants informants revealed that teachers are evaluated based on the personal plan and strategic plan on the paper. For instance, one informant I<sub>16</sub> offered his account saying, “... teachers prepare an attractive plan, he/she is perceived as a good teacher; so teachers waste most of their time in preparing the plan rather than in actual teaching learning activity.”

As clearly indicated from data gathered through questionnaire and interview , the respondent believed that teachers performance evaluation system harms quality of education by making the teachers to work more on planning which may or may not be practical in the during the actual teaching and learning process in the class room.

Table 4 shows that all of the set barriers to quality education in relation to teachers. The mean values range from a maximum of 4.98 to a minimum of 3.65 while the overall average mean was 4.28. Therefore, it can be concluded that all the set were barrier to quality education related to the teachers.

### 4.3.2 Barriers to Quality Education Associated with the students

Table 5, Respondents Views on Barriers to Quality Education Associated with Students

No	Items	SA 5		A 4		PA 3		D 2		SD 1		mean
		No	%	No	%	No	%	No	%	No	%	
	<b>Related to student</b>											
1	Lack of student motivation	89	63.57	40	28.57	9	6.42	2	1.42	-		4.54
2	Student misbehavior	22	15.71	91	65	25	17.85	2	1.42	-		3.95
3	Lack of parent awareness and support to their students	50	35.71	65	46.42	18	12.86	5	3.57	2	1.42	4.12
4	Low socio economic problem	32	22.85	78	55.71	21	15	5	3.57	4	2.85	4.52
Over all mean		4.28										

As shown in table 5, item1,teachers respondents were asked that lack of students' motivation is barrier to quality education. Consequently, 63.57% respondents strongly agree, 28.57% respondents agree, 6.42% teachers respondents partially agree and 1.42% disagree on lack of student motivation as a barrier to quality education.

From the above discussion the majority 63.57% respondents agree on lack of students motivation adversely influence quality education.



The interview carried out with participants all informants, revealed that students are not willing to learn, to know, they do not want to expose themselves to challenging activities and tasks provided by their teachers in and outside class room. The willingness and efforts of the learners contribute a lot to the success of educational system; but the interviewees described that students felted to do so.

They further remarked that this lack of interest is associated with the lack of job opportunity and expansion of video house/ movies house. The following two of the participants I<sub>7</sub> and I<sub>19</sub> gave their account on the lack of students motivation in the following;

*... students who have sisters/ brothers or their neighbor who hold degree but unemployed consider that learning does not have that much importance and thus are discouraged to learn...lack of student interest to learn associated with the expansion of video or movies houses. Most of the time student spend their time in watching video, game as a result they do not pay attention to their education. They do not come to school continuously. As the content of the subject become harder and harder they lost interest and finally they lost the desire to learn...*

The participant of the interview also strongly agree on lack of student motivation barrier to quality education.

In generally from the percentage result and from data gained interviews the researcher concluded that lack of student motivation one of the barriers to quality education.

As shown in table 5, item2, respondents were asked if student misbehavior could be taken as a barrier to quality of education . Consequently, 15.71% respondents strongly agree, 65% respondents agree, 17.85% partially agree and 1.42% disagree student misbehavior that the barrier to quality education .

As observed from discussion the majority of 65% the respondents agree that student misbehavior is barrier to quality education .

Moreover, the interview held with participants, indicated that due to the pressure of educational office to decrease dropout, the school do not want to miss the students by taking any measures. So the students can do anything they like. From this explanation it seems that more attention is given to the quantity of students rather than to quality education. Moreover, the participants explained that they are not allowed to take any measures on the students although they commit any disturbance or disciplinary problem in the school.

From the percentage result and the data gathered through interviews give the impression that learners should behave well instead of becoming other burden to the teacher .

Therefore students misbehavior was found to be a measure barrier to quality of education because it detoured teachers from providing quality education that enable students to equip with the necessary knowledge and skills the society needs at large from students.

As shown in table 5, item3,teachers respondents were asked if lack of parents awareness and support to their students could be a barrier to quality of education.

Consequently, 35.71% respondents strongly agree, 46.42% teachers respondents agree, 12.86% partially agree and 3.57% teachers respondent disagree,1.42 strongly disagree that lack of parent awareness and support to their students that the barrier to quality education.

As observed from discussion the majority 46.42% of the respondents agreed that lack of parent awareness and support to their students could be a barrier to quality education .

UNESCO,(2000) explanations which mentioned as parents' level of education, has a multi faceted impact on children's ability to learn in school. parents with little formal education may also be less familiar with the language used in the school, limiting their ability to support learning and participate in school related activities.

During the interviews conducted with the participants, explained that environment has great impact on the student .

According to UNATCOM,(2004)as cited in Fikadu (2005) if children stay in an unfriendly environment at home like where parents fight or quarrel from time to time or where it is noisy, they cannot concentrate. They will also fail to do their home work. This affects their performance and commitment to school work. The data gathered through questionnaire and interview also shows this.

As shown in table 5, item4,teachers respondents were asked if low socio economic problem could be taken as barrier to quality of education Consequently, 22.85% teachers respondents responded that strongly agree, 55.71% teachers respondents agree, 15%teachers respondents partially agree 3.57% teachers respondents disagree and 2.85% teachers respondents strongly disagree on if the low socio economic problem were the barrier to quality education.

As observed from discussion the majority 55.71% respondents agree on low socio economic problem of student has a significant role and therefore is a barrier that diminishes the quality education.

Besides, the interviews held with participants replied that schools are the place where the students from different socio economic back ground come to learn. The majority of the interviewees confirmed that those students from the poor families do not get sufficient food, cloth and other required materials for their learning so these affects them not to properly attend their lessons.

Based on the above information generated from interviewees responses, it is possible to conclude that low socio economic problem has been proven to be one of the barriers to quality education.

Table 5 shows that all set the barriers to quality education associated with students. The mean values range from a maximum of 4.54 to a minimum of 3.95 while the overall average mean was 4.28. Therefore, it can be concluded that all set were barrier to quality education related to the students.

### 4.3.3 Barriers to Quality Education in Relation to Facility

Table 5, Respondents Views on Barriers Associated with Equipment, Facilities and Teaching Learning process

No	Items	Respondent	
		Teaches	
		No	%
1	Which of the school facilities is available in your school?		
	Laboratory	56	40
	Pedagogical center	134	95.71
	Library	140	100
	Clinic	-	-
	internet net work	-	-
	others		

Table 5 above summarizes that availability of school facilities. Thus, as indicated in the table 5, almost of the school facilities are available except that clinic is almost non-existent. Respondents(teacher) were asked to write their response regarding the services that these facilities provide in their school ,in this case, they noted that the availability is only nominal. For example the problem is almost all of the libraries in the school is that the student population and the capacity of the libraries are far not balanced.

In addition to this there is shortage of reference books. Moreover, most of the libraries are not professionals. .Due to these problems students may not get adequate service from the libraries.

Responses from the interview also indicate that service that the libraries provide is insufficient. The problem due to insufficient library service not only affects the students but also the teachers. Especially teachers and students in the schools at the longer distance from the capital of the region may not get reference books to read general knowledge. According to the personal observation of the researcher, almost in all of the sample schools, there is acute shortage of instructional materials and school facilities. For example all of the sample schools were not well equipped with laboratory facilities and other audio-visual materials. Some of the schools such a Sheno general secondary school has converted biology and physics laboratory to class room services due to over crowdedness and Abdisa Aga school laboratory service due to lack of personnel. The absence of such facilities and in adequacy of other instructional materials forces the teachers simply to transplant theoretical conception in the mind of the students without showing any practical work . As a result this hinders the quality of education provided.

Regarding the Pedagogical center the participant of the interview strongly remarked that there is no strong pedagogical center having necessary teaching – learning materials and skilled worker so that they can make their teaching more tangible for the students.

Shortage of facilities like laboratory equipment ,strong pedagogical center, library, and clinic were other factors that they think affect the quality of education they deliver for the child.

However, it is believed that school facilities have an important impact on the students' performance and teacher effectiveness.

Working in adequately equipped schools where the student among other things have access to schools library, text books has a positive impact on the delivery of quality of education.

Table 7, Respondents View on Provision Text Books

No	Items	Respondent	
		Teaches	
		No	%
1	Is there shortage of text book in your school?		
	Yes	70	50
	No	70	50
	Total	140	100
2	What is the pupil-book ratio of text book ratio in your school?		
	1:1	30	25
	1:2	110	75
	1:3	-	-
	1:4	-	-
	Total	140	100

As can be seen from table 7, 50% of respondent reported that there is shortage of text book in the sample schools. Looking at item 2, few of the respondent 25% reported that students obtained one book for one student, while 75% of the respondent reported that pupil-book ratio is 1:2 and above which is contrary to what stated in ESDP II which states that every student would be provided with essential text books (MOE;ESDP II, 2000:27). The interview result supplemented that teachers face difficulty in trying to teach without text books as a result portion would not be finished within the allocated time since students lack books privately.

Regarding to the interview held with the participants remarked that there are no sufficient text books for the students. One of the informant I<sub>16</sub>, explained that "there is no sufficient text book for the students and the problem gets worse especially social parts, history, geography .physical education ." Another informants I<sub>13</sub>, I<sub>11</sub>, I<sub>15</sub> and I<sub>20</sub> confirmed that

*... besides shortage of text books, the way text books, syllabus and teacher's guide distributed has a great problem. Text books are distributed at the end of the academic year (around March and April) so we cannot able to use the text books effectively. Sometimes we got teachers guide without text books while in other time we got the teachers guide without text books ...*

In generally from the percentage and from data gained interviews it can be concluded that majority of the schools in the study area are suffering from shortage of text books. Therefore this has an adverse effect on the quality of education being provided

Table 8, Respondents View on Overcrowded classroom

No	Items	Respondent	
		Teaches	
		No	%
1	The average number of students in the class in your school?		
	51-60	4	2.86
	61-70	31	22.14
	71-80	84	60
	Above 80	21	15
	Total	140	100
2	Problem of large class size		
	Lack of effective communication	26	18.57
	Difficulty to identify the students with special problems	54	38.57
	Problem of class room management	49	35
	Suffocation problem	11	7.86
	Total	140	100

Researchers such as a Fuller(1987:276) and Farrent(1980:169) have argued that, class size is one of the major barriers (factors) that would influence quality of education provided related to facility.

For this purpose ,respondents were asked to report the average class size 60% of the respondent respond that the average class size was 71-80 students.

Moreover, according to the regional education bureau(OEB, 2004:78-101) the average size for the secondary schools is 83. This shows that class size for the secondary schools was very large as compared to the standard class –size per classroom (MOE,1995:10), which is 40. Concerning the open ended question, which, ” what problems does large class-size create on teaching-learning process?” most of the all the informants responded that

- a .it makes difficult for teaches to help individual student
- b. it makes difficult for teachers to give ad check different activities

- c. it forces teachers to use only lecture method
- d. class room discipline becomes difficult
- e. negatively affects quality of education

In generally from the percentage and from data gained interviews the finding of the study shows that the student population and the availability of school facilities such as class rooms were not balanced .That is, educational facilities are still far below the required quality and quantity . Hence ,in such a situation quality of education would be adversely affected.

In addition ,problems like lack of effective interaction between the student and teachers ,difficulty in class room management ,suffocation problems ,etc were created during the instructional process.

#### **4.4 Teachers' Criteria to Evaluate Quality Education in General Secondary School**

The study commented extensively about the criteria up on about the criteria up on which they evaluate quality of education the general condition of quality of education and the practice to improve quality of education in general secondary school. As quality itself is not defined , it is difficult to clearly determine indicators to be used for evaluating quality of education . The different perspective and possible disagreement on quality also apply to quality indicators. In line with this CEDEFOP,(1997) describe that the meaning and value of quality indicators will depend strongly on the context.

Table 9, Respondents View on teachers Criteria to evaluate quality of education in general secondary schools

No	Items	Yes		No	
		No	%	No	%
1	I can evaluate quality of education in terms of teachers qualification	128	91.42	12	8.58
2	I can evaluate quality of education in terms of class size	125	89.29	15	10.71
3	I can evaluate quality of education in terms of facilities and equipment	133	95	7	5
4	I can evaluate quality of education in terms parents participation in teaching learning process	99	70.71	41	29.29
5	I can evaluate quality of education in terms of supportive environment	82	58.57	58	41.43

Table 9, item 1to 5 summarized how respondents evaluate quality of education in general secondary education To this end, teachers evaluate quality of education in terms of input of qualification teachers ,class size, facilities and equipment, parent participation in teaching learning process and supportive environment.

As date from interview held with participants all informants, revealed teachers were aware of the criteria up on which the quality of education as it was indicated in many literature including the education statistics annual abstract (prepared by MoE). These indicators represent key enabling factors to ensure that students learn well in school and such learning is relevant and evaluate and valuable to their lives. Almost all of the responses given by the department heads surface around skilled and trained teacher, adequate supply of teaching materials, student selection ratio. The following informant I<sub>10</sub>, could be good example of the criteria employed by teachers to evaluate quality of education;



*... the availability of skilled well trained teacher and qualified teachers in general secondary school, standardized student ratio (40 to 50:1), availability of sufficient required teaching-learning aids, supportive environment ...*

Form percentage result and data gathered through interview teachers input qualification teachers', class size, supportive environment, parent participation in teaching learning process, and facility and equipments are the criteria used to measure quality education in general secondary school.

#### **4.5 Current Status of Quality as Viewed by Teacher**

Table 10, Respondents View on the Current Status of Quality Education

No	Item	Respondent	
		No	%
1	these days there is a criticism that says quality of education is declining		
	a. agree	115	82.14
	b. disagree	25	17.86
	c. can't decide	-	-
	Total	140	100

Table 10 tries to depict views of respondents on the decline of quality education this days in general. Item of this table asks the respondents' where agree or disagree on the current decline of the status of the quality education in general secondary schools, most of the respondents, 82.14% agree that the quality of education was deteriorating (falling) in general secondary school. While some of the respondents 17.86% in filled that the quality of education is not declining.

Moreover, the interview held with participants all informants, also agree that the quality of education is declining due to different reasons. To open ended items in the questionnaire, the reason for declining of quality education have been stated as

- a. Poorly paid teachers
- b. Un motivated teachers
- c. Lack of support from government except provision of text book for teachers
- d. Poor socio-economic status of teachers

- e. Scarcity of resources
- f. Community participation was not a selected
- g. Pupil –class ratio was not balanced
- h. Poor qualified teachers

From the above data we conclude that the general condition of quality of general secondary schools is not satisfactory it is complicated by the above problems.

#### 4.6 Teachers’ Efforts to Improve Quality of Education

Table 11 Responses Views on Teachers efforts to improve quality of education in general secondary school

No	Items	SA 5		A 4		PA 3		D 2		SD 1		mean value
		No	%	No	%	No	%	No	%	No	%	
1	Implementing of Continuous assessment	5	3.57	95	67.85	18	12.85	20	14.28	2	1.42	3.58
2	Experience sharing among the teacher	49	35	84	60	7	5					4.3
3	participating in tutorial program	23	17.14	75	53.57	41	29.28					3.39
Over all mean		3.76										

As shown in table 11, item1,teachers respondents were asked implementation of continuous assessment were effort to done by the teacher to improve quality of education. Consequently, 3.57% teachers respondents strongly agree,67.85% respondents agree, 1.85% respondents partially agree ,14.28% respondents disagree and 1.42 strongly disagree on implementation of continuous assessment were the effort done by the teachers to improve quality of education in general secondary schools. As observed from discussion the majority of 67.85% respondents responded that agree on the implementation of continuous assessment were the effort done by the teachers to improve quality of education in general secondary schools.

Furthermore the interview held with the participants, explained as a mechanism of promoting quality of education in their school was implementation of continues assessment. With regard to this issue one of my seven informants I<sub>3</sub>, I<sub>28</sub>, I<sub>29</sub>, I<sub>30</sub>, I<sub>31</sub>, I<sub>32</sub>, I<sub>33</sub> and I<sub>35</sub> explained

*... as to may experience one strategy I (and other teachers) employed to improve quality of education is implementation of continues assessment. I assess students' performance and then I identify those students which have poor performance. I arranged tutorial classes for poorly performing students, female students, and the whole students so that they can improve their performance by grasping the basic knowledge of the subject they have been taught...*

Most of the informants responded that based on the assessment result

- a. the teachers call the parents of the students who perform poorly and discussed in detail about the performance of their students
- b. creative a conductive environment for their students
- c. tutorial program was prepared for poorly perform students

Form percentage result and data gathered through interview teachers implementation of the continuous assessment one of the effort done by the teachers to improve quality of education in general secondary school.

As shown under item 2 in table 11, 60% teacher respondents were asked experience sharing among the teachers were effort to done by the teacher to improve quality of education. Consequently, 35% respondents strongly agree, 60% respondents agree and 5% partially agree on experience sharing among the teachers were effort to done by the teachers to improve quality of education.

From the above discussion the majority of the respondents agree on the experience sharing among the teachers were effort to done by the teachers to improve quality of education in general secondary schools.

Furthermore the interview held with the participants all informants revealed that sharing of experience among the teachers teaching at same level as one of the strategies that they implemented to promote quality of education.

Likewise the one informant I<sub>18</sub> participants were also explained their experience as "... one experience teacher who is relatively better informed about one issue is selected from each department and gave training for other staff members"

The interview held with participants also agree on the experience sharing among the teachers were effort to done by the teachers to improve quality of education in general secondary schools.

Form percentage result and data gathered through interview experience sharing among the teachers one of the effort done by the teachers to improve quality of education in general secondary school.

As shown in table 11, item3,teachers respondents were asked participating in tutorial program were effort to done by the teachers to improve quality of education. Consequently, 17.14% teachers respondents strongly agree,53.57% respondents agree, 29.28% respondents partially agree on the participating in tutorial program were effort done by the teachers to improve quality of education in general secondary schools.

From the above discussion the majority 53.57% of the respondents agree on the participating in tutorial program were effort done by the teachers to improve quality of education in general secondary schools.

Furthermore the interview held with the participants all informants agree on participating in tutorial program were effort done by the teachers to improve quality education.

From the percentage result and data gathered through interview participating in tutorial program were effort done by the teachers to improve quality of education in general secondary schools.

From data gathered from open –ended question most of the respondents responded

- a. Teacher parent regular meeting
- b. Preparing questions –answer forum for the student
- c. Peer teaching and
- d. Provided work sheets, preparing manual

Were efforts done by the teachers to improve quality of education in general secondary schools. In sum the finding of the study in indicated that despite the many hampering problems in delivery of quality education, teachers carried out a lot of activities which could help to improve quality of education in their schools.

Table 11 shows that all set teachers efforts to improve quality of education in general secondary school. The mean values range from a maximum of 4.3 to a minimum of 3.39 while the overall average mean was 3.76. Therefore, it can be concluded that all set were teachers efforts to improve quality of education in general secondary school.

## **Chapter Five**

### **5. Summary, Conclusions and Recommendations.**

This chapter summarizes the major findings of the study and presents conclusion on the basis of the findings and At the end, recommendations that are thought to be helpful in addressing the problem will be forwarded.

#### **5.1 Summary of Findings**

The purpose of this study was to investigate teachers' perception of quality education in general secondary schools of North Shoa Zone of Oromia Regional State. To this end, the following questions were formulated

1. How do teachers in general secondary education perceive quality of education?
2. How do teachers in general secondary school perceive barriers in delivery of quality education?
3. How do teachers in general secondary school evaluate quality of education in general secondary schools of North Shoa Zone of Oromia Regional State?.
4. How do teachers in general secondary schools promote quality of education in general secondary schools of North Shoa Zone.

Descriptive survey design was employed in this research to conduct the study .Questionnaire, interviews and observations were the instruments used in for gathering the required data for the purpose of the intended research. The subjects for this study were chosen using a simple random, purposive and availability sample procedure based on this methodology the study included four groups of peoples. They were, teachers, department heads, principals and vice principals of general secondary schools.

The data for the study was collected from the seven woredas and North Shoa zone educational office. The collected data was analyzed using frequency , percentage and these accomplished by qualitative discussion of the data obtained through interview, observation and open ended items. The major findings were summarized as follow.

- ❖ The overall all responses of the respondents confirmed that teachers view the quality of education on the bases of outcomes of students achievement, behavioral change brought to the students , input qualification teachers , teaching learning materials and facilities , effective leadership ,future achievement of students and stake holders involvement in planning and deliveries of education.
- ❖ The other important finding of this research was that poor system for selecting candidate teacher for training had an immense adverse effect on the quality of education. In addition, low salary of teachers, limited CPD opportunity , poor teachers performance evaluation were identified as major factors affecting the delivery of the most wanted quality of education.
- ❖ Lack of student motivation, student misbehavior, lack of parent awareness and support their students and low socio-economic back ground were also other important factors identified as barriers to delivery of quality education.
- ❖ As it has been stated throughout this research, the availability of resources and facility play a pivotal role in ensuring the quality of education. In relation to the research has proved that shortage facility like laboratory equipment , lack of organized pedagogical center, shortage of professional librarians. Poor internet net work, malfunction of plasma TV and absence clinic were factors identified as factors hampering the quality of education.
- ❖ The majority of the respondent of the study felt discomfort about the current status of the quality of education in their schools. Respondents reported that general secondary schools suffer from very poor condition of learning dilapidated buildings, lack of clinic, pupil-class ratio and large class size. Students are taught by poorly paid and un motivated teachers. The environment is not supportive. The participation of parents in the education system is not satisfactory
- ❖ The other important findings of this research was that pupil-book ratio was 1:2. As indicated by the respondents the main problem was the way the text books were distributed.

- ❖ The findings of the study revealed that the average class size of the schools was 70-80. This shows that the student population and availability of school facilities are far below the required quality and quantity since the standard set by MOE for general secondary school was 1:40.
- ❖ The majority of the respondents responded that skilled and trained teachers, adequate supply of teaching –learning material like text books, student class ratio, supportive environment, parents participation in teaching learning process are found to be the most extensive used criteria for evaluating quality of education by the teachers.
- ❖ As shown in table 10, the majority of the respondents responded that participation in tutorial program, continuous assessment ,preparing answer question forum for the student cultivate sense of completion among the students and regular meeting with parent were found to be strategies employed by the teachers to improve quality of education in general secondary schools.

## 5.2 Conclusions

Based on the major findings , the following conclusions were drawn in conjunction with the basic research question.

1. Majority of the respondents were surfaced largely around the issues of outcome – students achievement, behavioral change brought on the students and the ability of the student to use what they learn in their everyday lives after they finish the program, input-qualification of the teacher, teaching –learning materials and facilities. Although the issue of the process( what happen in the class rooms) was equally important as input and output finding of the study indicated that it gets little attention from the teacher respondents. Thus ,based on the findings of the study ,it is concluded that teachers understand the term quality of education in terms of two dimensions(input and output) in defining quality of general secondary education in decisive and demanding .Thus, it is clear that they well understood the importance of quality of education.
2. Regarding reasons that affect quality of education the finding of the study indentified many factors that affect the delivery of the most wanted quality education in schools. The majority of the respondents responded that poor selection of teachers for training ,low salary of teachers, limited CPD opportunity , poor teachers performance evaluation were identified as factors affecting delivery of the most wanted quality of education related to teachers and lack of student motivation, student misbehavior, lack of parent awareness and support their students and low socio-economic back ground identified factors affect the delivery of the most wanted quality of education in relation to the students. Despite the effort made to provided quality education and progress made so far the study revealed that there are many factors that affect the quality of education .
3. Having no trained school pedagogical center coordinator, laboratory technician, libraries, internet net work, laboratory equipments and chemicals facility of teaching learning process were found to be poor.



4. The majority of the respondents responded that skilled and trained teachers, adequate supply of teaching –learning material like text books, student class ratio, supportive environment, parents participation in teaching learning process are found to be the most extensive used criteria for evaluating quality of education by the teachers.

Based on the finding of the study I concluded that the participants teachers in this research had some knowledge of the indicators mostly used to evaluate quality of education.

5. Based on the findings of the study it is evident to conclude that the quality of education in general secondary school is not satisfactory in words of the teacher participants and complicated with many problems.
6. Concerning the practical contribution of teachers to improve of quality of education ,the study identified several activities that are carried out to improve quality of education by the teachers. Participation in tutorial program , the implementation of continuous assessment to identify and support the needy students, experience sharing among teachers to learn from the strength of the others ,preparing question – answer forum for the students cultivate sense of competition among the students, regular meeting with parents to discuss some issues related to education were the strategies employed by teachers to improve quality of education as the finding of the study indicated .

### **5.3 Recommendations**

Based on the findings, the study forwarded the following possible recommendations which need due consideration by respective stake holder; especially educational officers at any level.

1. Teachers are the most valuable resource available to schools. In the realization of quality learning and investment in teacher quality, the ongoing professionalism is vital. Hence, teachers need to be provided with appropriate and timely training in the institution and a wide range of professional development opportunities in order to improve teachers' knowledge, skills and attitudes. In line with this, teachers need to be provided with intensive and practical refreshment courses, workshops and trainings on the implementation of continuous assessment, quality awareness and learner center methodology.
  - Selection of the teacher candidates for training should be given due attention and must be based on students' high performance during their stay in grade 9 to 12 as well as on their results of national examination.
  - Teachers need to be rewarded or awarded based on the skills, knowledge and behavioral change they brought on their students to uphold their morale.
  - It seems logical to consider the salary structure of the teachers to attract and sustain qualified professionals in the teaching profession.
2. Increasing community participation in funding the schools is vital so that schools are equipped with the necessary teaching–learning materials; construct additional classrooms, chairs and others.
3. Education takes place most efficiently and effectively when different stakeholders collaborate with each other. Therefore, it is important to establish and continuously attempt to develop partnerships between schools, parents, and communities so that they will establish a conducive environment that supports students' learning at schools as well as, to raise money for schools, and education benefits; boost morale of school staff and to actively attend school meetings to know about students' learning progress and classroom behavior.
4. There should be a fair disciplinary system, rules and regulation on which misbehaved students are to be judged.

During the formulation of the disciplinary policies, rules and regulation the participation and involvement of parents, teachers, school administrators and community as a whole should be taken into account. In light with this it seems important to identify misbehaviors and devise strategies to counteract and alleviate disciplinary problems in the schools.

5. Sufficient text books need to be distributed in time to all enrolled students.

Moreover, there is also a need to establish effective community, based on school leadership.

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Addis Ababa University

## **APPENDIX A**

**Addis Ababa University**

**School of Graduate Studies**

**College of educational and Behavioral Studies**

**Department of Educational Planning and Management**

**Questionnaire to be filled by teachers**

**Dear respondents,**

The purpose of these questionnaires is to collect relevant data to the study entitled “Teachers’ Perception of Quality Education in General Secondary School of North Shoa Zone of Oromia Regional State”. Your responses are vital for the success of the study. So you are kindly requested to read all questions and fill the questionnaires with genuine response. Be sure that your responses will not be used for other purpose rather than academic purpose.

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

1. You do not need write your name on the questionnaires;
2. Read all the instructions before attempting to answer the questions;
3. There is no need to consult others to fill the questionnaires;

4. Please provide appropriate response by using a tick mark “√” or “X” to choose one of the suggested Likert scales. But kindly write your opinion briefly for the short answer questions on the space provide.

**Thank you in advance for your cooperation!**

**Section One: General Information and Personal Data**

I. Indicate your response either by using a tick mark (√) in the box provided or by giving short answers on the space provided.

1.1 School \_\_\_\_\_

1.2 Sex      a. Male                  b. Female   

1.3 Age      a. 18-22                  b. 23-27                  c. 28-32                
                  d. 33-37                  e. 38-42                  f. Above 4             

1.4 Work experience

                 a. 1-5 years                            b. 6-10 year’s                  c. 11-15 years                
                  g. 16-20 years                            e. 21-25 year’s                  f. 25 and above years             

1.5 Educational background

                 a. Certificate (TTI)                  b. Diploma                  c. First Degree                
                  b. Second Degree      
                  c. If other, specify \_\_\_\_\_

**2 Part II**

**1. The Definition of Quality of General Secondary Education In Terms of Teacher’s Views.**

Use ‘√’ or ‘X’ mark to write in the box corresponding to an action given.

No	Item	Yes	No	I don’t have clear idea
1	I define the quality of education in terms of outcomes of student achievement			
2	I define the quality of education in terms of behavioral change brought on the student			

3	I define the quality of education in terms of ability of student to use what they learn in their everyday life after the program			
4	I define the quality of education in terms of input of qualified teachers			
5	I define the quality of education in terms of finance, teaching materials and facilities			
6	I define the quality of education in terms of the future achievement of students			

If you have other definition please discuss below

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**2. Please use one of the following Likert scales to indicate your response regarding the barrier to quality education in relation to teachers in North Shoa Zone of Oromia Region.**

1= Strongly Disagree (SD)

2= Disagree (D),

3=Partially Disagree (PD)

4= Agree (A)

5=Strongly Agree (SA)

Use '√' or 'X' mark to write in the box corresponding to an action given.

No	Items	SA	A	PA	D	SD
		5	4	3	2	1

	<b>Barriers related to teachers</b>					
1	Poor selection of candidate teacher for training					
2	Low salary of teachers					
3	Limited CPD opportunities					
4	Poor teachers performance evaluation					

**3. Please use one of the following Likert scales to indicate your response regarding the barrier to quality education in relation to students North Shoa Zone of Oromia Region.**

1= Strongly Disagree (SD)

2= Disagree (D),

3=Partially Disagree (PD)

4= Agree (A)

5=Strongly Agree (SA)

Use ‘√’ or ‘X’ mark to write in the box corresponding to an action given.

		<b>SA</b>	<b>A</b>	<b>PA</b>	<b>D</b>	<b>SD</b>
<b>No</b>	<b>Items</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	<b>Related to student</b>					
1	Lack of student motivation					
2	Student misbehavior					

3	Lack of parent awareness and support to their students					
4	Low socio economic problem					

**4. Which of the Schools Facilities is Available in Your School?**

- A. Laboratory
- B. Strong pedagogical centers
- C. Library
- D. Clinic
- E. Internet net work
- F. Others

**5. Is there the shortage of text book in your school?**

- A. Yes                       B. No

**4. The average number of student in the class in your school.**

- A. Below to 50               B. 51-60               D. 61-70   
D.71-80               E. above 80

**5. If your response to question number (4) above is D or E .problem created due to large class size is**

- A. Lack of effective communication
- B. Difficult to identify students with special problem
- C. Problems of class room management
- D. Suffocation problem

E. All are true

**6. Is there shortage of text book in your text book in your school ?**

A. Yes       B. No

**7. What is the pupil- book ratio of text book your school?**

A. 1:1       B. 1:2       C. 1:3       D.   
1:4

**8. These days there is a criticism that says quality of education is declining**

a. agree       B. disagree       C. can't decided

**9. What should be done to improve quality of education in general secondary school of North Shoa Zone of Oromia Regional State (you can suggest more than one?)**

1= Strongly Disagree (SD)      2= Disagree (D),  
3=Partially Disagree (PD)      4= Agree (A)  
5=Strongly Agree (SA)

Use '√' or 'X' mark to write in the box corresponding to an action given.

No	Items	Scales				
		SA	A	PA	D	SD
1	Implementing of Continuous assessment					

2	Experience sharing among the teacher					
3	Preparing questions –answer forum for the student					
4	participating to tutorial program					

Others

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**10. How teaches' evaluate Quality General Secondary Schools of North Shoa Zone of Oromia Regional State.**

Use '√' or 'X' mark to write in the box corresponding to an action given.

No	Items	Yes	No	I don't have clear idea
1	I can evaluate Quality of education in terms of Teachers Qualification			
2	I can evaluate Quality of education in terms of class size			
3	I can evaluate Quality of education in terms of facilities and equipment			



4	I can evaluate Quality of education in terms parents participation in teaching learning process			
5	I can evaluate quality of education in terms of supportive environment			

Others

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## **APPENDIX B**

**Addis Ababa University**

**School of Graduate Studies**

**College of educational and Behavioral Studies**

**Department of Educational Planning and Management**

**Guides to interview conducted with Department heads, principals and vice principals.**

**Dear respondents,**

The aim of the interview is to investigate Teachers' Perception of Quality Education in General Secondary School of North Shoa Zone of Oromia Regional State. So you are kindly requested to information obtained from the respondents will help to suggest teachers perceptions of quality education in the Zone. The data obtained will be used for research purpose only.

Thank you in advance for your cooperation

### **Part I: General Information**

1. Sex \_\_\_\_\_
2. Age \_\_\_\_\_
3. Qualification \_\_\_\_\_
4. Experience: As a teacher \_\_\_\_\_
5. As department head \_\_\_\_\_

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

1. What does quality of education mean to you?
2. What do you think that the importance of quality in general secondary education?
3. What effects does quality education have in the future career of education?
4. When do you say that there is quality of education in your school what factor do you consider are relevant to quality in general secondary education ?
5. What factors hinder the delivery of quality of education in general secondary school?
6. What mean do you propose to get rid of or reduce the hindrance factors affecting the delivery of quality of education?
7. How do you measure quality of general secondary education?
8. What are indicators to measure the quality of education ?

9. What do you think is a better strategy for improving the quality of education in a secondary school or would you describe ways toward quality of education in general secondary school?
10. In your school what activities are carried out to improve the quality of education  
In correction effort you made to improve quality of education of general secondary school ?

Gaafannoowwaan Afaanii Durabu'oota , Mummeewwaanii, Itti Aanaa Itti gaafatamtootaa fi dura bu'oota manneen barnootatiif qophaa'an.

1. Qulqullina barnoota jechuun isinniif maal jechuudha?
2. Barbaachisummaan qulqullina barnoota mana barumsaa dimishaasha sadaarka 2<sup>ffaa</sup> maalii?
3. Qulqullinni barnootaa dhiibbaan hojii fulduraa irratti qabu maalii?
4. Qulqullina barnoota jira kan jedhamuu yoomii?
5. Qulqullina barnootaa mirkaneessuf sababoonnii gufu ta'uu danda'an maal fa'aa?
6. Sababoota qulqullina barnootatiif gufuu ta'aan xiqqeessuuf maal faatu hojjetamuu qabaa?
7. Qulqullina barnootaa mana barumsaa dimshaasha sadarkaa 2<sup>ffaa</sup> akkamittii madaaltuu?
8. Agarsiistonnii qulqullinni barnootaa ittiin safaramu maal fa'aa?
9. Straatajiiwwaan fooyya'aan qulqullina barnootaa eegsisuu danda'an maal fa'a jettanii yaadduu?
10. Mana barumsaa keessanitti qulqullina barnootaa mirkaneessuuf sochiiwwan taasifaman maal fa'aa?

### Code of participants of interview

No	Participant	Code
1	Informant One	I <sub>1</sub>
2	Informant Two	I <sub>2</sub>
3	Informant Three	I <sub>3</sub>
4	Informant Four	I <sub>4</sub>
5	Informant Five	I <sub>5</sub>
6	Informant Six	I <sub>6</sub>
7	Informant Seven	I <sub>7</sub>
8	Informant Eight	I <sub>8</sub>
9	Informant Nine	I <sub>9</sub>
10	Informant Ten	I <sub>10</sub>
11	Informant Eleven	I <sub>11</sub>
12	Informant Twelve	I <sub>12</sub>
13	Informant Thirteen	I <sub>13</sub>
14	Informant Fourteen	I <sub>14</sub>
15	Informant Fifteen	I <sub>15</sub>
16	Informant Sixteen	I <sub>16</sub>
17	Informant Seventeen	I <sub>17</sub>
18	Informant Eighteen	I <sub>18</sub>
19	Informant Nineteen	I <sub>19</sub>
20	Informant Twenty	I <sub>20</sub>
21	Informant Twenty one	I <sub>21</sub>
22	Informant Twenty two	I <sub>22</sub>
23	Informant Twenty three	I <sub>23</sub>
24	Informant Twenty four	I <sub>24</sub>
25	Informant Twenty five	I <sub>25</sub>
26	Informant Twenty six	I <sub>26</sub>
27	Informant Twenty seven	I <sub>27</sub>
28	Informant Twenty eight	I <sub>28</sub>

29	Informant Twenty nine	I <sub>29</sub>
30	Informant Thirty	I <sub>30</sub>
31	Informant Thirty one	I <sub>31</sub>
32	Informant two	I <sub>32</sub>
33	Informant Thirty three	I <sub>33</sub>
34	Informant Thirty four	I <sub>34</sub>
35	Informant Thirty five	I <sub>35</sub>