

**PRACTICE OF SCHOOL IMPROVEMENT PROGRAM IN  
GOVERNMENT PRIMARY SCHOOLS OF ILLUBABOR ZONE**

**YAYO WOREDA**



**BY:**

**AHMED ENDRIS**

**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE  
DEPARTMENT OF EDUCATIONAL PLANNING AND  
MANAGEMENT**

**AUGUST, 2016**

**JIMMA UNIVERSITY**

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PROGRAM IN PRIMARY SCHOOLS OF ILLUBABOR ZONE**

**YAYO WOREDA**

**BY:**

**AHMED ENDRIS**

**ADVISORS:**

**DR. ABEYA GELETA (MAIN ADVISOR)**

**Mr. DEREJE DAKSA (CO-ADVISOR)**

**A THESIS SUBMITTED TO DEPARTMENT OF EDUCATIONAL  
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**JIMMA UNIVERSITY**

## **Declaration**

I hereby declared that my thesis in titled; The practice of school Improvement program in Government primary schools of Illubabor zone Yayo Woreda has not been submitted for any other award and that it has not been submitted for any other award and that it is all my own work .I also confirm that this work will acknowledge opinion, ideas and contribution from the work of others.

### **Main Advisor**

Name

Signature

Date

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### **Co-Advisor**

Name

Signature

Date

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**LETTER OF APPROVAL**

**JIMMA UNIVERSITY**

**Thesis on title: Practice of SIP in primary schools of Illubabor Zone Yayo  
Woreda Government schools**

**Done by: Ahmed Endris**

**Board of approval**

**Chairman**

**date**

**signature**

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-----

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**Main advisor**

**date**

**signature**

-----

-----

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**External advisor**

**date**

**signature**

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**Internal advisor**

**date**

**signature**

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## **ABSTRACT**

*The purpose of this study is to examine the existing perceptions, understandings, challenges and practices on SIP Implementation in Government Primary schools of Illubabor Zone Yayo Woreda. It also seeks to explore the role of different stakeholders in the Implementation of SIP. To accomplish this paper; the study employed a descriptive survey method. Qualitative data was used with Quantitative data as supplementary. The study was conducted in 10 sample primary schools of Yayo Woreda. Then from each school teachers were selected by using proportionality simple random sampling technique whereas, student representatives, school principals, SIPC chairmen, cluster supervisors and WEO SIP focal person were selected on the purposive basis of decisive position they assume pertaining to the issue.*

*For this study, Questionnaire was used as the main instrument of data collection from teachers and students. Accordingly, 212 copies were distributed out of which 78 from teachers and 134 from Students were properly filled and returned. The Research Methodology employed in the study was both Qualitative and Quantitative approaches. Accordingly, as an instrument in the Quantitative portion Questionnaires was prepared to be filled by teachers, student representatives and SIP committee members. The study was carried out in Simple random sampling of which proportionality simple random sampling and Purposive methods. Regarding the questionnaire distributed to sample size of 78 teachers, 134 student representatives, out of 40 distributed questions all were returned, providing an overall 100% return rate. Data obtained from Questionnaires were analyzed using statistical tools such as percentage, mean, standard deviation and Chi-square test. For the Qualitative portion, Interview and observation are administered. The findings of the study revealed that there are weaknesses of participation of stakeholders, lack of commitment and resistances to new systems, lack of regular monitoring evaluation feedback system, From the results of the findings, it was concluded that there was lack of awareness, understanding participation; which resulted that the school improvement program with its four domains in the study area was not implemented as indicated in the framework. Finally, Recommendations were made based on the findings; the points of the recommendation include, training opportunities on school improvement program for stakeholder through workshop, seminars and discussion forums about the program, participatory decision making, preparation of action research to solve educational problems and create and maintain a properly scheduled and organized formal monitoring and evaluation to enhance the school improvement program and student achievement. Moreover, suggestions were forwarded to solve the factors that hinder proper implementation of school improvement program.*

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## **ABBREVIATION**

ESDP=Educational Sector Development

SIP=School Improvement Program

SIPC=School Improvement Program Committee

GEQIP=General Education Quality Improvement Package

MOE=Minister Of Education

TDP=Teacher Development Program

WEO=Woreda Education Office

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the study

Education is the key instrument to resolve economic, social, political, and cultural problem of a society. There is always a direct interdependent between sustainable development and education. In this respect, Ethiopia has placed education at the center of strategies for development and democratization, with strong policies promoting quality and equity of education (TGE, 1994). Quality of education by itself largely depends on the magnitude of implementing School improvement program in improving learners' achievement.

Education is taken as key instrument for over all development of every nation. It is a means of development. In relation to this, MOE (1994) and Lockheed and Verspoor (1991) argue that: education is a cornerstone of economic and social development. Schools are organizations where human beings having different behavior, maturity, age, sex coming together and deal at common idea and concepts, having a great role in the development of social, political, economical issues of citizens and also nations. Concerning this, Millions (2010) Noted that schools are the formal agencies of education where the future Citizens are Shaped and developed through the process of teaching and learning. It is in schools that students are shaped in accordance to their attitudes and abilities to adjust and to make their life suitable for the future and be creative. So Schools must improve their basic teaching and learning process aiming at helping and improving all students to raise their broad out comes through school improvement program. Besides this idea, Hopkins et al (as cited in Harris, 2002) School improvement is an approach to educational change that has the twin purposes of enhancing students' achievement and strengthening the schools' capacity of change. School improvement has a goal of Students' achievement; that is students' recording a good result and reaching higher standard. To bring this higher standard also teacher's performance, necessary resources, stake holders' collaboration, should improve; and there should be higher commitments of stakeholders. As Sergiovanni (in Herreris ,2002) points out, teachers count in helping Schools to be effective.

School improvement is an approach to educational change that has the twin purposes of enhancing students' achievement and strengthening the schools' capacity for change. In this case school improvement program (SIP) focuses on teaching learning processes, leadership

effectiveness and school internal conditions, school procedures, role allocation and resource that support SIP (Hopkins et al. as cited in Harris, 2002).

The Ethiopian education system which worked on access starting from the education and training policy of 1994 now found its attention to improve the quality of education. It has started the quality of education initiative called General Education Quality Improvement Package consisting of six pillars: such as Teacher development, Curriculum, management and leadership, School improvement, Civic and Ethical Education and Information Communication Technology. All components of GEQIP are being carried out in Ethiopia to make schools provide high quality education for all students.

In light of this fact, this study intended to examine Practices of SIP Implementation in Government Primary schools of Yayo Woreda. Moreover, the study discussed in to the opportunities existed which the schools could have been used to enhance the implementation of SIP but they did not use in primary schools of Yayo Woreda.

## **1.2 Statements of the problem**

Ensuring the provision of quality and relevant education to its citizens has been the most challenging concern to developing countries. Some of the problems identified by Khosa (2009) include, many schools are lacking quality education and are not transforming time, teaching, physical and financial resources in learning outcomes. Besides that, curriculum delivery is poor; teachers do not complete the curriculum, and pitch their teaching at levels than those demanded by the curriculum. In addition, district support and monitoring functions are inadequate and ineffective. Last but not least, community support of schools is low. The major problem that challenges school improvement initiatives include, lacking of providing performance standards for pupils, teachers and staff develop a standard guide system to assess the schools, establish incentive systems encourage self and peer monitoring and evaluation, and promote advocacy and social for quality education.

According to Education Commission for Improvement (2000), schools can only make a lasting difference when they focus on specific goals and strategies for change. School improvement planning is a process through which schools set goals for improvement and make decisions about how and when these goals will be achieved. The ultimate objective of the process is to improve student achievement levels by enhancing the way curriculum is delivered, by creating a positive environment for learning, and by increasing the degree to which parents are involved in their children's learning at school and in the home. Schools have to design and invent their own solutions for specific problems and improvement in

general. Creemers and Reezigt (1997) advocated that school improvement is a very powerful tool for the testing of theories. School improvement can also provide new insights and new possibilities for effective school factors. As a result, alongside ESDPs and GEQIP, the Federal Democratic Republic of Ethiopia has designed and implemented the School Improvement Programmed (SIP). One of the main focuses of this was strengthening school management and parent and community partnership in order to improve decision-making at school level (MOE 2005: 56).

It is obvious that the now a day's education sector problem is quality of education. So; to improve this problem Government prepared six packages or pillars to act over it. Among these six pillars the one and crucial one is School Improvement Program. Even if planning and implementing School Improvement Program counts around Nine years, the extent of creating creative students comparing with the enrollment in YayoWoreda is very low. This lowerness in achievement of students' grade at different classes needs to identify the problem and to make a study at challenges to implement School Improvement Program in YayoWoreda.

In addition from the researcher own experiences students result was not improved as expected in primary schools of yayo woreda. Furthermore, to the best of the researcher, there is scarcity of studies which focused on the issue in primary schools of YayoWoreda. Therefore, all these initiated the researcher to investigate the research on Practice and challenges of School Improvement Program in primary schools of YayoWoreda.

Yayo Woreda is in Illubabor Zone of Oromia Region,with in this Woreda there are 27 primary schools and 2 High schools .It has been found from different sources that the achievement of primary and secondary schools is very low, and mostly the researcher concerned at primary schools in an intention that an Improvement of the quality of primary schools is the base for all standards above.

Thus, in order to ensure the effective and efficient implementation of the program, it is necessary to identify its strengths, weakness, threats and opportunities through research; and then topropose possible scenarios of retaining the achievements, for correcting the weaknesses/challenges for preventing possible threats and for harvesting the opportunities.

To achieve the objectives of the study the following basic question were takes in to account and examined in order to address the problem Because of these and other factors the research attempted to answer the following basic research questions:

1. What are the Practices of SIP Implementation in Primary schools of Yayo Woreda?

2. What is the extent of stakeholders' awareness and participation at SIP implementation in Yayo Woreda?

3. What are the major challenges affecting the implementation of School Improvement Program in

Primary schools of Yayo Woreda?

4. What measures have been taken to enhance the Implementation of SIP in Yayo Woreda?

### **1.3 Objectives of the Study**

#### **1.3.1 General Objectives**

To improve quality of education our Country Ethiopia were designed different strategies and programs in Primary schools. Among those strategies and programs one of them is referred as SIP, which is expected to improve Students' learning and learning outcomes. Thus, the general objectives of this study are to assess the practice and challenges in the implementation of SIP, In case of Yayo Woreda, Government Primary Schools.

#### **1.3.2 Specific Objectives**

The specific objectives of this study are:

- To identify practice and experiences in the achievement of School Improvement Program in Yayo Woreda primary schools.
- To assess the involvement of stakeholders in planning and Implementation of SIP.
- .To describe the level of awareness and participation of different stakeholders in SIP implementation.
- To identify techniques and approaches used to solve these problems.

### **1.4 Significance of the Study**

Giving an attention for SIP is a crucial issue for creating a competent citizen in our country; and this attention is starting from Government, educational experts and up to those basic stakeholders to make an investigation in identifying the problems that challenges its practices, and to recommend possible solution. Thus,

1. It may help to minimize an educational wastage, due to low achievement of students' grade.

2. It may inform challenges in the implementation of School Improvement Program and roles of the necessary stakeholders /Students, PTA members and families of students/ with solutions of the challenges.

3. It serves as reference material for those primary schools in YayoWoreda.



4. It may contribute to the improvement of quality education by initiating the educational stakeholders in SIP to bring a result of highest learners' achievement.

5. Also hoped that it may stimulate or initiate the stakeholders those of teachers, Principals, cluster supervisors, PTA, Woreda education office experts, students and students' families

### **1.5. Delimitation of the study**

For the research has to be more manageable, it is delimited in concepts, geographically and time. Regarding the concept, it is delimited to stakeholder's effectiveness in preparing and implementing the four SIP domains plan. In case of Geography; this study was conducted in Western Ethiopia, Oromia Region, Illubabor Zone YayoWoreda primary Government Schools. YayoWoreda has, nine 1-4 primary schools, eighteen 1-8 higher primary schools, under 5 clusters. These schools are scattered in between a distance of 55 km from north to south; around 40 km from east to west. From these schools unless 5 of 1-8 and one high school the rest are beyond the main car road, Due to this reason I will take Two elementary school from each cluster and the two high schools, means delimited under 10 elementary schools and two high schools in yayo woreda.

In case of Time, the study was focusing on practice and challenges of SIP from 2005-2007 E.C of the primary and secondary schools in YayoWoreda.

### **1.6. Limitation of the Study**

This study will not include all schools in the Woreda and not include all students and teachers in schools. In case of the researcher self-sponserness and principal of the school there is a scarce of finance and time to cover all schools and all stakeholders. Some teachers may need to give only positive answers only for the case that they may not want to express their weakness and some teachers or students in the study were very careless to fill out and return the question on time. There may be lack of interest, or burden of works from respondents to give full and true information. Furthermore there may be lack of books or lack of update related literatures in similar to this topic.

### **1.7. Operational definition of key terms**

**School Improvement Program (SIP):** It is a school program anchored on teaching Learning, school environment, leadership and management, Community participation Domains to conduct implementation and self evaluation to improve the educational inputs And process that enable students to score excellent results (MOE, 2011).

**Primary School:** is a schooling system offering an elementary school program (from Grade 1 to 8). In Ethiopian context duration consists of eight years of general primary Education.

**School Improvement Committee:** is the officially organized committee, which consists of the School principal and representatives of teachers, students, parents, and the community, and Formulated to plan, monitor and evaluate the SIP (MOE, 2007b).

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

The thesis report has five chapters. Chapter one deals with the Introduction, it comprises background of the study, statement of the problem, objectives of the study, significance, delimitation, limitation of the study and definition of key terms. Chapter two presents review of related literature. It consists of definition, concepts, explanations and research findings on school improvement contributed by different authors and researchers. Chapter three concentrates on the research methodology used, source and type of data, sampling method and sample size, instruments and methods of data collection as well as methods of data analysis. Chapter four focuses on the presentation, analysis and interpretation of the data whereas; Chapter five consists of summery of the main findings, conclusions and recommendation. Finally, a list of reference used in this study and relevant appendices were attached.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1 The Concept of SI

There is a basic idea behind SI which is its dual emphasis on enhancing the student capacity for change as well as implementing specific reforms, both of which have their ultimate goal of increasing student achievement. Hence, SI is about strengthening school's organizational capacity and implementing educational reform. Another major notion of school improvement is that, SI cannot be simply equated with educational change in general. Because May changes, whether external or internal; do not improve students' as they simply imposed. They should rather focus on the importance of culture and organization of the school (Hopkins, 1994). In addition, SI is about raising student achievement through focusing on the teaching learning process and the conditions which support it. It is about strategies for improving school's capacity for providing quality of education. Moreover, the notion that school improvement is not an event or incident rather it is a process that takes time (Hopkins cited in Dalin, 1998).

When we are talking about school improvement as a process, it is a continuous activity of fulfilling different inputs, upgrading school performance and bringing better learning outcomes at school level (MOE. 2005). This improvement is not a routine practice which can be performed in day to day activities in schools. Educational institutions have different settings and capacity in providing their services to the needy. In general, as it was explained by different scholars, the term improvement is familiar to all and it simply means reforming, transforming or updating the quality of inputs process service or product.

#### 2.2 Definition of SIP

The school improvement program is an important means of supporting primary schools.

'School improvement' means making schools better places for learning. This relies on changes at both school level and within classrooms, which in turn depend on Schools being committed to fulfilling the expectations of children and their parents. In other words, school improvement refers to a systematic approach that improves the quality of schools.

The school improvement program is a Plan-initiated education program based on our long experience of supporting basic education in the developing world. Its aims are:

- To ensure support to every aspect of a school essential in creating the best learning environment for children.

- To promote the active participation of children and communities in school governance.
- To hold the individual school management accountable for children's enrolment, attendance, learning and successful completion.
- The school improvement program aims to support schools in addressing the following key areas:
  - Ensuring teachers are competent and motivated.
  - promoting active learning methods supported by appropriate teaching and learning aids
  - promoting the active participation of children and parents in school governance
  - ensuring a safe, sound and effective learning environment.
  - establishing a relevant curriculum.
  - ensuring that children are properly prepared for school (which includes ensuring good health and nutrition, access to early childhood care and development [ECCD] and the support of parents).
  - Ensuring empowered and supportive school leaders.
  - advocating for supportive supervision (from the government) and an acceptable Level of government budget allocation each of these areas is equally important; if any are weak, the strength and therefore the success of the whole will be affected.

Plan's support to basic education is significant and consistent. In areas where Plan works, the infrastructures of schools have improved considerably.

However, in many countries, the number of girl students, rates of attendance, reading, writing and numeracy levels of children and the active participation of children and communities in school governance are far from the expectations of communities and Plan. Plan's long experience has shown that school quality cannot be achieved through more conventional support where schools simply request inputs without being required to demonstrate specific improvements in organization, functioning and governance. Equally, real improvement in a school requires the genuine cooperation and meaningful participation of children, communities, teachers and head teachers. This is why an approach whereby schools identify all their basic needs, and work to secure the human and financial resources from a range of sources to meet those needs, is so important. The school improvement program offers this approach and therefore increases the probability of all key stakeholders achieving the objectives they have set between them.

A core group of teachers, children and parents in each school develops and implements its own plan to address all these areas. These plans are based on the current situation of the school in terms of levels of enrolment, attendance, achievement in basic skills and completion. Each plan includes measurable targets and a timetable for monitoring and reporting.

Different scholars had given different meanings for SI as a process. Miles et al.(cited in Harris. 2005) defined SI as a systematic, sustained effort aimed at one or more schools with the ultimate aim of accomplishing educational goals more effectively.

There are many definitions and various interpretations of school improvement as a process. Miles et al. (cited in Harris. 2005) defined school improvement as a systematic, sustained effort aimed at one or more schools with the ultimate aim of accomplishing educational goals more effectively. They also suggested that, there are two senses in which the term school improvement is generally used. The first is a common sense meaning which relates to the general efforts to make schools better places for students to learn. The second definition is that in which school improvement is defined as a strategy for educational change that enhances student outcomes as well as strengthening the school's capacity for managing change. This definition highlights the importance of school improvement as a process of changing school culture and it views the school as the center of change and teachers as an intrinsic part of the change process. As elaborated by Van Velzen et al. (cited in Walten&Blankford, 2005), the central definition of school improvement is that of a systematic, sustained effort aimed at change in learning conditions and other related internal conditions in one or more schools, with the aim of accomplishing educational goals more effectively.

Hopkins (2005) also defined school improvement as a distinct approach to educational changes that enhances students' outcomes as well as strengthens the school's capacity for managing improvement initiatives. Further school improvement is about raising student's achievement through focusing on the teaching and learning process and those conditions which support it. Additionally, Hopkins et al., (1994) explained that school improvement is an overall approach or a result of specific application of an innovation. It is aimed at changing in order to achieve educational goals more effectively. Also, they discussed on two meanings or senses of school improvement. The first is common sense which relates to the general efforts to make schools better places. The second is a more technical or specific phrase, school improvement as an approach to educational change that enhances students' outcomes as well as strengthen the school's capacity for managing change. In general, the

central idea of SIP is a process of sustained activity intended to improve Students' learning achievement through different strategies and capacity building efforts.

### **2.3 Rationale of school improvement program**

There are many reasons for such failures in education reform. Among them, the lack of comprehensive analysis and deep understanding of the changing environment and the complex nature of education reforms in a new era of transformation often tightly limit the mindset of concerned parties in policy formulation and reform practices. In policymaking, Education leaders and practitioners often ignore the deeper meanings and implications of paradigm shift in education. In practice, they neglect the critical role of leadership to the success of education reform and they often maintain the traditional thinking of management and operation in education (Cheng. 2005). Also, change usually emerges when there is dissatisfaction with the existing state of Affairs. This is also true for educational changes. That is, when there is a sense of unhappiness in the existing operation of schools, Velzen described that; there will be a sustained effort in side of schools to change the conditions for teaching and learning. These changes are directed towards accomplishing new educational goals (cited in Husen and Postlethwaite. 1994).

Therefore, school improvement is an important aspect of the school system. It contributes a lot to the efficiency and the quality of the educational provision. As suggested in MOE (2007) school improvement helps to create a learning environment that well comes all learners. It enables teachers to be responsive to the diverse learning needs of students in their teaching-learning approaches. Moreover, school improvement is essentials to enhance the involvement of the parents and the community in the school activities and to improve the effectiveness of the school's managements. In general, school improvement helps to realize the provision of quality education for all children by making the overall practices and functions of school more responsive to the diverse students, needs.

### **2.4 Purpose of School Improvement Program**

According to Hussein and Postlethwaite (cited in Firew. 2010), the purpose of most school improvement policies is improving the educational process that includes instruction or subject matter. It helps schools to improve their organizational functioning that are indirectly linked to students' achievement, such as school climate, staffing and school organization. Besides, SIP encourages schools to conduct self-enquiry regarding the strengths and weakness of their performance. Moreover SIP helps schools to get a collaborative effort of

several stakeholders at different levels of the education system, as the success of an improved policy largely requires the interaction between many participants.

According to plan international (2004) the school improvement program is a plan initiated education program based on long experience of supporting basic education in the developing world. In other words, school improvement program supports the initiatives of government and others in achieving the goals of education for all by 2015.

Specifically, the program aims to ensure support to every aspects of a school vital in creating conducive environment for children, supporting the school based plans, enhances the quality of children's basic education, achieve the enrolment, attendance and completion rates that meet the education for all goals, to promote the active participation of students and community in the school governance to hold individual school management accountable for student's enrolment, attendance, learning and successful completion. Plan international has also suggested the core elements which have greater implication by the program elaborating that this programs aims to support schools in addressing core elements such as: ensuring teachers are competent and motivated, promoting active learning methods supported by appropriate teaching and learning aids, promoting active participation of children and parents in school governance, ensuring a Safe, Sound and effective learning environment establishing a relevant curriculum....Ensuring empowered and supporting school leaders and advocating for supporting supervision. To this end, schools and educationalists in collaborate, designed to strengthen the schools ability to manage changes, to enhance the work of teachers, and ultimately to improve student's achievements. Consequently, educationalists have developed reform programs that aimed at strengthening the schools' capacity to provide quality education for its pupils during the past ten years, which Hopkins termed as a school improvement Programs (2002).

## **2.5. Approaches to school improvement program**

By treating historical background, Reyonald (cited in Dimmock. 1993) has discussed the approach of school improvements. He said that, over the past thirteen years, school improvement has been characterized by two different assumptions. These two assumptions can be discussed as follows for the purpose of clarification.

### **2.5.1. The 1960's paradigm**

The 1960's paradigm is the early approaches to school improvement that adopted technological views in which innovations are brought to school from out-side. The approach is characterized by a top-down orientation; in which the innovations are based up on the knowledge produced by persons out-side the school, focusing on schools formal organization and curriculum rather than the individual practitioner in which the goals are learning outcomes. In general, the whole improvement program was made on the basis of a positivistic and quantitative evaluation of efforts (Reynolds. 1993).

However, during the 1970's and 1980's there has been a major shift in the styles and form of educational change efforts due to specific national contingencies and such international trends as worldwide economic recession, increasing emphasis on assessing results and establishing criteria for school accountability and increasing awareness that school improvement is more complex process than was formerly assumed (Husen and postlethwaite; 1994). As a result, the world wide failure of the 1960's approach to school Improvement came to be true. Reactively, the new school improvement paradigm of the 1980's came out of the recognition of this failure (Reynolds in Dimmock, 1993).

### **2.5.2 The 1980's paradigm**

The new improvement paradigm came in the early 1980's, which is still reflected in much of the writing on the school improvement that is current and in evidence today. This new orientation movement celebrated at "bottom up" approach to school improvement, in which the improvement attempts were "owned" by those at the school level; although outside the school experts would be allowed to put their knowledge forward for possible utilization. This approach tended to celebrate the practical knowledge of practitioners rather than knowledge base of researchers and focused up on needed changed to educational process rather than to school managements, or the organizational features which were regarded as reified constructs. It wanted the outcomes of the school improvement programs to be debated and discussed, rather than simply accepted as a given. The paradigm also needed to operate at the level of practitioners as Well as the level of the school, with a qualitative and quantitative measurement. Therefore, the improvement attempt the 'whole school' oriented the school based rather than outside school.



**Table1. The difference between the two approaches**

<b>Character</b>	<b>1960's</b>	<b>1980's</b>
Knowledge base	Elite knowledge	Practitioner knowledge of folklore
Targeting	Organization or curriculum based	Process based
Outcomes	Pupil outcome oriented	School process oriented
Goals	Outcomes as given	Outcomes as problematic
Focus	School focus	Teacher focus
Methodology of evaluation	'hard' quantitative evaluation	'soft' naturalistic qualitative evaluation
Site	Course, outside school	School
Focus	Part of the school	The whole school
Orientation	Top down	Bottom up

Source; Dimmock, C. (1993)

Also, as suggested by Fullan (in Peterson, 1995) some educators disagree about the degree to which change should be top-down versus bottom-up. Most agree that successful change requires both top-down and bottom-up efforts, but the best mixture of pressure and support is difficult to determine.

## **2.6 The School Improvement process**

The school improvement program plan passes through successive stages with its own procedure and requirement of the participation of different responsible bodies for the success of the program. MOE (2010) identified, the four stages of the SIP cycle, which are identified as: stage 1 (self assessment), stage 2 (Planning), stage 3 (implementation), stage 4 (monitoring).

### **Stage 1: Self-Assessment**

The overall aim of the first stage of the SIP cycle is to collect information on the situation of the 15 Standards of the SIP framework. This information will then be used in Stage 2 to develop a three-year School Improvement Strategic Plan and one-year School Improvement Action Plans. Under Stage 1 there are six different information collection activities, which are called Self-Assessments and these activities are: teacher Interviews Self-assessment, teaching Observation Self-Assessment, student tests self-assessment, parent's self-assessment, the student's self-assessment and school records self-assessment

### **Stage 2: Planning**

The overall aim of the second stage of the SIP cycle is to analyze the information collected during the Stage 1 Self-Assessment, identifying the priority areas for improvement in the school each year for the next three years and then to list this information in a three-year school improvement strategic plan and the one-year annual action plan and these two activities are undertaken by the School Improvement Committee.

### **Stage 3: Implementation**

The overall aim of the third stage of the SIP cycle is to successfully implement the Strategic Plan and Annual Action Plans. The School Improvement Committee will be responsible for ensuring that the Annual Action Plan is implemented successfully.

### **Stage 4: Monitoring**

The overall aim of the fourth stage of the SIP cycle is to monitor the implementation of the Annual Action Plan. Woreda staff, as well as School Cluster Supervisors and School Improvement Committee members will be expected to monitor the implementation of the annual action plan.

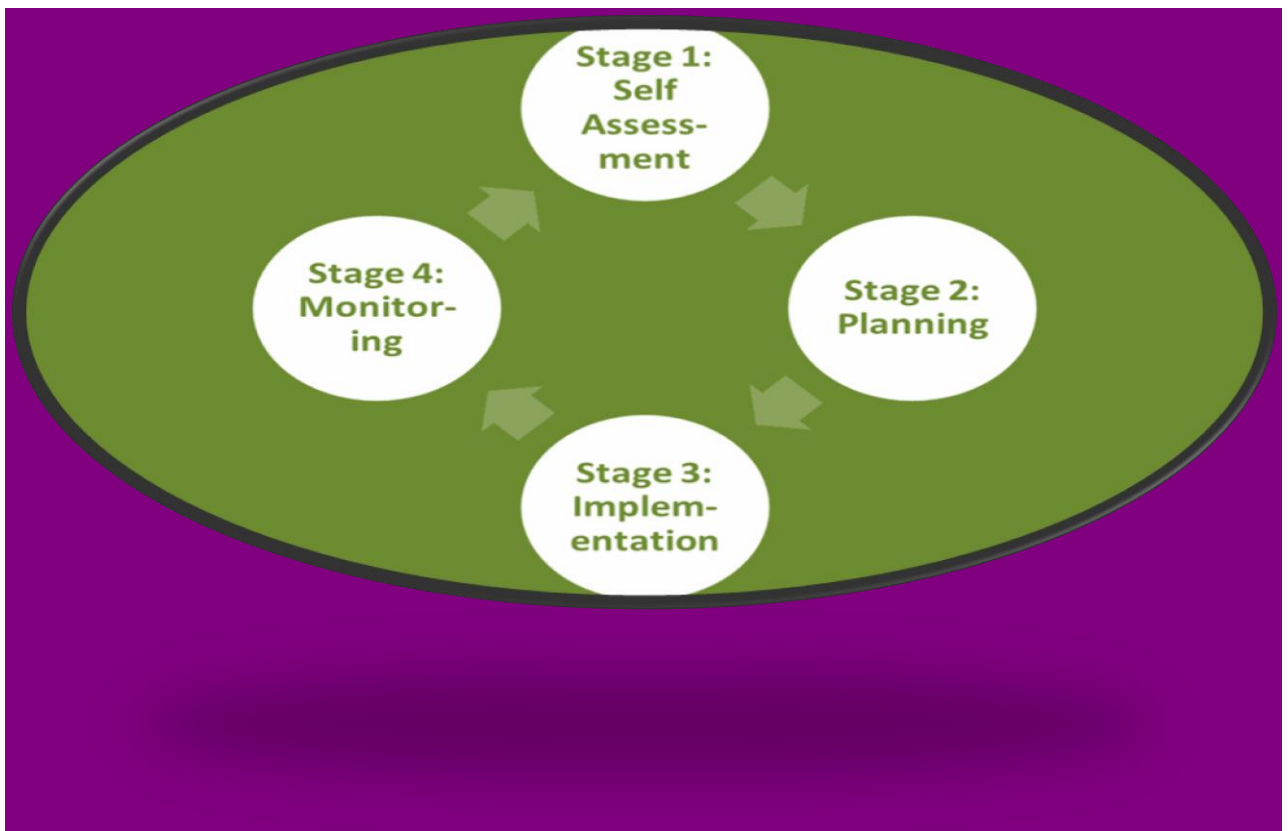


Figure 2: Stages of school Improvement program Source: *MOE (2010) page 1*

## **2.7 The Domains of School Improvement Program**

The School Improvement Program (SIP) is one of the major important programs among the six General Education Quality Improvement Package (GEQIP) set by Ministry of Education of Ethiopia (MOE. 2007).The program involves school stakeholders evaluating and planning for school improvement in the areas of: Teaching and learning, school environment, leadership and management, community involvement.(Tadesse Melesse.2012).The teaching learning- process focuses on approaches and techniques to improve teacher quality, providing instructional leaders with proven strategies and perspectives to serve students equitably. Schools where teachers teach out of field or where they are poorly prepared in their subjects, where teacher morale and engagement are low, where teachers are unable to teach well to diverse student needs, and where incompetent teaching is tolerated are severely handicapped in the pursuit of excellence (Bliss. J. R. Firestone. W. A., & Richards. E.1991).

The school environment, another important component of the program, matters a lot in promoting learning, enhancing academic achievement, and facilitating appropriate behavior in and between students. The ways in which students perceive their surroundings highly affects how they perform; thus, it is imperative to create hospitable environment where students feel secure and comfortable. (Rosenholtz. S. J. 1991)

Effective leadership can also do a lot to ensure the quality of a school's teaching staff. Some important decisions remain in the hands of officials at the region and woreda level, but principals can do much to build teacher excellence. Principals, therefore, should first model a commitment to learning. They should create a climate that values collaboration and constructive sharing of best classroom practices. Formal professional development has its place, and prospects to attend on workshops, trainings, and conferences that are related to the teachers' practice are highly important, but there are many other ways to inculcate learning into a teacher's in-school routine (Anderson, C. S. 1982).

Therefore, principals and teachers must work together to make sure that all teaching staff involve in collaborative inquiry and discussion of student work, review student achievement data and deliberate over their implications for good teaching practice, hold staff meetings that make time for substantive instructional discussions as well as administrative matter. Moreover, the leadership quality helps to empower teachers by enhancing their knowledge, skills, and dispositions in the areas of teaching, and research (Carpenter, T. P., &Fennema, E., 1992).

In addition, schools need to seek ways to enhance student learning and wellbeing by collaborating with parents and families, other education and training institutions, local businesses and community organizations. Parents and families are considered as integral members of the school community and partners in their students' learning (Fullan, M. G., 1985). Thus, the participation of the community in order to implement effectively and efficiently school improvement program has a paramount importance.

According to MOE (2007) school improvement program is developed based on the result of their view of the best practices of the schools all over the country. Accordingly, The SIP has four domains in which every domain links to each other and aims at improving students' learning outcomes.

### **2.7.1 Teaching and Learning Domain**

Quality of teaching is at the heart of successful schooling (Sammons et al. in Harris. 2005). In successful schools, teachers are well organized and lessons are planned in advance, are well structured and have clear objectives which are communicated to the students and successful teachers are sensitive to differences in the learning style of the student and adapt their teaching style accordingly.

According to Leu (2005), the characteristics of good teachers are: sufficient knowledge of subject matter to teach with confidence knowledge and skills in a range of appropriate and varied teaching methodologies, knowledge of the language of instruction, ability to reflect on teaching practice and children's responses, ability to modify teaching/learning approaches as a result of reflection, ability to create and sustain an effective learning environment, understanding of the curriculum and its purposes, particularly when reform programs and new paradigms of teaching and learning are introduced, general professionalism, good morale, and dedication to the goals of teaching ability to communicate effectively, ability to communicate enthusiasm for learning to students, interest in students as individuals, sense of caring and responsibility for helping them learn and become good people, and a sense of compassion, good character, sense of ethics, and personal discipline, and ability to work with others and to build good relationships within the school and community. Accordingly, the schools' domain of teaching learning process focuses on three elements, these are, teaching practice, learning assessment and the curriculum. Therefore, teachers are expected to plan, to make adequate preparation and present learning activities. In addition to this, research has found that the traditional teaching method is extremely inefficient as all students must be

taught with the same materials at the same point in time. And students that do not learn quickly enough with this method can quickly fall behind, rather than being allowed to learn at their natural speeds (MOE. 2007). Teachers need to have an adequate academic and professional knowledge. Besides, they are required to apply appropriate teaching methods that help in teaching large and diversified classroom. The preparation and utilization of teaching aids from locally available materials is another concern of teachers. Therefore, in order to get teachers in such position, their appointment will be made in such a way that their qualification could fit with the level they are teaching (MOE. 2007).

Curriculum is the foundation of the education system. The Ministry of Education has published curriculum policy documents that set out expectations for student learning in each grade and subject area. The expectations... describe the knowledge and skills that students are expected to develop and to demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed. To set a goal for improving the way curriculum is delivered, principals, teachers, school councils, parents, and other community members participating in the improvement planning process must understand the expectations set out by the ministry and how well the students in their school are achieving those expectations, (EIC. 2000). Teachers should understand the curriculum and develop and use additional materials in the classroom to improve student learning. One of the key responsibilities of teachers is to study the curriculum and develop supplementary materials for use in the classroom. It is important for schools to provide the time and support that teachers need to develop these supplementary materials (MOE, 2007).

### **2.7.2 Safe and Healthy School Environment Domain**

As indicated in Estyn (2001) healthy school environment for teaching and learning reflect confidence, trust and mutual respect for cooperation between staff, students, government, parents and wider community is essential for purposeful effort and achievement. Best school leaders encourage good working relationships and overcome the worst effects of contrasting on developing positive environment, high achievement and progress. Effective schools share a set of characteristics that add up to an environment that raises student achievement. By setting goals to improve a school's environment, principals, teachers, school councils, parents, and other community members can make their schools more effective places in which to learn. Effective schools share the following characteristics. These are: a clear and focused vision; a safe and orderly environment; a climate of high expectations for student success; a focus on high levels of student achievement that emphasizes activities related to

learning; a principal who provides instructional leadership; frequent monitoring of student Progress; and strong home school relations (EIC. 2000). School improvement is about the enrichment of student progress, development and achievements, so most research evidence points towards the importance of teacher development in school development. It has been shown that schools that are successful facilitate the learning of both students and teachers. An essential component of successful school improvement interventions is the quality of professional development and learning. Collegial relations and collective learning are at the core of building the capacity for school improvement. This implies a particular form of teacher development that extends teaching repertoires and engages teachers in changing their practice (Hopkins et al. in Harris. 2002). Safe schools needs a collaborative work at the school and community levels to support inclusive education for children and teachers with special needs and also, Parents / guardians of children with special needs are actively involved in the school. So teachers are responsible to use various teaching methods in order to meet the diverse student needs in the classroom, and sufficient learning and teaching materials are available (MOE. 2010). Concerning school facilities, Schools should provide quality school facilities that enable all staff to work well and all children to learn. These school facilities are: a teachers room with desks and storage; a playing area for students; adequate teaching materials; reference materials; a fence around the school grounds; tea rooms; one desk and chair per child; a library; a pedagogical center; sufficient number of toilets for teachers, girl students and boy students; clean safe water for drinking and hand washing; soap and water at all toilets; hygiene education for all students; daily cleaning of toilets; good management and maintenance of water and sanitation facilities; and, for high schools a laboratory and IT center (MOE. 2010). Parents can also play an important role in improving and maintaining the school, including the classrooms, the sports field, the tree plantations, the vegetable gardens, the nursery, etc. This can be particularly important if parents feel that their contributions of knowledge, contribute to a building fund, to enable schools to increase their classrooms. This is usually done through a monetary contribution (MOE. 2006).

### **2.7.3 School Leadership and Management Domain**

According to Harris and Muijis (2005) Leadership can be defined as providing vision, direction and support towards different and preferred state-suggesting changes. School leadership has become a priority in education policy because it believe to play a key role in improving classroom practice, school policies and the relations between individual schools

and the outside world. As the key intermediary between the classrooms, the individual school and the whole education system, effective school leadership is essential to improve the efficiency and equity of schooling (Pont et al. 2008). According to Waters, et al. (2003) School leaders must lead their school through the goal setting process in which student achievement data are analyzed, improvement areas are identified and actions for change are initiated. This process involves working collaboratively with staff and school community to identify discrepancies between current and desired outcomes, to set and prioritize goals to bridge the gap, to develop improvement and monitoring strategies aimed at accomplishing the goals, and to communicate goals and change efforts to the entire school community. Principals must also ensure that staff development needs are identified in alignment with school improvement priorities and that these needs are addressed with appropriate professional learning opportunities. The most successful school leaders are openly manage people to achieve improvements to teaching and learning and the school's leaders-minded, ready to learn from others, flexible, have a system of core values and high expectations of others, and are emotionally strong and optimistic. It asserts that these traits enable successful leaders to make progress in schools facing challenging circumstances. The study in particular found out that successful school leaders share certain attributes, such as strong sense of moral responsibility and belief in equal opportunities; belief that every pupil deserves equal opportunity to succeed; respect and value for all people in and connected with the school; passion for learning and achievement; and commitment to pupils and staff. These key attributes are common to almost all effective school leaders (Day et al. 2010). The school leadership and management domain are concerned with communicating a clear vision for a school and establishing effective management structures. The structures and processes exist to support shared leadership in which everyone has collective responsibility for student learning and School polices, regulations and procedures are effectively communicated and followed. In addition to this, the school decision-making and administrative processes (including data collection and analysis, and communicating with parents) are carried out effectively MOE (2010). Therefore, effective leadership within the school is collegial, student-center and teacher focused, promoting collective responsibility for improvement. These elements describe how school vision is collaboratively developed to be realistic, challenging and futures oriented; leaders use reflective practices to appropriate team demonstrates effective resource management to achieve results.

#### **2.7.4 Community Involvement Domain**

There are always interaction and interdependence wherever society exists. The major roles that community could perform in the development of education is effective participation in school construction and encouraging parents to send their children to school and motivate children to stay in school. However, some parents are indifferent about their children's progress and failure in school work and throw away their responsibilities on school. On the other hand, schools are in no way meant to control the pupils out of school activities. It is the parents who should follow up their children were about and what they do. In this regard Assefa (1991) has noted that a school is not an island speared from the rest of the community that it serves. When the participation of community members in the school program is active, the objective of school will be much more facilitated. If school community interaction operates as a continuation and strengthening of the formal education program, the success of projects will be supplemented by the knowledge acquired in the formal academic program.

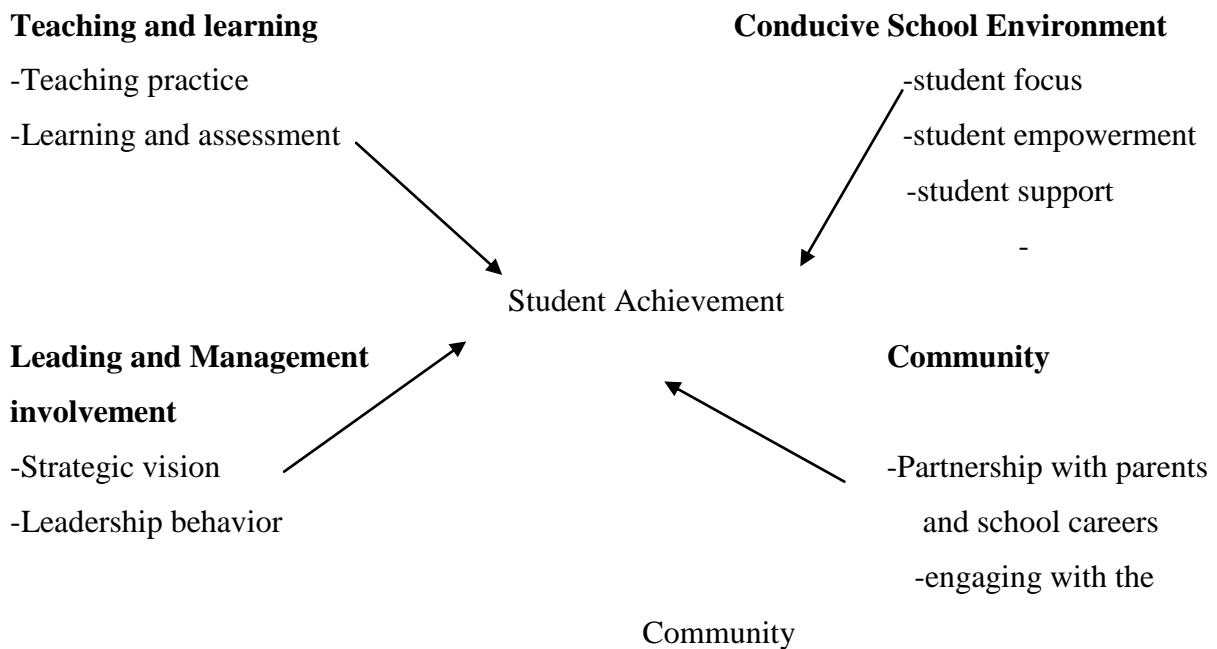
Communities and PTAs are playing important roles in all aspects of education from raising resources to managing schools. Resources are mobilized for building classrooms and schools. PTAs and community members are active in advising on the benefits of education and in encouraging parents to send their children to school so as to increase access and reduce dropout. Financial resources are raised and used to purchase basic equipment and materials, to hire and even to pay contract teachers. PTA involved in school management, preparing annual plans, follow-up disciplinary cases. Hence, communities are funding new school buildings, building teachers' houses, running non-formal education initiatives, and encouraging girls to go to school and be retained in school until they complete a given education level. However, PTAs and communities still need further capacity enhancement in carrying out quality support to help schools to function as desired (MOE. 2005). According to MOE (2006) school cannot succeed without the support of the parents and community. It is therefore essential for the school principal to develop good relations with parents especially. The simplest level is to ensure that parents and communities are always informed about what is happening in the school. Parents and communities cannot provide the necessary support for learning without a good understanding of what the school actually does. Thus, the school should communicate regularly with the community, and should receive both positive and negative feedback at regular intervals. The period for such communications should be agreed upon, and should be regular such as once a month, or once a term. It is important to consider what school responsibilities can be shared with the parents. School improvement planning can only lead to genuine and profound change if schools have at least a minimum level of



resources to work with. Without such resources, the school improvement program could become de-motivating. This can be improved when parents and local communities actively participating in school improvement planning and implementation (MOE. 2010).

Quality improvement depends strongly on the actions which the school staff and the surrounding community undertake. School staff will therefore be given the necessary tools (such as guidelines on school improvement plans), the necessary resources (through a school grant system) and relevant training to help them prepare their own plans and take relevant action in response to whatever challenges they have identified. The combinations of these strategies are expected to lead to a significant improvement in student achievement and Implementation (MOE. 2010). Quality improvement depends strongly on the actions which the school staff and the surrounding community undertake. School staff will therefore be given the necessary tools (such as guidelines on school improvement plans), the necessary resources (through a school grant system) and relevant training to help them prepare their own plans and take relevant action in response to whatever challenges they have identified. The combinations of these strategies are expected to lead to a significant improvement in student achievement

**Table 2. Domains of School Improvement Program**



Source: MOE 2007: School Improvement Framework

## **2.8 Components of General Education Quality Improvement Package (GEQIP)**

In the document of GEQIP (2007) it is indicated that the SIP components is again divided into two sub components which are the school improvement program (SIP); and the school grant program. The document further describes the main objectives of the component as improving the capacity of school to prioritize needs and to develop a school improvement program, enhance school and community participation in resource utilization decision government capacity to deliver specified amount of school grants at the Woreda level and improve learning environment by providing sufficient resource to school, and resource generation; improving the school environment.

## **2.9 Responsibilities of Key Stakeholders**

According to MOE (2010), school improvement program guidelines states the responsibilities of governmental structure that govern the overall school improvement program. Some of them are: (i) The MOE will be responsible for the coordination of the national SIP, translate, print and distribute SIP guidelines to all Regions, Zones, Woredas and Schools based on the allocations. (ii) The regional education bureaus will be responsible for the success of the SIP in each region. Translate, print, and distribute the SIP guidelines. Organize Zonal and Woreda training workshop on the SIP guidelines and monitor the SIP implementation. (iii) The Zonal education office (ZOE) staff will be responsible for providing supervision and advisory support to woredas by supervising the woreda SIP training workshops, monitor the SIP implementation. (iv) Woreda education office (WEO) will be responsible for the success of the school improvement program implementation in each woreda. By selecting three representatives from each school to attend the Woreda SIP training workshop, organize Woreda school improvement program work ship provide support to schools, monitor school grants program, undertaking the school self-evaluation.

## **2.10. Problems for implementation of school improvement program (SIP)**

The school improvement program is complex process which can be challenged by different factors during its implementation. In this respect Fullan (2001:89-90) has noted that when a new initiative is introduced into an institution it will create difficulties for both individuals and the institution. Thus for success of the program it needs to consider challenging factors prior to the implementation of the program and in due process rendering quality and relevant education to citizens has been the most challenging concern in almost all countries. It is even more serious in developing countries like ours. A lot of attempts have been made in reform and improvement to change. Endeavour has been facing challenge. Some of the problems identified by Khosa (2009) indicate that many schools are dysfunctional and are not transforming teaching schedules, physical and financial resources in learning outcomes next to curriculum delivery is poor; teachers do not complete the curriculum and pitch their teaching at levels then those demanded by the curriculum. In addition, district supports and monitoring functions are inadequate and ineffective. Last not least, community supports of schools are low.

The major problems that challenge school improvement initiatives include lack of performance standards provision for pupils, teachers and staff do not develop a standard guidance system to assess the schools, establish incentive systems encourage self and peer monitoring and evaluation and promote advocacy and social for quality education generally, the main challenge in school improvement everywhere in the world that does not match powerful and sustainable change happens in schooling is inability to make it happen in classrooms. Although many of the SIP initiatives were related to teaching and assessment practices, we heard little to suggest that classroom practices were being transformed in ways that would lead to improve students' learning (Earlet al. 2003). Stoll and Fink (1996:55) also indicate that lack of commitment or reluctance to change at schools as the other major challenge for the successful implementation of SIP. Besides that, Anderson (1992:84) states that other reluctance to change can happen due to lack of awareness on the purpose of intended change, lack of knowledge and skills needed to make the change happen, and the belief that the changes will not make any difference to them/their students. According to the school improvement program manual (MOE. 2007:2-3) the obstacles of SIP implementation include lack of commitment to depart from traditional practice, absence of responsible organized effort at all levels which could direct and monitor the program implementation, shortage of training, lack of initiative and good look on the part of some teachers and school leaders,

absence of awareness creation among stakeholders and absence of clearly stated role about the participation level of each stakeholders.

Similarly, Harris in Hopkins (2009:19) has noted difficulty to change school management arrangement and working culture as one of the challenge to SIP in developing countries. In our case; too, school improvement program seemed as it was challenged by lack of necessary inputs, lack of commitment, low level of motivation and poor leadership practices in the schools.

### **2.11. School grant as a factor influencing school improvement**

The ministry of education has begun allocating schools with grant to support school improvement program and bring quality education in the schools. In 2009. MOE issued a manual to implement school grant which has been previously stated in the blueprint book. School grant is an initiative designed by government partners (donors) to be administered by general education quality improvement packages (GEQIP). It is designed with the intention to build a capacity to the teaching learning and improve quality of alternative basic education, primary and secondary education of government and public schools MOE (2009). School grant should be spent to inputs that improve school performance and the quality of education. School grant guidelines specified items that cannot be spent on the given grant to strictly direct the money for improvement and avoid misuse. Accordingly, items prohibited from spending funds of school grant includes new building classrooms, teachers' salaries and per dimes, PTA members payment, Television, fuel and weapons MOE (2009). School grant funds must be used for items that would improve the quality of educations at schools. The source of fund is GEQIP from the centre; that is ministry of education and allocated it to the regions. Allocations of school grant is good start that helps schools to buy necessary inputs to support school improvement endeavors.

### **2.12. Monitoring and evaluation for school improvement program**

Questions arisen in school improvement program implementation such as what does it mean to be improving school? And how can it be measured? Need to be answered and decision about schools and children are likely to be based on these evidences. This point stretched to the evaluation process in areas of intense activity for several decades; they are in many ways, still in their infancy (Earl et al. 2003). The work that has been done in many different countries; certainly, extended knowledge and understanding about ways in which education and the broader and community can engage in the process of improving school. Goldstein

1998 in Earl et al (2003) indicates that the academic research community is just beginning to become more effective and to develop research methodologies and analysis technique that capture the complexity of change. It is imperative that the concept of the school improvement is just beginning to establish some comprehensive models of how school can change to became more effective and to develop research methodologies and analysis techniques that capture the complexity of change. It is impressive that the concept of the school improvement is clearly defined and understood and the measurements used to represent in congruent within the definition. The implication of measuring school improvement is for reaching with regard to the trends in evaluating of school improvement initiatives.

### **2.13. Countries experience in school improvement implementation**

This part dealt with some experience over the world which exercised SIP. Accordingly, an attempt has been made to assess of their research findings and literatures on the issue of SIP on the ground long history on the development of the program and experience.

#### ***2.13.1. The case of USA***

Goodlad (1966) in Lieberman, (2005:2), discussing about the roots of school improvement in the context of the USA states that: ...sponsored by the growing infusion of federal funds through the national defense education act of 1958, the national science foundation and other private foundations educators began to look more closely at schools, classrooms and the curriculum and how to improve theme, who was to take responsibilities to take change? How were they to be made? What conditions would be necessary to support serious reform? These were some questions that were gaining national attention as, for the first time, large amounts of federal funds were being appropriate to improve school. Expanding Goodlad's idea, Smith and Giacquinta also in Liberman, (2005:3), stated that curriculum reform efforts, civil right movement pressures, commitment towards, —war on poverty, and money provided for a wide variety of educational programs to support equity and the improvement of school eventually cause evaluation of how school used the money and how the program for change actually made their into school practice that led to understand school as social organizations and the enormous difficulties that were involved in trying to change them and all of which to give ground for the beginning of school improvement. As a response to Evans statement, Harris, (2002), argues as follows: —within the United States; particularly, school improvement efforts are yet the success of restructuring as a means of improving schools remains questionable.

According to Jones, et al. (1988:5), the following were focus areas of school improvement strategies for Americans since world war II; —new math, flexible scheduling, desegregation, educational television, management by objectives, open classrooms, competency based curricula, micro-computers, master teachers or merit pay plans, teachers preparations programs, and —mainstreaming special needs students. Passow (1989) in Cookson, et al. (1992:454-455), have also discussed the following futures of the two waves of the post 1980s: the first wave was concerned primarily with the issue of accountability and achievement with a top-down reform measure represented by – increased graduation requirements; toughened curriculum mandates; and increased the use of standardized test scores to measure student achievement proven being ineffective to dealing with the schools numerous problems. The second wave was more decentralized to the local and school levels.

### ***2.13.2. Arab Republic of Egypt***

According to Cookson, et al. (1992:150-153), educational reform in Egypt goes back to 1868. And educational reform that took place in between 1868 and 1952 includes: democratization of education, with free and compulsory education; encouraging female education; coverage versus quality; and improvement of teachers' training. Especially in 1980s, efforts were also made through a series of declarations which aimed at – expanding compulsory education; improving quality of education; linking education to development and productivity; keeping up with the expansion of knowledge and advancement of science and technology to respond to information explosion; requiring flexibility in the education system; and demanding closer links between education and the work force. Obsolete administrative and management procedures; centralization; statute based on merit but not seniority; duplication of effort; weak communication among sectors, departments, schools; teachers shortage and lack of training; problems of curriculum development; lack of physical facilities and educational materials; academic versus technical education; drop outs and repetitions; problems of improving technical education; universalization of basic education; illiteracy; and the miss-match between skills acquired and skills required in the job market.

According to Cookson, et al. (1992:150-153), educational reform in Egypt goes back to 1868. And educational reform that took place in between 1868 and 1952 includes: democratization of education

### ***2.13.3. United Kingdom***

United Kingdom is one of the countries that have a long history by exercising school improvement program to enhance the provision of quality education. According to Hopkins (1987:8), school improvement in the UK which provided a context for more detailed discussion of the four major themes that emanated from International SIP: namely school-based review for school improvement, the role of external support, the role of the head-teacher and internal change agents in school improvement and the development and implementation of school improvement policies by education authorities. International school improvement program (ISIP) aimed in the UK improve teaching and learning of the pupils. As Hopkins et al. (1994:74) study since 1990s the model of IQEA is become the activities of the many schools across the world. Improvement of quality education for all (IQEA) is the result of international school improvement program which focuses on the improvement of teaching-learning by improving the main agents of the school. Supporting this idea Hopkins (2002:71) has discussed that IQEA project is fundamentally based up on central premises that without an equal focus on the development of capacity, or internal conditions of the school and classroom development, innovative work quickly becomes marginalized. This implies that development focusing to improve some area or partial improvement is not guarantee the school improvement; rather, the entire system needs the emphasis to be treated well to bring quality education and to realize school improvement.

### ***2.13.4. Australia***

School improvement program in Australia has a large extent been due to state education system initiatives (Marsha, 1988:13). The emergence of a very different, decentralized system in Victoria in the 1980s warrants special mention. The incoming labor government introduced series of ministerial papers during 1982-1984 to announce the creation of school council, a state board of education (Marsha, 1998:14). Moreover, this authority described that it is evident that other states education system in Australia are likely to follow the lead given by the act school authority and the Victorian education ministry in devolving decision making to the local school level. Many different patterns many emerge during the next decade, but highly likely that parents

and students will be encouraged to be more closely involved in local school decision-making. School improvement ventures in the future are therefore likely to involve and should involve parents and community members and students, as well as teachers and related professional group.

#### ***2.11.5. Ethiopia***

Education is all rounded instrument and fundamental for the production of ethical citizens and changes the behavior of the society to the desired direction of change, adopting the society with the new technology and scientific innovation initiates socio-economic cultural development of the country. In our country, to make education an instrument of development, the new policy and training was promulgated and implemented since 1994 E.C. The implementation of the new policy played crucial role in all levels of education in terms of access and equity parallel with access and equity, to improve the quality of education several activities have been done. Among those activities developing the skill and knowledge of teachers through different training mechanisms, inspection and improvement of curriculum, educational training for the leaders of education, creation of awareness in community to develop the sense of ownership and increase participation in the issues of education, increasing the supply of educational materials, supporting the instruction in the classroom by technology and the others (MOE 1999:1).

But supplying and accessing what mentioned above couldn't bring the desired result of education (MOE 1999:1). This statement in a sense improving some parts of school safeties and narrowing the gap of equity and access doesn't guarantee the role of education supposed to play and problem of quality yet not solved. According to MOE (1999), the evidence from a research conducted shows that students within different levels were scoring average result in their education. This is because of the teaching-learning system was not systematic and scientific rather than practicing routine or traditional approach in teaching and learning did not focus on the students' achievement. In response to the low level of achievement of pupils, Ministry of Education making of collaboration with the regional educators by scaling up the good practices of the schools in the countries and comforting with the experiences obtained from other countries schools improvement program was promulgated (MOE. 1999:2). 29

School improvement program is designed by focusing on quality provision of education in the classroom and improving the achievement of students'/learning outcomes/ by identifying the domains that have an impact on learning outcomes of the pupils (MOE 1999:1). In the year 1999



E.C, Ministry of Education has identified four domains of school improvement program by assuming high performing schools supporting students' learning through best. Practices across a range of elements within the four domains of school improvement program. The four domains are teaching and learning; safe, conducive climate and healthy school environment; leadership and management; and community participation. These four domains are the pillars and future can be broken-down in to elements consisting of twelve essential points. When we generalize school improvement program in Ethiopian context, the Ministry of Education has been engaged in formulation and implementation of different policies and programs, one of the land marks to this effect is putting the 1994 Education and Training Policy along with the Education Sector Strategy and Education Sector Development Program (ESDP I-III) in place. Another program recently developed and currently under implementation is the general education improvement package (GEQIP) which has six important pillars. Those are the following: teachers development program (TDP), School improvement program (SIP), civic and ethical education (CEE), information and communication technology (ICT), and curriculum improvement program (CIP) and management and leader ship. Although an attempt to provide basic education for all and the educational coverage has shown a remarkable progress, the quality of education provided in the country has a serious problem among the evidence that indicate the problem of quality in education, the result of national learning assessment MOE (2005) in ESDP III, the national primary and secondary leaving examination results researches on the implementation of curriculum, MOE (2006) are a few to mention. Due to poor quality of education students, —achievement for most subjects is below averagell. This is the main reason for the promulgation of GEQIP in Ethiopia.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Design of the Research**

For brief explanation of Current practice of SIP and also to recommend building ideas on the challenges at the implementation of SIP, it was essential to conduct descriptive research design in schools. So, descriptive research design is employed.

#### **3.2 Sources of Data**

Both primary and secondary data sources were used to get reliable information about the challenges in the implementation of SIP.

Primary data sources ,were used to give an understanding at the challenges and practice in the implementation of SIP, in case of each stakeholders and was used to investigate the boundary and role of stakeholders to take a corrective measure at the weakness of those stakeholders .These sources of primary data were teachers ,principals, CRC supervisors, Vice principals ,unit leaders, department heads, students, Sip committees and Woreda Officers.

The secondary data are those which have already been collected by someone else which have already been passed through the statistical process (Kotheri, 2004). Secondary data sources were the school SIP Three years plan and also each year's SIP plan, School report, in order to understand the challenges and practices in implementing SIP.

#### **3.3 Population, Sample and Sampling Techniques**

##### **3.3.1 The Study Population**

There are eighteen higher primary schools [5-8], nine lower primary schools, in Yayo Woreda, which are clustered into five clusters which are neighbors according to geographical placement having 4-6 schools in each clusters. There are 262 Male 194 Female Total 456 teachers in the Woreda. Each school has their own principals and SIP committee members. So, there are a total of 29 principals and SIP committee members in each school. There are also five cluster supervisors, which mean one supervisor for each Cluster, and from Woreda Education Office the SIP focal person is also a member.

### **3.3.2 Sample Size and Sampling Technique**

Starting from schools it was necessary to determine the number of respondents from each type of stakeholders, those are having a role in planning and implementing of SIP ,and also to identify the challenges in implementing SIP and then also to get a solution for those challenges. So As Yalew Endawek and Lim. show among the total population 10-30 % can fulfill the sample size. Target populations were selected using different techniques and procedures based on their characteristic intervention in the implementation of school improvement plan. So, ten primary Schools was taken as sample schools by using simple random sampling technique, to give an equal chance for each of the already arranged clusters of the study area. So the five clusters in Yayo Woreda had been included in the study to select sample schools. So, 10 sample schools were taken to manage the work of the study in terms of time and minimize cost. Regarding, sample teachers from 10 government primary schools 78 (34.2%) of teachers were selected from 233 teachers in the sample 10 schools, by using proportional simple random sampling technique. Then the teachers used simple random sampling particularly lottery system to select representative teachers from the selected schools in order to give an equal chance for all teachers of the school. Simple random sampling gives equal chance to be selected (Kothari, 2004).

On the other hand purposive sampling technique was used to get sample of 7-16 students from each school which are representatives of students, group leaders in different classes, and those who have better understanding to answer the given questions, SIPC chairman, cluster supervisors and WEO SIP focal person, since they provide relevant information.

**Table 1. List of schools, population and sample size of (teachers, students, supervisors, SIC and WEO) included in the study**

School Name	Sample source	Total number	Sample	Sample in percent	Technique
1.Sombo	Teacher	17	7	41.2%	Proportionality SRS
	Student	826	15		Purposive
2.Sobir	Teacher	10	4	41.1%	Proportionality SRS
	Student	474	7		Purposive
3.Almaz Bohm	Teacher	56	23	41.1%	Proportionality SRS
	Student	1675	19		Purposive
4.Mesengo	Teacher	29	11		Proportionality SRS
	Student	663	9	41.1%	Purposive
5.Wutete	Teacher	18	7		Proportionality SRS
	Student	974	13		Purposive
6.Gechi	Teacher	24	9	41.1%	Proportionality SRS
	Student	1125	16		Purposive
7.Achibo	Teacher	12	5	41.1%	Proportionality SRS
	Student	546	13		Purposive
8.Ordin Ongo	Teacher	11	5	41.1%	Proportionality SRS
	Student	466	12		Purposive
9.Kemise	Teacher	11	5	41.1%	Proportionality SRS
	Student	671	15		Purposive
10.Aba-Gamachis	Teacher	12	5	41.1%	Proportionality SRS
	Student	546	11		Purposive
WEO		1	1	100%	Purposive
CRC Supervi.		5	5	100%	purposive
SIPC chairman		10	10	100%	purposive
School Principal		10	10	100%	purposive
Total	Teacher=78	Student=134	Principal=5	CRC Sup.=5	WEO =1, SIPC=10

### **3.4 Data Collection Instruments or Tools**

To secure reliable and adequate information selecting of appropriate data collecting instrument is essential. Therefore, this study was mainly employed Questionnaire, Interview, Document analysis and Observation check list.

#### **3.4.1. Questionnaire**

A questionnaire was employed to collect quantitative data from selected teachers and students representatives and SIP committee members. because questionnaire is convenient to conduct or acquire the necessary information from a large number of study subjects in a short period of time; and also makes possible an economy of time and also provides a high proportion of usable response (Best and kahn, 2003).The questionnaires were prepared in English language for teachers and in Afaan Oromo for students .

The questionnaire has two parts. The first part would describe the respondent's background information, which would include sex, age, experience, position and school name. The second part consists of preparation by using Likert scales and the value of the scale was between one and five; in addition a 'Yes', "No" questions were available. I had given questionnaires for principals, Cluster supervisors and teachers which was Prepared in English by taking in to consideration that they can understand the language. I gave questionnaires for teachers by English Language, and translating to Oromic language for students to have a clear and good understanding of the questions.

#### **3.4.2 .Interview**

Interview was used to gather in-depth qualitative data from Principals, Cluster supervisors' woreda Education office SIP focal person and SIP committee chairman, representatives. An interview is very important because of having great potential to release more in-depth information, also provide opportunity to observe non-verbal behavior of respondents; gives opportunity to make clear those of unclear ideas. Opinions,perispectives ordescriptives of specific experience (Kathleen D. and Stephen. D. 2004). The semi-structured interview questions were prepared in English since it has the advantages of flexibility in which new questions could be forwarded during the interview.Even though the interview questions were prepared in English language, also possible to use additional language (Afaan Oromo) to make a brief and clear communication with the respondent.

Interview is important to find out what is in someone else's mind (Best and Khan, 2005) I will make an interview with Principals Woreda Education office SIP focal person and Cluster

supervisors to have a good Communication and to get a brief face to face explanation. The interview can be either with English or Afaan Oromo.

### **3.4.3. Observation**

Observation was used as a supportive data that may complement or set of perspective data obtained from questionnaire and interviews (Robson, as cited in Tyala and Mescht, 2008: 229). In this study also, learning facilities and the physical school environment were observed through checklists. This is because it is obvious that the adequacy and Scarce of learning facilities and situation of the physical school environment can have an impact on the implementation of SIP plan in Schools.

Observation is a true and real method to check and realize the presence of different learning facilities, the convenience and the attractiveness of the school compound and the fulfillment or scarce of facilities be ensured.

### **3.4.4. Document analysis**

Documents such as three years SIP strategic plan, and each year plan, SIP manuals, students' assessment result documents and community participation evidences were used to supplement the data obtained through questionnaire and interview. According to Abiyi et. al. (2009) document analysis can give an expert understanding of the available data.

The analyzing of documents which have direct relation to explain quality of education and students' achievement. These are three years SIP strategic plan, one year SIP plan, Rosters, tutorial, makeup documents, bench mark of students results of the school and plans of each students, documents of 1 to 5 discussion, documents of departments, action researches, documents of teaching aids prepared and used to teach are analyzed and strengths and weaknesses be evaluated and understood.

### **3.5. Methods of data analysis**

The data were analyzed both quantitatively and qualitatively. The analysis of the data was Based on the responses collected through questionnaires, interview, observation, and document analysis. With regard to the quantitative data, responses were categorized and frequencies were tallied. Percentage and frequency counts were used to analyze the characteristics of the population as they help to determine the relative standing of the respondents. The data which was obtained through closed ended question items were organized (coding, categorizing, and arranging) according to its similarities. It was processed and analyzed using Statistical Package for Social Science [SPSS] Version 20 computer programs and quantitatively analyzed by using descriptive statistics such as percentage and frequency. The chi-square at 0.05 alpha levels of significance was also applied in addition for interpreting close ended questions so as to test and observe the statistical significance difference among the response of teachers and students. Thus, the frequency and percentage were derived from the data for interpretation of the data as well as to summarize the data in simple and understandable way (Aron et al, (2008). The data collected through semi-structured interview and open ended question items were organized according to theme identified from the research questions and analyzed qualitatively. The contents were presented in narrative using well-said accurately of the study participants as illustration. The result was triangulated with the quantitative findings.

### **3.6. Procedures of Data Collection**

To ensure that the questionnaire would work as expected, it was commented by the advisors of the researchers and professionals who have completed their second and third degree. Having done this, pilot test was conducted in Yambo primary school of Yayo Woreda, which later excluded from the main study. In this regard, 18 respondents were selected for pilot testing among which 1 principal, 1 SIC chairman, 14 students were selected purposively and 9 randomly selected teachers.

After questionnaire was distributed, filled in and collected from the concerned bodies, the reliability test was employed for the four groups using Cronbache's alpha value since it is used to measure the internal consistency and item relatedness. Accordingly, SPSS computer program version 20 was used to calculate Cronbache's alpha (Kothari, 2004). Amendments were made to the instruments where necessary depending on the findings of the pilot-test.

### **3.7 Validity and Reliability Checks**

Checking the validity and reliability of data collecting instruments is very important before researchers administer the actual study, according to Muijs, D (2003, p.67) Content validity refers to whether or not the content of the manifest variables (e.g. items of a test or questions of a questionnaire) is right to measure the latent concept (self-esteem, achievement, attitudes,...) that we are trying to measure .To ensures validity of instruments, the instruments were developed under close guidance of advisors and a pilot study was carried out to pre-test the instruments.



Therefore, the researcher was conducted a pilot test on 9 teachers, 1 principal, 1 SIC chairman and 14 students of Yambo Primary school. The pilot study helps to: Determine whether the questionnaires were easily understandable by the teachers and the feedback provide an indication to modify some of the item and remove some items if it is necessary; obtain teachers suggestions and views on the items; assess the reliability of the questionnaire. Based on the result of the pilot test, three items were removed and five items were modified. To check the reliability, the Cronbach's Alpha test was used. Based on the result, the reliability coefficient of the instrument was found to be 0.820 (82.0%) and, therefore, reliable because a reliability coefficient of 0.70 and above is considered to be "acceptable" in most social science research situations.

### **3.8 Ethical Consideration**

Research ethics which refers to the type of agreement that the researcher in to his/her participants ethically. Also, the process by which researcher takes a supportive letter from the university and then bring it to the study area and offer to the corresponding office, then the office also give a supportive letter to the study area respondents to inform the participants that the information they provided only used for the study purpose. In addition the researcher ensured and feel confidential also the respondents are confidential. Therefore the researcher has communicated all primary schools legally and smoothly.

## CHAPTER FOUR

### PRESENTATION ANALYSIS AND INTERPRETATION OF DATA

Presentation Analysis and Interpretation of Data obtained from the sample schools by using Questionnaire and Interview to get the necessary answers for questions stated in chapter on under the problems of the statement are dealt in this part of the study. This part of the study is classified into two major parts. The first part is all about the characteristics of respondents, where as the second part deals with the analysis and Interpretation of the quantitative and qualitative data. Presentation and Analysis is made at the data gathered from respondents of 78 teachers, 10, principals 10 SIP committee members, 134 student representatives taken from those 10 sample schools.

To collect data Questionnaires were distributed for 78 teachers, in English language, for-134 Student representatives prepared in Afaan Oromo. An interview was also used as an instrument to gather data from 10 school principals, 5 Cluster supervisors, 1 SIP focal person from Woreda Education Office and SIP committee chairmen from each sample schools.

From the total number of questions distributed to sample respondents were answered properly and returned. So, analysis and interpretation was made based on responses given by the sample respondents. Mean and Standard deviation were calculated from the responses for the purpose of easy analysis and interpretation. Item scores for each category were arranged under five rating scales The range of rating scales was Strongly disagree=1,disagree=2,Undecided=3,agree=4, strongly agree=5.For the purpose of analysis ,the above five rank responses of the questionnaire were grouped as strongly agree and agree as Agree, Strongly disagree and disagree as Disagree. The mean value of each item and dimension were interpreted as follows. The extent of the Likert scale with a mean Value of 0-1.49 as a strongly disagree, 1.50-2.49 as agree , 2.50-3.49 as undecided , 3.5-4.49 as agree and above 4.50 as strongly agree level of performance.

#### 4.1 Background of Respondents

Background or characteristics of Respondents is used to describe background information about the sample population those are selected for the study. The following table shows the general Characteristics (age, qualification, experience) of respondents engaged in the study.

**Table 2. Respondents by Age, Qualification and Experience.**

Items	Characteristics	Students		Teachers		SIPC		Cluster-Superv.		WEO		Principal	
		No	%	No	%	No	%	No	%	No	%	No	%
1.Age	10-20	134	100%	-	-	-	-						
	21-30	-	-	20	25.3	-	-	3	60	1	10	3	30
	31-40	-	-	28	36.7	4	40	1	20			5	50
	41-50	-	-	18	22.7	6	6	1	20			2	20
	>50	-	-	12	15.2								
	Total	134		78		10		5		1		10	
2.Qualification	Gr.5-8	134	100			6	60						
	9-10					4	40						
	TTI			4	5.1								
	Diploma			53	68.4			1	20			3	30
	Degree			21	26.6			4	80	1	100	7	70
	Total	134		78		10		5		1		10	
3.Experience	1-4			8	10.1								
	5-9			12	15.2	3	30	1	20			2	20
	10-14	-	-	15	20.3	-	-	3	60	1	10	6	60
	15-19	-	-	16	20.4	-	-	1	20	-	-	2	20
	20-24	-	-	17	21.5								
	>25			10	12.7								
	Total			78				5		1		10	
4.Department	Nat.Sci.			27	35.4	-	-	3	60			4	40
	Soc.Sci.			16	20.3			1	20			2	20
	Langu.			23	29.1			1	20	-	-	1	10
	Mathe.			11	13.9								
	Another			1	1.3					1	100	3	30
	Total			78				5		1		10	

T=78, S=134 P=10 SIPC=10 WEO=1

As Table 2, item 1 above showed, 20 (25.3%), 28 (36.7%), 18 (22.7%) and 12 (15.2%) of teachers' age fall in the range of 21-30 years, 31-40 years, 41-50 years and 51 and above

years respectively. This showed that the majority of teachers in the sample primary schools of the sample schools were in middle age and younger. Therefore, being in these age categories might help the teachers to work actively and facilitate the teaching learning process. Similarly, 3 (30%), and 5 (50%) of principals' age and 3 (60%) and 1 (20%) of supervisors' age fall in the range of 21-30 years and 31- 40 years. Additionally, . Hence, this might indicate that at this age level, they might have sufficient experience to play the leadership role. Table 2 item 3 above also depicted qualification of respondents. Accordingly, 134(100%) of students are grade 5-8 learners. 4 (5.1%), 53 (67.9%), 21(26.9%) Of teachers have Certificate, Diploma and first degree respectively. But there were no teachers having a 2nd degree in the sample schools. One of the important indicators of quality of education is the number of qualified teachers. According to the education and training policy, the minimum qualification requirement for teachers at primary schools is that teachers should have obtained a Diploma in the subject they are assigned to teach (MOE, 1994). Also, as depicted in the table 2 above, 3 (30%) and 7 (70%) of principals and 1 (20%) and 4 (80 %) of Cluster supervisors had Diploma and 1st degree respectively. From these facts, it is possible to deduce that the majority of Primary school principals and cluster supervisors in Primary schools of Yayo Wsoresda are on the way of fulfilling the required position currently the place needs. So the appropriate qualification for leadership of schools has also its own role for the Implementation of SIP.

Regarding qualification of the SIP committee chairmen of primary schools 6(60%) were between grade 5-8 and 4(40%) of them are between grade 9-10 which shows the qualifications of SIP committee members was insufficient. This less qualification of SIPC members might have a negative impact on the school activities because as the qualification decrease awareness of education might also decrease. As indicated in table 2, item 3 above, 8 (10.5%), 12 (15.4%), 15 (19.2%), 16 (20.3%) 17 (21.5%) and 10(12.5%) of teachers fall in the range of service year 1-4, 5-9, 10-14, 15-19, 20-24 and above 24 years respectively. According to the carrier structure of teachers of our country, teachers are categorized into beginner teachers (1-4), teachers (5-8), higher level teachers (9-12), senior (leading) assistant (13-16) and senior (leading) teachers. Accordingly, as the data revealed the majority of teacher 17(21.5%) were fall in the range 20-24 years. This shows that in the Woreda experienced teachers are available, Having an experienced teachers is an opportunity for the effectiveness of the job. Similarly, 1 (20%), 3(60%) and 1(20%) of cluster supervisors haqd a service year of 5-9, 10-14 and 15-19 respectively. In case of Principals 2(20%),6(60%) and

2(20%) of Principals have a service of 5-9,10-14 and 15-19 years of experience respectively . which indicated that the majority of the principals and Cluster supervisors in the Primary schools of Yayo Woreda were well experienced and this might help them to contribute much to play the leadership activities well.

#### 4.2 Awareness of Stakeholders on SIP

Awareness creation in SIP implementation is the process of informing people to elevate the level of understanding on the objective of the program with intention of influencing stakeholder’s attitude towards the achievement of implementing the program. Its aim is to bring different stakeholders incorporate those performers who are expected to be involved in the program implementation to raise awareness on SIP is to promote its feasibility and credibility with in the school community.

Stakeholders can effectively involve in the program planning, implementation and evaluation if only they aware of the purpose, objectives and implementation process of the program. One of the major methods to make the stake holders about the program implementation is providing them adequate training .According to MOE, the first step in the implementation of SIP at school is providing training for stakeholders( MOE. 2011:15).

**Table 2.Awareness of teachers on SIP**

Items	Respondents		Count	Row No %	Mean	St. D	X2
1.Did you receive any training on SIP	Teacher	Yes	41	52.6	1.47	0.50	1.785
		No	37	47.4			
	Student	Yes	83	61.9	1.38	0.48	
		No	51	38.1			
2.Did you get adequate awareness on SIP from the training	Teacher	Yes	36	46.2	1.53	0.50	0.348
		No	42	53.8			
	Student	Yes	53	39.6	1.60	0.49	
		No	81	60.4			
3.Did you give training on SIP to all the stakeholders(teachers, members of students representatives and SIP committee	Teacher	Yes	10	12.8	1.87	0.33	0.345
		No	67	85.9			
	Student	Yes	30	22.6	1.77	0.41	
		No	103	76.9			

From the above table 2 Item 1 ,41(52.6%) and 83(61.9%)teachers and students respectively had been said Yes and 37(47.4%) and 51(38.1%) of teachers and students respectively had said No ,which means the majority of respondents had been taken a training given before ,but the rest need a training. As it is indicated, the computed Chi-square value  $\chi^2= 1.785$  is less than the critical value of  $\chi^2= 7.368$  at alpha level 0.05 With four degrees of freedom which shows there is no statistically significance difference among the views of supervisors and teachers on the item. This implies that SIP training was given earlier, but now days there is no SIP training given. The interviewee also confirmed this idea.

From table 2 of Item 2 about the adequacy of awareness created before 36(46.2%) and 53(39.6%) teachers and students respectively said Yes, where as 42(53.8%) teachers and 81(60.4%) students said No , From this result, it is possible to say that

The training given earlier was ineffective in discussing on the methodology of the lesson to be observed. The computed chi-square  $\chi^2=0.348$  is lower than the critical value of chi-square  $\chi^2=7.368$  at alpha level 0.05. Which means training given before is not adequate, so additional awareness creation is necessary.

From table 2 Item 3 about awareness of stake Holders 10(12.8%) of teachers and 30(22.6%) students said Yes and 67(85.1%) of teachers with 103(76.9%) students had said No.

The computed chi-square value  $\chi^2=0.345$  is less than the critical value of chi-square,  $\chi^2=7.368$  at alpha level 0.05 with four degrees of freedom. This implies that there is no statistically significant difference between the responses of the two groups. Which shows there is high problem at giving awareness to all stakeholders, so it takes more attention.

**Table 3. Involvement of Stakeholders in SIP**

Item	Respon.		Responses No & %					mean	SD	X2
			1	2	3	4	5			
1. The SIPC contribution in implementation of SIP.	T	No	13	25	22	13	5	2.65	1.14	4.125
		%	16.7	32.1	28.2	16.7	6.4			
	S	No	26	60	31	11	6	2.3	1.02	
		%	19.4	44.8	23.1	8.2	4.5			
2. Engagement of parents& community in teaching and learning process to achieve SIP objectives.	T	No	12	33	20	9	4	2.49	1.05	4.78
		%	15.4	42.3	25.6	11.5	5.1			
	S	No	11	50	35	26	12	2.8	1.1	
		%	8.2	37.3	26.1	19.4	9.0			
3. Involvement of parents and community in creating coordinative school environment	T	No	2	33	24	15	4	2.82	0.95	11.865
		%	2.6	42.3	30.8	19.2	5.1			
	S	No	7	23	33	50	21	3.4	1.1	
		%	5.2	17.2	24.6	37.3	15.7			
4. There is a strong team work among stake holders to implement SIP.	T	No	25	38	8	3	4	2.01	1.03	5.231
		%	32.1	48.7	10.3	3.8	5.1			
	S	No	23	37	25	29	20	2.8	1.3	
		%	17.2	27.6	18.7	21.6	14.9			

**Key=teacher, S=student, X=mean, SD=standard deviation, Scales-1-2.49=disagree, 2.5-3.49=undecided , 3.5-5=agree**

**The table value 7.368 at alpha=0.05 significant level with four degree of freedom.**

The above table shows about the extent to which about the contribution of SIP committees and stakeholders in the coordinating, monitoring and evaluating of SIP. Parents and local community role in implementing the program is vital regarding the statement made on its contribution in coordinating monitoring and evaluation 48.8% teachers and 64.2% students respondents said disagree, 23.1% teachers and 12.7% student agree, with 28.2% teachers and 23.1% students said undecided with (X=2.63, SD1.14 and X=2.3, SD=1.02) of teachers and students respectively. Which shows the monitoring and evaluation of SIP implementation is insufficient. The computed chi-square value  $\chi^2=4.125$  is less than the critical value of chi-

square,  $\chi^2=7.368$  at alpha level 0.05 with four degrees of freedom. This implies that there is no statistically significant difference between the responses of the two groups. The finding indicated that there is inadequacy of SIPC contribution for SIP implementation.

As it is also shown in the above Table 3 Item 2, engagement of parents with local community in teaching learning 57.7% teachers and 45.5% students said disagree where as 16.6% teachers and 28.4% students said agree, with 25.6% teachers and 26.1% students undecided, with ( $X=2.49$ ,  $SD=1.05$  and  $X=1.05$ ,  $SD=1.1$ ) of teachers and students respectively, shows that engagement of parents and local community in teaching and learning needs to get an attention. The computed chi-square value  $\chi^2=7.368$  is lower than the critical value  $\chi^2= 4.783$  at alpha level 0.05 with four degrees of freedom. This shows that there is lack of parent's participation in playing the necessary role in teaching and learning of student for the achievement of SIP. This was cross checked by the data gathered through interview. During the interview the respondents indicated that there was not sufficient linking of schools with the community stakeholders except the school principals trying to address some issues to the community. This indicated that the community stakeholders were not actively participated in the school while sending their children to school.

Regarding Table 3 of Item3 about creation of coordinative school environment by parents and the community, 45.3% of teachers and 22.4% of students said disagree; where as 24.3% of teachers and 53% of students were agreed with 30.8% and 24.6% respondents' undecided, with ( $X=2.82$ ,  $SD=3.4$  and  $X=0.95$ ,  $SD=1.1$ ), which shows that as teachers parents and the community has no enough participation in creating coordinative school environment; whereas as students parents have good participation in creating coordinative school environment. The majority 35(53%) of students indicated their agreement. Whereas, 33(45.3%) of teacher respondents revealed their disagreement. The chi-square test indicated that significant difference between the opinions of respondents as the computed chi-square  $\chi^2= 11.865$  is greater than the critical value of the chi-square,  $\chi^2=7.368$  with four degrees of freedom at the significance level 0.05.

From Table 3, Item 4, with regard to strength of team work with stake holders in Implementation of SIP 63(80.8%), 60(44.8%) teachers and students were disagree respectively, where as 8(10.3%) teachers and 49(36.5%) students were agreed and 8(10.3%) teachers, 25(18.7%) students undecided, with ( $X=2.01$ ,  $SD=1.03$  and  $X=2.8$ ,  $SD=1.3$ ). The computed chi-square value  $\chi^2=5.231$  is also lower than the critical value of chi-square  $\chi^2=7.368$  at alpha level 0.05 with four degrees of freedom. This shows that there is no



statistically significant difference between the views of both teachers and students. Thus, the result indicates that the team work in implementing SIP was weak.

### **4.3. Implementation of SIP Regarding the Four Domains**

School improvement is all about an improvement of students' understanding, beyond this it is also an improvement of every student's result achievement or outcomes. In order to achieve the objectives of SIP the program incorporate four school domains: teaching and learning, learning environment, school leadership and management and community participation. Each domain consists of 12 elements focused on different essentials that can influence students' result and learning outcomes (MOE, 2011:6).therefore this section deals with the implementation of the elements and activities that are identified to be implemented under the four domains.

#### **4.3.1. Teaching and Learning**

The main instrument having a great role in the achievement of students' capacity improvement is teaching and learning. The school improvement research base highlights the centrality of teaching and learning in the pursuit of sustained school Improvement (Hopkins, et al,1994) in teaching learning process, the teacher,, the learner, the curriculum and other variables are organized in systematic way to attain some pre-determined goals and objectives The questionnaires were designed to be rated by respondents using a five point rating scales (strongly agree, agree, undecided, disagree, strongly disagree)that can repeat respondents opinion based on the research questions, the degree to which teaching and learning activities were taking place in the given primary schools.

## Data obtained from teachers and students

**Table 4. On the four Domains: Teaching and Learning**

Items	Respondents		Respondents No & %					mean	SD	X <sup>2</sup>
			1	2	3	4	5			
1.The degree to which teachers take collective responsibility for student learning	T	No	1	6	8	35	28	4.6	0.9	5.142
		%	1.3	16.7	20.5	42.3	19.2			
	S	No	1	16	22	53	42	3.8	1.0	
		%	0.71	11.9	16.4	39.6	31.3			
2.The extent to which teachers give tutorial class by identifying students by their achievement.	T	No	1	13	16	33	15	3.6	1.0	4.67
		%	1.3	16.7	20.5	42.3	19.2			
	S	No	11	32	24	36	31	3.3	1.2	
		%	8.2	23.9	17.9	26.9	23.1			
3.The extent to which teachers give continuous assessment and give feedback.	T	No	-	1	16	38	23	4.0	0.7	5.731
		%	1.3	20.5	48.7	29.5	23.1			
	S	No	-	4	23	47	60	4.2	0.8	
		%	-	3.0	17.2	35.1	44.8			
4.The degree to which action research was conducted by stakeholders(teacher...	T	No	14	21	14	22	7	2.8	1.2	
		%	17.9	26.9	17.9	28.2	9.0			
	S	No	23	56	40	10	5	2.3	0.9	
		%	17.2	41.8	29.9	7.5	3.7			
5.The degree to which CPD is implemented in the school.	T	No	4	30	22	14	8	2.8	1.0	4.857
		%	5.1	38.8	26.9	17.9	10.3			
	S	No	13	48	36	24	13	2.8	1.1	
		%	9.7	35.8	26.9	17.9	9.7			
6. The level of teacher's participation in CPD program.	T	No	-	6	21	32	19	3.8	0.8	13.036
		%	-	7.7	26.9	41.0	24.4			
	S	No	12	45	34	29	14	2.9	1.1	
		%	9.0	33.6	25.4	21.6	10.4			

Regarding the responsibility taken by teachers from table 4 of Item 1, 7(18%), 17(12.6%) teachers and students were disagree, and 63(61.5%) teachers and 95(70.5%) students were agree, with 8(20.5%) teachers and 22(16.4%) students undecided. As it is indicated, the

computed chi-square value  $\chi^2 = 5.142$  is less than the critical value of  $\chi^2 = 7.368$  at alpha level 0.05 with four degrees of freedom which shows there is no statistically significance difference among the views of students and teachers on the item. The result of the study shows that Majority of teachers are responsible for teaching and learning process, since teaching learning is one of the four domains of SIP. Concerning item 2 of table 4, respondents were requested to rate the degree to which the Tutorial program is arranged for slow learners, only 14(18%) teacher and 43(22.1%) student respondents disagreed that tutorial program is arranged for slow learners, while 48(61.5%) teacher and 67(50%) student respondents agreed and 16(20.5%) teachers and 24(17.9%) students have not decided. The majority of teachers and students agreed on issue that tutorial program is arranged for slow learners. Teachers and students with the ( $X=3.61$ ,  $SD=1.02$ ) and ( $X=3.3$ ,  $SD=1.29$ ) respectively agreed that tutorial program is arranged for slow learners. The Computed chi-square value  $\chi^2=4.67$  is also lower than the critical value of chi-square  $X^2=7.368$  at alpha level 0.05 with four degrees of freedom. This shows that shows the agreement of the total respondents with the point. Therefore, it can be concluding that that supportive mechanism for slow learners is in a good manner and there is an agreement between opinion of teachers and students. In the case of Interview of supervisors and principals there is sometimes laissezfairness of teachers and students, and there should be points given an attention that there is a problem of choosing contents for tutorial and choosing students to be supported, it should not be as you like, the content chosen should depend on continuous assessment results of students and there should be a controlling system of teachers and students also.

As it has been shown in item 3 of Table 4, 1(1.3%) of teachers and 4(3%) of student respondents disagreed on continuous assessment had been given by teachers and 16(20.5%) of teacher and 23(17.2%) of student respondents have not decided, while 61(78.2%) of teachers and 67(50%) of Student respondents have agreed on the issue. Teachers and students reported their Agreement ( $X= 4.06$ ,  $SD=0.74$ ) and ( $X=4.2$ ,  $SD=0.83$ ) respectively that Continuous Assessment is being implemented. As it is indicated, the computed chi-square value  $\chi^2 = 5.731$  is less than the critical value of  $\chi^2 = 7.368$  at alpha level 0.05 with four degrees of freedom which shows there is no statistically significance difference among the views of students and teachers on the item. The result of the study shows the agreement of the majority of respondents with the issue. Likewise, the t-test result also suggests that there is no significant difference among the view of the two group respondents. From this one may conclude that, Primary school teachers are effective in using Continuous assessment. In this

regard, it should be understood that continuous assessment is considered as an integral part of the learning process. In line with this Harris, 1996 (as Cited in BEN-E, 2010) reflects that, ongoing assessment of student performance can Provide teachers with the information they need to improve student learning.

In item 4 of table 4, the data revealed that 15(11.2%) teachers, and 29(37.2%) student Agreed on conducting an action research by teachers while, 35(44.6%) teacher and 79(59%) of student respondents disagreed on the issue. 14(17.9%) of teacher and 40(29.9%) student respondents have not decided. Accordingly, the rating of teachers with the ( $\bar{X}=2.83$ ,  $SD=1.27$ ), show their uncertainty about the issue that action research has been Conducted by teachers, on the other hand students with the value  $\bar{X}=2.3$ ,  $SD=0.98$  disagreed that action research has been conducted by teachers.. In addition, the data gathered from interview also confirmed that teachers are not willing to do action research to solve Educational problems in their schools. Thus, it is possible to conclude that action research Has been conducted by teachers were not satisfied as teacher respondents expressed Not sure about action research has been conducted by teachers, and students confirmed that action research was not prepared expressed to them.. Therefore, based on the Responses of the majority of teachers and the researcher's document analysis, it can be said that the action research has been conducted by teachers were far from truth. The this indicates that there is significance Difference between the opinions of Teachers and students regarding the issue. Therefore, as information gathered from questionnaire, interview, and document observation we conclude that there is low commitment of teachers, in conducting action research to solve problems in student learning. In this regard, the MOE (2011) stated that teachers are the main actors among the stakeholders in the improvement of schools and growing of student out come. As it is indicated, the computed chi-square value  $\chi^2= 3.134$  is less than the critical value of 7.368 at alpha level 0.05 With four degrees of freedom which shows there is no statistically significance difference among the views of students and teachers on the item. The result of the study shows

Regarding Continuous Professional Development program Implementation In Table 4, Item 5, 34(43.6%) teachers and 61(45.6%) students disagree and 22(28.2%) teachers, 36(26.9%) students not decided, where as 22(38.2%) teachers and 37(27.6%) students were agreed. when evaluated with mean value of teachers ( $\bar{x}=2.89$ ,  $SD=1.09$ ) and teachers ( $\bar{x}=2.8$ ,  $SD=1.13$ ) with over all mean 2.84 ,which shows both respondents are uncertainty about the implementation of continuous professional development is primary schools. Even though CPD is one of the six pillars of quality of education by improving

teachers' academic performance and enhancing experience sharing between teachers, teachers show resistance and lack commitment.

In case of teachers' participation at CPD 6(7.7%) teachers and 57(42.6%) students rated disagree, where as 51(65.4%) teachers and 43(32%) students agreed with the issue, with 21(26.9%) teachers and 34(25.4%) students said undecided. Which shows that as teachers said there is participation in the program, where as the opinion of majority students participation of teachers in CPD is inadequate and The chi-square test indicated that significant difference between the opinions of respondents as the computed chi-square  $\chi^2=13.068$  is greater than the critical value of the chi-square,  $\chi^2=7.368$  with four degrees of freedom at the significance level 0.05. Is not far from preparing a CPD plan and module that means, their function is rest only at identification of problems.

### 4.3.2. Learning Environment

Table 5.Data obtained from Teachers and Students

Strongly agree=5, agree=4, undecided=3, disagree=2, strongly disagree=1

Items	Resp o.	Respondents No & %					mean	SD	X2
		1	2	3	4	5			
1.The presence of clearly defined and accepted student governing rule	T No %	-	4	9	37	28	4.14	0.82	6.315
		-	5.1	11.5	47.4	35.9			
	S No %	2	12	22	60	38	3.8	0.96	
		1.5	9.0	16.4	44.8	28.4			
2. There is positive relationship among teachers.	T No %	-	-	5	33	40	4.45	0.06	5.102
		-	-	6.4	42.3	51.3			
	S No %	-	16	17	60	51	4.16	0.81	
		-	4.5	12.7	44.8	28.1			
3. There is positive relationship between teachers and students.	T No %	-	9	20	38	11	3.69	0.86	3.140
		-	11.5	25.6	48.7	14.1			
	S No %	-	1	17	50	66	4.3	0.72	
		-	0.7	12.7	37.3	49.3			
4. The school compound is attractive and welcoming to students.	T No %	-	10	13	34	21	3.8	0.96	2.641
		-	12.8	16.7	43.6	26.9			
	S No %	-	7	27	64	36	3.9	0.82	
		-	5.2	20.1	47.8	26.9			
5. The school compound is highly safe (teachers and students feel secure in the school).	T No %	-	-	4	34	40	4.46	0.59	4.015
		-	-	5.1	43.6	51.3			
	S No %	-	1	14	59	60	4.3	0.69	
		-	0.7	10.4	44.0	44.8			
6.The school policies and expectations are well communicated and understood by teachers, students and parents	TN %	-	7	16	31	24	3.92	0.94	15.14 3
		-	9.0	20.5	39.4	30.8			
	SNo %	10	33	55	34	2	3.92	0.94	
		7.5	24.6	41.0	25.4	1.5			
7.Teaching and learning materials are adequately available in the school	T No %	-	7	10	34	27	4.03	0.92	3.185
		-	9	12.8	43.6	34.6			
	S No %	-	4	33	45	52	4.08	0.86	
		-	3.0	24.6	33.6	38.8			
8.Availability of facilities(water, supply, cafeteria, latrine...)for teachers	T No %	3	13	17	33	12	3.4	1.06	4.314
		3.8	16.7	21.8	42.3	15.4			
	S No %	3	25	24	51	31	3.6	1.10	
		2.2	18.7	17.9	38.1	23.1			
9. Availability of facilities (water, supply, cafeteria, latrine...) for students.	T No %	5	14	21	33	5	3.2	1.03	6.814
		6.4	17.9	26.9	42.3	6.4			
	S No %	5	23	35	52	19	3.4	1.05	
		3.7	17.2	26.1	38.8	14.2			
10. Presence of conducive and suitable classrooms for teaching learning.	T No %	-	7	13	34	24	3.96	0.92	3.101
		-	9.0	16.7	43.6	30.8			
	S No %	4	10	33	56	31	3.7	0.99	
		3.0	7.5	24.6	41.8	23.1			

The Table value 9.487, at 0.05 significant levels with four degree of freedom.

Each school should have clearly defined, consistent and mutually accepted student governing rules. Accordingly the table shows that 4(5.1%)% of teachers and 14(10%)student respondents are disagree ,9(11%) of teachers and 22(16%) student% are undecided. whereas 65(83.3%) teachers and 98(73.2%) of students are agree. Regarding Mean values expression of agreement Teachers ( $x=4.14$ ,  $SD=0.82$ ) and students ( $x=3.8$ ,  $SD=0.96$ ), shows the presence of students' governing rules those are accepted by the stake holders. Accordingly, the computed value  $X^2=6.315$  was found to be less than the table value of  $X^2=7.368$  with four degrees of freedom at the 0.05 level of significance. This implies that there is no statistically significance difference on the response of the two groups of respondents. Result obtained from open-ended questions also revealed that rules and regulations are crucial issues in any organization to accomplish the task uniformly and on time effective and efficiently, the same is true for students that the presence of clear policy and rule which is understood by all stakeholders.

It is obvious that if there are positive relations among teacher's students and between teachers and student the teaching and training process will be smooth. As it can be seen from the table in item 3, 29(36.6%) of students and 1(0.7%) of students are disagree ,with 20(25.6%) teachers and 17(12.7%) students not decided, where as 49(62.98%) teachers and 116(86.6%)student respondents were agreed. In mean value of teachers ( $x=3.69$ ,  $SD=0.86$ ) and ( $x=4.3$ ,  $SD=0.72$ ) of Students; which shows majority of respondents said that the relationship between teachers and teacher students also has no problem and there is no difference in respondents' idea in the primary schools of Yayo Woreda. The computed chi-square value  $x^2=3.140$  is lower than the table value  $x^2=7.368$  at significant level 0.05 with four degrees of freedom. Thus, this implies that there is no statistically significant difference between

The views of the two groups of the respondents. As confirmed from an interview of supervisors, principals and SIPC representatives, no hard conflicts occurred between teachers and students and with each other.

Concerning whether the school compound attractiveness 10(12.8%) teachers and 7(5.2%) student respondents are disagree, 13(16.7%) teachers and 27(20.1%) students are undecided and 55(69.5%) of teachers and 100(74.7%) of teachers are agreed. To express their agreement by mean value, teachers ( $\bar{x}=3.8$ ,  $SD=0.96$ ), and ( $\bar{x}=3.9$ ,  $SD=0.82$ ) of students, which can be concluded as school compounds in primary schools are attractive, and both respondents are agreed at the issue. Accordingly, the computed value  $X^2=2.641$  was found to be less than the table value of  $X^2=7.368$  with four degrees of freedom at the 0.05 level of significance. This implies that there is no statistically significance difference on the response of the two groups of respondents. As seen from the Review check list majority of schools had been decorated with different flowers, fences and attractive pictures.

In item number 5 of Table 5, 74(94.9%) of teacher, 119(88.8%) of students agreed on the Existence of safe and stable learning environment in the sample primary school, while 0(0%) of teacher respondents and 1(0.7%) of students disagreed on the Existence of safe and stable learning environment in the sample primary school, while 0(0%) of teacher respondents and 1(0.7%) of students disagreed .4(5.1%) of Teachers and 14(10.4%) of have not decided. Teacher and students seem to agree that there is appropriate physical environment (safe, stable and Positive atmosphere in school compound) for teaching and learning process ( $\bar{X}= 3.58$ ,  $SD=1.12$ ) and ( $\bar{X}=3.66$ ,  $SD=1.32$ ) teachers and students respectively. Accordingly, the computed value  $X^2=4.015$  was found to be less than the table value of  $X^2=7.368$  with four degrees of freedom at the 0.05 level of significance. This implies that there is no statistically significance difference on the response of the two groups of respondents. Hence, one could possibly recognize from the result above and the review check list the researcher seen there is appropriate physical environment (safe, stable and Positive Atmosphere in school compound) for teaching and learning process. In line with this Estyn (2001) suggests that, healthy school environment for teaching and learning reflect Confidence, trust and mutual respect for cooperation between staff, students, government, Parents and wider community is essential for purposeful effort and achievement.

Regarding Item 6 of table 5. question asked as whether the rules and policies are understood and communicated by stakeholders 7(9%), and 43(31.1%) students and teachers respectively are disagreed, with 16(20%) and 55(41.0%) teachers and students not decided, where as 55(70.5%) teachers and 36(26.9%) of students were agreed, By mean value of teachers



( $x=3.92$ ,  $SD=0.94$ ) and students of ( $x=3.8$ ,  $SD=0.92$ ), The chi-square test indicated that significant difference between the opinions of respondents as the computed chi-square  $\chi^2=15.143$  is greater than the critical value of the chi-square,  $\chi^2=7.368$  with four degrees of freedom at the significance level

0.05. One can conclude that school policies and rules are well communicated with teachers, where as there is inadequacy of communicating those rules with students, that is why uncertainty of students were seen at students. As confirmed from an interview of principals and supervisors there is inadequacy of clarifying rules and policies for students, due to lack of attention.

Concerning the availability of teaching and learning materials adequately 7(9%) of teachers and 4(3%) students disagree, 10(12.8%) teachers and 33(24.6%) students are undecided, where as 61(78.2%) of teachers and 97(72.4%) of students are agree. By mean value of teachers  $X=3.92$ ,  $SD=0.94$ , and  $X=3.8$ ,  $SD=3.8$  students and teachers respectively The computed chi-square value  $\chi^2=4.314$  is lower than the critical value of  $\chi^2=7.368$  with four degrees of freedom at the significance level of 0.05 implying that there is no statistically significance difference among the respondents, shows in majority primary schools teaching learning materials are fulfilled and there is an agreement off idea given by both respondents; and as also supported by an interview and review checklist in addition to community participation and different cells and rental revenues, School Grant budget given to schools minimizes problems of teaching learning materials and facilities.

As the table depicts whether there is the availability of necessary facilities for teachers or not 16(20.5%) teachers and 28(20.9%) students said disagree, 17(21.8%) teachers and 24(17.9%) of students are undecided, 45(57.7%) of teachers and 82(61.2%) students are agree. By mean value of teachers  $X=3.4$ ,  $SD=1.06$ ; and students  $X=3.6$ ,  $SD=1.0$  which shows facilities such as Latrine ,water supply, library, play ground are more or less available in Primary Schools. The computed Chi-square value  $\chi^2=4.314$  is lower than the critical value of  $\chi^2=7.368$  with four degrees Of freedom at the significance level of 0.05 implying that there is no statistically Significance difference among the respondents.

As known, Conducive class room has a vital role in the teaching and learning process concerning whether the classroom is suitable or not, class size also has a negative and positive effect on the teaching learning process. Accordingly, the table shows whether the class rooms are conducive or not that 7(9%) teachers and 14(10.5%) of student respondents disagree, 13(16.7%) teachers and 33(24.6%) students are undecided, where as 58(74.4%) of

teachers and 87(64.9%) of students are agreed. Regarding Mean of both respondents ( $x=3.96$ ,  $SD=0.92$ ) of teachers and ( $x=3.7$ ,  $SD=0.99$ ) of students which shows class rooms in the majority primary schools are conducive. The computed Chi-square value  $X^2= 3.101$  is lower than the critical value of  $X^2= 7.368$  with four degrees of freedom at the significance level of 0.05 implying that there is no statistically Significance difference among the respondents.

According to the data collected with regard to the learning environment domain it is shown that on the average with the mean value of 3.97 respondents said that there is clearly definite, consistent and mutually accepted student governing rules. In contrast the average respondents with the mean value of 4.30 responded that there is positive relations among teachers ,students and between teachers and students, concerning whether the school compound is attractive and welcoming to students on the average with the mean value of 3.85 respondent said that the school compound is attractive and welcoming to student, teachers and parent consequently, on average with the mean value of 4.38 the school compound is highly safe (teachers and students feel secure in the school) Concerning the data collected to asses Learning environment Domain it is shown that on the average with the mean value of 3.86 respondents said that the school policies and expectations are well communicated to teachers, students and parents. . The role of adequate availability of teaching and learning materials are undeniable In this regard, respondents with the mean value of 4.05 responded that there is adequate teaching learning materials in the school. Regarding the necessary facilities for teachers on the average with the mean value of 3.5 respondents said that there is adequate facilities are available. In contrast the average respondents with the mean value of 3.3 responded that there are necessary facilities for students. in contrast the average respondents with the mean value of 3.8 responded that the class size rooms are conducive Consequently, on average with the mean value of 3.8 the class rooms are suitable places and have conducive conditions for teaching and learning.

### **4.3.3. Leadership and management**

In any organization also in schools effective and efficient management is a determinant factor for the successful accomplishment of any program. The success of SIP plan implementation also directly related with school leader practices. School leaders play an important role in promoting and sustaining change in schools .According to MOE (2011:12) it is expected of school leaders and management to bring sustainable improvement in schools. This implies school leaders are responsible and accountable for the problems and failure of SIP

implementation and it is expected of them to find solutions for the identified problems and to adapt good practices for the success of the area under study.

### Data obtained from Teachers and students

**Table 6. Leadership and Management**

Items	Res pon.	Respondents No & %					mea n	SD	X2
		1	2	3	4	5			
1. The extent of participation of teachers and students in decision making and resource management.	T No	-	8	19	35	16	3.12	0.98	3.192
	%	-	10.3	24.4	44.9	20.5			
	S No	5	19	35	49	25	3.5	1.07	
	%	3.7	14.2	26.1	36.6	18.7			
2. Communication of school leadership and community in the implementation of SIP.	T No	-	2	15	39	22	4.03	0.76	4.910
	%	-	2.6	19.2	50.8	28.2			
	S No	-	2	26	66	37	4.0	0.78	
	%	-	3.7	19.4	49.3	27.6			
3. The school leadership and management give available resource for SIP implementation.	T No	2	12	21	33	10	3.4	0.98	3.085
	%	2.6	15.4	26.9	42.3	12.8			
	S No	2	17	35	55	25	3.34	1.89	
	%	1.5	12.7	26.1	41.0	18.7			
4. Principals' regular supervision of classroom instructions for constructive feedback.	T No	7	15	21	25	10	3.2	1.16	2.175
	%	9.0	19.2	26.9	32.1	12.8			
	S No	1	20	27	58	28	3.68	0.99	
	%	0.7	14.9	20.1	43.3	20.9			
5. Presence of timetable or schedule to evaluate students' grade achievement and giving timely feedback.	T No	8	32	20	15	3	2.6	1.02	1.983
	%	10.3	41.0	25.6	19.2	3.8			
	S No	22	54	31	28	9	16.4	40.3	
	%	16.4	40.3	23.1	13.4	6.7			

As shown in the above table Concerning the participation of teachers and students in decision making 8(10.3%)% of teachers and 24(17.9%) of student respondents disagree, 19(24.4%) of

teachers and 35(26.4%) of students undecided, where as 51(65.4%) of teachers and 74(45.3%) of students are agree. when an agreement between respondents is expressed ( $X=3.7,SD=0.09$ ) of teachers and ( $X=3.5,SD=1.07$ ) of students shows decisions in schools are participatory as an idea of both respondents.

As shown in item 2 of table 6, respondents were asked to rate the ability of school leaders in creating communication with the school community, in the complementation of SIP, 2(2.6%) of , teachers and 2(3.78%) of students said disagree, 15(19.2%) teachers and 26(19.4%) of students rated undecided where as 61(73%0 of students and 103(76.9%) of students rated agree. Accordingly, the respondent teachers were rated the item with ( $X=4.03, SD=0.76$ ) and students ( $X= 4.0, SD=0.78$ ) shows the communication programs designed or arranged by principals with community has no problem as expressed by both respondents without difference in idea.

Regarding Item 3 of Table 6, respondents were asked whether the school leadership and management give available response for SIP problems; 14(18%), and 19 (14.2%) teachers and students rated disagree respectively and 21(26.9%), 35(26.1%) teachers and students respectively said undecided, where as 43(55.1%) of teachers and 80(59.7%) of students were rated agree. To express the agreement of the two respondents ( $X=3.4, SD=0.98$ ) of teachers and ( $X=3.3, SD=1.04$ ) uncertainty of the majority of respondents at the issue.

From Item number 4 of Table 6, respondents were asked about Continuous follow up, monitoring and support or feedback of student learning, 40(51.9%) of teachers and 76(56.2%) of student respondents disagreed on continuous follow up, monitoring and support of student learning. On the contrary, 18(23.2%) teachers and 27(19.6%) of students agreed and 31(14.9%) of Teachers and 27(20.1%) students have not decided. Consequently, majority of teachers and students expressed their disagreement ( $X= 3.2, SD=1.16$ ) and ( $X=3.68, SD=0.99$ ) respectively. This means that, the schools under study were carried out lack of Continuous follow up, monitoring and support of student learning.

Since the calculated value of  $X^2$  of (Item 1,2,3,and 4) 3.192,4.910,3.085 and 2.175 respectively are less than the critical value 7.368 , at a significance level of 0.05,with four degree of freedom. This implies that there is no significant difference of the opinion of both respondents on the given items. The result indicates that participants responded to the same direction.

#### 4.3.4. Community participation domain

**Table 7. Data obtained from teachers and students**

Strongly agree=5, agree=4, undecided=3, disagree=2, strongly disagree=1

Items	Respond.		Respondents No & %					mean	SD	X2
			1	2	3	4	5			
1. The extent to which parents contributed in fund raising activity in the school.	T	No	-	1	15	39	23	4.07	0.73	5.720
		%	-	1.3	19.2	50.0	29.5			
	S	No	-	9	27	61	37	3.9	0.86	
		%	-	6.7	20.1	54.5	27.6			
2. The extent to which PTA have contributed for the resources of the SIP.	T	No	1	10	40	27	-	4.1	0.70	11.930
		%	1.2	12.8	51.3	34.6	-			
	S	No	1	4	26	59	44	4.05	0.84	
		%	0.7	3.0	19.4	44.0	32.8			
3. The extent to which parents follow up their children and involve in their learning to improve their achievement.	T	No	14	39	19	6	-	2.2	0.83	1.980
		%	17.9	50.0	24.4	7.7	-			
	S	No	30	43	32	17	12	2.5	1.22	
		%	22.4	32.1	23.9	12.7	9.0			
4. The extent to which parents discuss with teachers on students 'achievement and discipline.	T	No	10	28	26	11	3	2.6	1.01	2.651
		%	12.8	35.9	33.3	14.1	3.8			
	S	No	14	45	37	31	7	2.7	1.07	
		%	10.4	33.6	27.6	23.1	5.2			
5. The degree to which parents discuss with the school leaders on teaching and learning.	T	No	2	6	15	33	21	3.8	1.0	4.317
		%	2.6	7.7	19.2	42.3	26.9			
	TS	No	-	11	36	57	30	3.79	0.88	
		%	-	8.2	26.9	42.5	22.4			

It is known that, schools use different ways of getting income from different mechanisms for fund raising activities. Regarding the parents contribution in fund raising activities 1(1.3%) teachers and 9(6.7%) students rated disagree, 15(19.2%) teachers and 27(20.1%) students not decided where as 62(79.5%) teachers and 98(73.1%) agreed with the issue. With teachers ( $X=4.07$ ,  $SD=0.73$ ) and students ( $X=3.9$ ,  $SD=0.86$ ) shows parents and the society helps the

school financially and there is no problem in case of fund raising of the parents. The calculated chi-square value  $\chi^2=5.720$  is less than the table value  $\chi^2=7.368$  at significant level of 0.05 with four degrees of freedom. This implies that there is no statistical significant difference between the responses of the two groups of respondents. Thus, it could be said that the participation of the community at fund raising is in a good manner. As understood from an interview the community in majority schools have a ground rules to control their participation and also has fund raising mechanisms.

Concerning Item 2 of Table 7, the contribution of parent teachers associations is vital for the success of the school improvement program. Accordingly on the table 11(14%) teachers and 5(4.1%) of student respondents rated disagree, and 40(51.3%) of teachers and 26(19.4%) of students not decided where as 27(34.6%) of teachers and 103(76.8%) students are agreeing. In the case of the two respondent groups agreement wise ( $X=4.1$ ,  $SD=0.7$ ) teachers and ( $X=4.05$ ,  $SD=0.84$ ) of students value shows that even if in the case of majority of teachers uncertainty about the issue is seen, and majority of students and the rest of teachers rated agree and least respondents disagreed, A chi-square test value  $\chi^2=11.930$  is greater than the table value of  $\chi^2=7.368$  at a significant level of 0.05 with four degrees of freedom. This implies that there is statistically significant difference between the responses of the two groups.

In item 3 of table 7, the respondents were asked to rate the status of schools regarding parents follow up, monitor and visit the learning activities of their students require accordingly, the respondents were rated the status of enabling parents to follow up and visit the students learning Regularly 53(67.9%) and 73(54.5%) of teachers and students respectively disagree, 19(24.4%) and 32(23.9%) not decided, where as 6(7.7%) teachers and 31(29.8%) of students agreed at the issue with the mean value of teachers  $X=2.2$ ,  $SD=0.83$  and students  $X=2.5$ ,  $SD=1.22$ . The calculated chi-square value  $\chi^2=1.980$  is less than the table value  $\chi^2=7.368$  at significant level of 0.05 with four degrees of freedom. This implies that there is no statistical significant difference between the responses of the two groups of respondents. the case of teachers parents follow up of their students in learning is at low level and enabling parents to monitor and visit their students learning regularly and it needs great attention.

As it can be indicated in Table 7 of item 4 respondents were asked whether there is a discussion between parents and teachers about students achievement or SIP, Accordingly, 14(17.7%) and 73(54.5%) teachers and students respectively said disagree, 6(7.7%) teachers and 38(28.7%) students disagreed; with 26(33.9%) teachers and

37(27.6%) students undecided, which shows there is no clear arranged discussion between parents and teachers. The calculated chi-square value  $\chi^2=2.651$  is less than the table value of  $\chi^2=7.368$  at significant level 0.05 with four degree of freedom. This implies that there is no significant difference between the responses of the two groups of respondents. This means absence of discussion between parents and teachers has a great impact on the implementation and achievement of SIP.

Regarding Item 5 of Table 7, As it is known that discussion of parent with the school leaders on teaching learning and students results is vital, concerning this depicts that 8(10.3%) and 11(8.2%) of teachers and students respectively rated disagree, and 15(19.2%) and 36(26.9%) teachers and students respectively are not decided, where as 54(69.2%) of teachers and 87(64.9%) of students agreed at the issue. In expressing their agreement teachers ( $X=3.8$ ,  $SD=1.0$ ) and students ( $X=3.79$ ,  $SD=0.88$ ), the calculated chi-square value  $\chi^2=4.317$  is less than the table value  $\chi^2=7.368$  at significant level of 0.05 with four degrees of freedom. This implies that there is no statistical significant difference between the responses of the two groups of respondents. Which indicates that having the same idea of both respondents there is a program arranged to discuss parents with school leaders; but as supported from Interview of principals and supervisors the discussion programs are at a maximum of three times a year, so we commented each other that the program should be added.

#### 4.5 Data Obtained from Teachers and students

**Table 8 .Factors that challenged the implementation of SIP**

Items	Respon	Respondents No & %			mean	SD	X2
		1	2	3			
1. Shortage of materials and financial resources.	TNo %	48	11	29	2.55	1.2	4.092
		61.5	14.1	21.7			
	SNo %	82	30	22	2.3	1.1	
		61.2	22.4	16.4			
2. Absence of collaboration among stakeholders.	TNo %	20	21	21	3.4	1.1	0.982
		25.6	26.9	37			
	SNo %	39	36	59	3.3	1.1	
		29.1	26.9	44			
3. Absence of self evaluation at the end of each academic year.	TNo %	15	24	39	3.5	1.0	5.542
		19.2	30.5	50			
	SNo %	44	34	56	3.2	1.2	
		32.9	25.4	41.8			
4.High turnover of principals	TNo %	35	20	23	2.8	1.2	3.182
		44.9	25.6	29.4			
	SNo %	48	42	44	2.9	1.2	
		35.8	31.3	32.8			
5.Lack of awareness about SIP of stakeholders in the school	TNo %	18	24	36	3.4	1.1	2.356
		23	30.8	46.2			
	SNo %	36	40	58	3.3	1.2	
		26.9	29.9	43.3			
6. Teachers resistance to the program.	T No %	17	25	36	3.3	1.1	12.435
		21.8	32.1	26.2			
	S %	32	39	63	3.4	1.1	
		23.8	29.1	47			
7. The limitation of professional support from WEO.	T No %	25	16	37	3.2	1.3	5.295
		32	20.5	47.4			
	SNo %	42	27	65	3.3	1.2	
		31.4	20.1	48.5			
8. Lack of commitment of stakeholders.	T No %	16	22	40	3.4	1.1	0.102
		20.5	28.2	51.3			
	S No %	36	34	64	3.39	1.2	
		26.9	25.4	47.7			
9. Lack of follow up and giving continuous feedback.	T No %	16	19	43	3.6	1.1	15.293
		20.5	24.4	55.1			
	SNo %	28	41	65	3.49	1.2	
		20.9	30.6	48.5			
10. Absence of SIP plan at schools.	TNo %	39	15	24	2.6	1.2	6.284
		50	19.2	30.8			
	SNo %	70	36	28	2.6	1.1	
		52.3	26.9	30.9			

Key: 1=low, 2=medium, 3=high; Level of agreement :< 2.50=low, 2.5-3.49=medium,

3.5- 5.0=high



The table value 7.368 at  $\alpha=0.05$  with four degree of freedom.

As indicated in Item 1 of table 8, the respondents were asked to rate about shortage of materials and educational finance for the implementation of SIP ,48(61.5%)of teachers and 82(61.2%) of students said Low,11(14.7%) and 30(22.4%)teachers and students rated Medium ,where as 11(14.1%) Of teachers and 30(22.1%) of students rated High; with mean value of teachers( $X=2.55,SD=2.4$ ) and students( $X=2.3,SD=1.16$ ). The calculated chi-square value  $\chi^2=4.092$  is less than the table value  $\chi^2=7.368$  at significant level of 0.05 with four degrees of freedom. This implies that there is no statistical significant difference between the responses of the two groups of respondents. which shows an agreement at there is no lack of finance and materials in schools. As supported by interview of principals and supervisors; as now days since there is a school grant budget given to schools there is no problem of materials and finance, unless there is a problem of using the budget or usage of the finance occurs, it is not a crucial problem to implementation of SIP.

Regarding Item 2 of table 8,In the case of absence of collaboration of stakeholders 20(25.6%),and 39(29.1%) teachers and students respectively expressed the lowness of the problem ,21(26.9%) teachers and 36(26.9%) students moderate and 21(37%) of teachers and 59(44%) of students rated the presence of the problem. ( $X=3.29, SD=1.17$ ) of teachers and ( $X=3.3, SD=1.16$ ). The computed chi-square value  $\chi^2=5.542$  is less than the table value 7.368 at significant level 0.05 with four degrees of freedom. This indicates that there is no significant difference between the responses of the two groups of respondents. Thus, it can be concluded that both respondents are agreed at the lack of collaboration of stakeholdersCollaboration among stake holders and the school to plan SIP implementation.

Concerning to question asked whether self-evaluation at the end of each academic year 15(19.2%) teachers and 44(32.9%)students rated Low,24(30.3%)teachers and 34(25.5%)of students said Medium where as 39(50%) teachers and 56(41.8%)students rated High. with mean value  $X=3.5,SD=1.07$  of teachers and  $X=3.2,SD=1.24$  which shows uncertainty of students with the issue and there is lack of self evaluation in case of teachers. The computed chi-square value  $X^2= 5.542$  is lower than the critical value  $X^2=7.368$  at alpha level 0.05 with four degrees of freedom. This revealed that there is no statistically significant difference among the opinions of teachers and student's respondents. One can conclude that self evaluation and taking corrective measure on time is a problem of yayo woreda schools.

Regarding high turnover of principals 35(44.9%)of teachers and 48(35.8%)of students said Low,20(25.6%)of teachers and 42(31.3%)of students said Medium where as 23(29.4%) teachers and 44(32.8%)students rated High. with mean of  $(X=2.8,SD=1.22)$ of teachers, $(X=2.9,SD=1.24)$  which shows uncertainty of both group respondents at the issue; But as we get from interview of principals and cluster supervisors if there was continuous and regular training and follow up the mobility of principals may not be a challenge for SIP implementation. The computed chi-square value  $X^2= 3.182$  is lower than the critical value  $X^2=7.368$  at alpha level 0.05 with four degrees of freedom. This revealed that there is no statistically significant difference among the opinions of teachers and supervisors respondents.

As the above table indicates....As depicted in item 5 of table 8, Lack of awareness or difficulty of understanding to school improvement program about SIP 18(23%) ,and 36(22.5%) teachers and students rated Low, 24(30.5%) and 40(29.9%) teachers and students respectively rated Medium where as 36(46.2%),58(43.3%) teachers and students rated High, with  $(X=3.4,SD=1.6)$ of teachers and  $(X=3.3,SD=1.27)$ of students. The computed chi-square value  $x^2=2.356$  is lower than the critical value of chi-square,  $x^2=7.368$  at alpha level0.05 with four degrees of freedom. This implies that there is no statistically significant difference among the views of teachers and supervisor's respondents

Concerning item 6 of tab 8, the respondents were asked to rate the status of teachers resistance in the implementation of school improvement program.17(21.8%) teachers and 32(23.8%)students rated Low, 25(32.1%) and 39(29.1%) of teachers and students respectively where as 36(26.2%) and 63(47%) of teachers and students rated high.

Accordingly, the teacher respondents were rated the seriousness of the item with the mean value of  $(3.62, SD=1.19, X=3.4, SD=1.17)$  of teachers, where as students choose uncertainty at the issue. The calculated chi-square value  $x^2=12.435$  is greater than the table value 7.368 at 0.05 significant levels with four degree of freedom. This indicates that there is statistical significance difference between the responses of the two groups .shows that the resistance of teachers in the implementation of SIP was taken as problem by teacher respondents. However, data obtained from responses to interview items indicated in most cases teachers were reluctant to accept and apply new ideas; this is due to fear to adopt change in their school. Thus, it is possible to conclude that difficulty to change the existing school culture.

With regard to item 9 of table 8, respondents were asked to rate about support follow up and feedback concerning SIP from woreda education office for the implementation of SIP.

25(32%) and 43(31.4%) teachers and students rated Low, 16(20.5%) and 20(20.1%) teachers and students said Medium where as 37(47.4%) and 65(48.3%) rated High. To show the agreement teachers ( $X=3.2$ ,  $SD=1.3$ ) and students( $X=3.3$ ,  $SD=1.2$ ). The calculated chi-square values 2.237 which is less than the table value at 0.05 significant levels with four degree of freedom. This implies that there is no statistical significance difference between the responses of the two groups of respondents. Shows the it is a series problem as said by stake holders on the issue, additionally, as get from interview of principals and cluster supervisors that there is lack of continuous follow up from Woreda education office in the implementation of SIP was one of the serious problems.

Regarding item 8 of table 8, having commitment is a crucial matter for the achievement of any organizational plan, so in case of this question 25(32%) of teachers and 36(26.9%) of students said Low, 22(28.1%) of teachers and 34(25.4%) of students said Medium, where as 40(51.3%) of teachers and 64(47.7%) of students rated High. With a mean  $X=3.4$ , $SD=1.13$  of teachers and 3.39, $SD=1.23$  of students value indicates that the respondents have uncertainty to the issue ,w The calculated chi-square values 0.012 which is less than the table value at 0.05 significant levels with four degree of freedom. This implies that there is no statistical significance difference between the responses of the two groups of respondents. Here as from the interview of principals and cluster supervisors we get that stakeholders lack commitment and do not devote their full capacity to bring change, so this one is a crucial issue.

Regarding the presence of continuous follow up and regular feedback 16(20.5%) of teachers and 28(20.9%) of students said Low, 19(24.4%) teachers and 41(30.6%) students said Medium where as 43(55%) teachers and 65(48.5% students rated High. With ( $X=3.6$ , $SD=1.15$ ) ;( $X=3.49$ , $SD=1.21$  indicates the uncertainty of students at the issue and as teachers lack of follow up is a problem in implementing SIP in primary schools. Also the overall mean 3.54 shows the problemness of the issue's . $P=0.06$  is greater than 0.05 shows the agreement of respondents' opinion. In addition as we get from the interview there is no regular follow up and monitoring of SIP implementation also inadequacy of giving feedback is a factor to hinder implementation of SIP.

Regarding item 10 of Table 8, about the absence of SIP plan in Schools, 39(50%) of teachers and 52.3(70%) students rated Low, 15(19.2%) of teachers and 36(26.9%) students Medium and 24(30.8%) teachers and 28(30.9%) students said High on the issue. Teachers and students with the( $X=2.6$ ,  $SD=1.27$ ) and ( $X= 2.6$ ,  $SD=1.13$ ) confirmed the presence of school improvement program implementation plan in the school. The computed chi-square value  $\chi^2=6.284$  is lower than the critical value of chi-square,  $\chi^2=7.368$  at alpha level 0.05 With four degrees of freedom. This implies that there is no statistically significant difference among the views of teachers and supervisor's respondents.

The data reviewed from document analysis supported with an interview of principals and cluster supervisors substantiate that there was SIP implementation plan in the each schools. Therefore, it can be concluded that absence of school improvement program implementation plan in the school was not the challenge that encountered SIP implementation in the study areas.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter composed of three sections, the first section provides Review of the study and its findings in survey form. The second section draws conclusion based on findings. The third section consists of recommendation for teachers, school administrators, cluster supervisors and Woreda Education Officers.

#### 5.1 SUMMARY

This research was designed to examine the current practices and challenges of school improvement program in selected government primary schools of Yayo Woreda. The practices of school improvement program were measured as the practices perceived by the school principals, teachers, students, school improvement committee and supervisors. The six school improvement program domains and the challenges of school improvement program dimension were measured through the perception of teachers and students using questionnaires. However, the perceptions of principals, school improvement committee chairman and supervisors were measured through qualitative method.

The purpose of this study was to assess the practices and challenges of SIP implementation in primary schools of Yayo Woreda in Illubabor Zone, to identify the major achievement made, to identify major problems encountered with the Implementation of SIP and then to provide Recommendations to the identified problems. The practice of SIP were measured as the practice perceived by the school principals, teachers, students, SIP committee and supervisors and support given by WEO. As this study the four SIP domain and challenges of SIP domain were measured through the perception of teachers and students. ; Whereas the perception of SIPC representatives, supervisors, principals and WEO SIP focal person were measured qualitatively. In order to achieve this purpose the study was aimed at seeking answer for four basic questions of:

1. what are the major challenges affecting the implementation of School Implement Program in Primary schools of Yayo Woreda?
2. What are the Practices of SIP Implementation in Primary schools of Yayo Woreda?
3. To What extent does stakeholders' awareness and participation at SIP implementation in Yayo Woreda?

#### 4. What measures have been taken to enhance the Implementation of SIP in Yayo Woreda?

Surveys were used to collect the perception of teachers; semi-structured interviews were used to collect the perception of principals, SIPC chairmen of schools and supervisors; check list and document analysis were also used to confirm the reality of data from a simple random sample of five (10) government primary schools in Yayo Woreda ,Illubabor Zone of Oromia National Regional State.

In addition to support the above qualitative and quantitative method perceptions; Document analysis and survey checklist are used for further information, from 10 sample Government Primary schools by cluster sampling, 134 students representatives by purposive sampling and 78 teachers by proportionality SRS, 10 SIP committee members (the chairman from each schools), 10 principals and 1 WEO SIP focal person were taken by Purposive methods. All of the sample respondents returned a valuable answers and responses.

All survey data were aggregated to the school level using the means from completed survey items and qualitative data were analyzed. The current practices of school improvement program and challenges of school improvement program survey data were then statistically analyzed using SPSS and tables to see the results.

Even though more than half of the teachers have a fairly good level of awareness, less than half the number of the total population of teachers have a low level of awareness. As for students the majority of them don't have adequate awareness on SIP. The majority of the members of the student representatives lack awareness of the program except a few minorities. As far as members of the SIP committee is concerned, the majority of them have inadequate awareness on the program except a smaller portion of the group. Participation of teachers in implementation of SIP plan and implementation of CPD was not enough. Here again the involvement of members of the student council was inadequate. The implementation of CPD in schools was also inadequate. There is low participation of teachers in action research preparation.

The involvement of the SIP committee members is low. The school leaders' involvement in the SIP is not as expected. Even though the stake holders' contribution in the program can't be undermined, the implementation of SIP remains unsatisfactory. As far as factors which hampered the implementation of SIP is concerned ,the implementation of the program suffered from lack of adequate awareness on the part of the stake holders, lack of

collaboration among the stake holders lack of self-evaluation and teachers' resistance to the program.

The data analysis leads to the following major findings;

- The study indicated that there was weak involvement of stakeholders (teachers, students and community in the implementation of SIP. The responsibility of planning SIP was remained in the hands of school leaders. Teacher's involvement in planning and preparation process of SIP was very poor. Moreover, the participation and involvement of students, teachers, parents and supervisors was very less in planning and preparation of SIP.
- It was also found out that the presence of insufficient awareness of stakeholders about SIP, lack of teachers' commitment to implement school improvement program, inadequacy of teachers at CPD participation, poor performance of school improvement program committee and in effectiveness of leadership to lead school improvement program inhibited schools from the implementation of school improvement program. Thus, consequently affects the implementation of SIP program domains in respective sample schools.
- In regard to teaching learning domain, respondents were requested to give their views. In this case, the student revealed that there was very low sustainable support offered to students of slow learners. Moreover, there was poor professional improvement through CPD. teachers were reluctant to participate in CPD. thus, the culture of learning from each other in sample primary schools was low. The application of action research in solving school problems is prominent. But action research was rarely implemented and practiced in these sample schools.
- Regarding community participation domain, the study reflected that most of the tasks expected from the community to improve the school were poorly practiced. The involvement of stakeholders in school improvement implementation planning was also poor.
- Regarding the implementation of leadership and management is the most important domain next to teaching-learning. It was observed in the finding that the school leaders prepared strategic and annual plan regularly. However, when the status of strategic planning is evaluated in line with standard set with school improvement framework, it is not efficient. In addition, the result of the study indicated that there

were poor participations of students' involvement in school leadership activities, inadequate community mobilization by school leaders.

- Results indicated that none of the schools in the study had a good culture of continuous follow up monitoring and timely feedback system in implementing school improvement program.

## **5.2 CONCLUSIONS**

Based on the results the following conclusions were made;

In case of awareness ,even though there was attaining about SIP years ago now a days there is lack of giving awareness to stakeholders from the top managers; since the previous principals and stakeholders shifted by different cases from their previous positions, the latest implementer stakeholders are with lack of training and awareness of SIP. The involvement of stakeholders is not satisfactory starting from planning up to implementation. The implementation of SIP enhanced the provision of quality education for learners. In order to implement SIP properly awareness giving to all the school community, parents and other stake holders is crucial. The finding indicated that training given on the issue was poor and not consistent. Moreover, the research finding revealed that there was no sounding awareness creation opportunity through provided training for stake holders which delivered to teachers, students, parents and the local community. Besides, some school improvement committee members and student councils were not familiar with the term school improvement. Consequently stakeholders lack adequate understandings to plan, implement school improvement program in sample schools.

In case of discipline and attention of students and commitments of teachers to act over it and also participation of stakeholders still needs additional action and there should be points to betaken into consideration which are participation of parents, provision of counseling service to students and collegial relationship among staff members.

The supporting, monitoring, supervising and evaluating mechanisms of the WEO, cluster supervisors, and also principals have weaknesses and there is a gap in case of ranking schools, principals, teachers and also the other stakeholders by their SIP Implementation standards. As it was reflected in the finding supervisors had not provided sound professional support. They were not frequently supervised and evaluated the process of the program implementation in the schools. This shows that the consideration given especially for SIP planning and implementation system is low.



Regarding challenges which hinder the Implementation of SIP, The challenges faced are Lack of awareness of Stakeholders, Lack of Collaboration, among stakeholders, teachers resistance to the program ,lack of self-evaluation, lack of commitment of stakeholders, lack of regular and continuous follow up of teachers to students, for their mis- behaviors such as not doing of homework's, class works and different projects timely, absence and latecomers, those not wear uniform clothes and usage of books, attentive participation in teaching learning.

In contrary, the cultures of conducting action research and student involvement in co-curricular activities were poorly practiced. Teachers' involvement in evaluation of the curriculum was very minimum. Moreover, there was lack of clear rules and policies, absence of students' participation in making decision and poor practice of peaceful resolutions of disputes. Teachers' involvement in continuous professional development (CPD) process was also discouraging.

Moreover, the cooperation capacity, schools met and the awareness level of stake holders about SIP were not well developed. The result of the study also revealed that there were poor schools' strategic plan, preparation and application and low participation of stakeholders in the school affairs. Therefore, based on the above findings one can conclude that the school improvement program has not sufficiently, been implemented in line with the school improvement program framework and guidelines in sample primary schools of Yayo Woreda.

In case of organization of SIP committee unless the skeleton is structured, the function and activity has its own problem and weaknesses.

### **5.3 RECOMMENDATIONS**

More attention commitment and action to be taken to improve the Implementation of SIP. Since, cultivating brain is the first stage of the implementation of any program; the same is true for also achievement of SIP program in the creation of awareness of stakeholders about SIP program is a crucial point. Based on the findings and conclusion of this study, Recommendation made for the effective Implementation of SIP is as follows.

- Even though in the case of financial support there is a school grant budget for quality of education; the financial plan of this budget should have a direct relation with action to be done in the Implementation of SIP program.

- The collaboration between stakeholders should be strengthened more and more enough and also all stakeholders should be committed for the achievement of SIP objective.
- -Self evaluation on the Implementation and outcome of SIP should be done regularly.
- The WEO sip focal person and Cluster Supervisor should have Continuous Monitoring and Evaluation of Implementation of SIP at school and there should be an experience sharing program.
- Schools should be ranked on their Implementation and achievement of SIP objectives and then effective Schools, leaders and teachers should be motivated.
- As shown from the study the weak participation of community in implementing SIP and students learning follow up should be Improved, also the management effort be make them initiative and enhance their participation in Implementation of SIP, and also Parents of students should follow their children (students) at home and even should come to school continuously to give and take feedback about their children from their teachers and to their teachers..So the researcher felt to recommend that community participation should get more attention for supporting SIP Implementation.
- To improve behavior of mis-behaving students there should be governing rules and strong guidance and counseling mechanisms.
- Teachers should be committed to give supportive Tutorial class ;For effective tutorial class, there should be an interconnection between students assessment results and timely feedback, Identifying the content to be given at the tutorial and also for whom which content and when the tutorial be given ,should be pre-condition fulfilled for effective and scientific tutorial session.
- Majority schools have insufficient facilities; poor libraries with insufficient books, lack of regular timetable, lack of assigned person, identified Male and Female toilet, water supply, cafeteria, sittings, play grounds should be fulfilled as possible to make students stable in the school and to make students love their schools.
- Inadequate student –centered teaching learning system should be Improved, by giving continuous training and updating teachers to new systems to acquire new teaching method and use of assessment as a tool for learning ;At all principals ,department heads and WEO have mandate to break old system Implementation from stakeholders.

- Organizing best practices covering SIP Implementation should be taken into consideration and sharing across schools by joint effort of WEO, school principals and cluster supervisors.
- Stakeholders should be committed for the achievement of SIP plan.
- Teachers should prepare action research to solve teaching learning problems.

Finally, the researcher recommends this study is not the final solution to solve the problems of SIP Implementation, a more detailed and comprehensive study in the area to strengthen the result of the finding.

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# APPENDIX 1

Jimma University

School of Graduate Studies

College of Education and Behavioral Science

## Teachers', Student representatives and SIP committee members Questionnaire

Dear respondent,

This questionnaire is intended for collecting data on the implementation of School Improvement Program in YayoWoreda Primary schools. The required data is of vital importance for the success of this study which is a partial fulfillment for a master's degree. As such, the value of this questionnaire relies on your genuine responses. The information gathered through this questionnaire will only be used strictly for academic purposes and will be kept confidential.

### Note:

- No need of writing your name.
- Make a tick mark (  ) on the space provided to show your responses.
- If you change your response, please cancel the former one.

Thank you in advance for your cooperation.

### 1. Background Information

1.1 Name of school-----

1.2 Age 10-20.....,21-30.....,31-40.....,41-50.....,>50.....

1.3 Qualification

Grade-----5-8.....9-10.....

TTI-----

Diploma..... BA//BED/BSC..... MA/MED/MSC.....Any other.....

1.4 Your experience: 1-4.....,5-9.....,10-14.....,15-19.....,20-24.....>24.....

- as a principal of schools -----

-As a student Grade-----

-As a committee of SIP-----

-As a teacher-----

-As a supervisor-----



### 1.5 Area of your specialization

Educational leadership ----- Natural science----- Mathematics--.... Social science----  
 Language.....History----- ----- Others-----

#### Part 1

#### Awareness of Stakeholders on School Improvement Program

No	Items	Yes	No
1	Did you receive any training on SIP?		
2	Did you get adequate awareness on SIP from the training?		
3	Did you give training on SIP to all the stakeholders (i.e. teachers, members of student's representatives, all students and SIP committee?)		

1.4 Which stakeholders failed to participate in the training? -----  
 -----

#### Part Two

#### Involvement of stakeholders in implementing SIP.

The following statements are about involvement of stakeholders program in implementing the SIP.

Strongly agree 5, Agree 4, undecided 3, Disagree 2, strongly disagree 1

No	Items	Scales				
		1	2	3	4	5
1	The school improvement committee has contributed a lot in coordinating monitoring and evaluation of the implementation of SIP					
2	Parents together with local community were actively engaged in teaching and learning process in light of the objective of SIP					
3	Parents together with local community were actively involved in creating coordinative school environment.					
4	There is a strong teamwork among stakeholders to implement the SIP					

**What challenges you face in case of stakeholders participations in implementing SIP?**

.....  
 .....

**What solutions do you suggest for the above solutions?.....**

.....

**3. The Four Domains**

**3.1 Teaching and learning Domain**

Very high =5, High=4, Medium=3, Low=2, Very low=1

No	Items	Scales				
		1	2	3	4	5
1	The degree to which teachers take ,collective responsibility for students' learning					
2	The extent to which teachers identified students' achievement and give special support/tutorial/for school learners					
3	The extent to which the school teachers implemented continuous assessment and gave constructive feedback to students performance					
4	The degree to which action research was conducted by the school community(teachers, principals)to solve school level problems					
5	The degree to which continuous professional Development is implemented in the school					
6	The level of teachers participation in Continuous Professional Development program is implemented in the school					
7	The extent of advice and support given for teachers by external supervisors					

**What are the major challenges in the case of teaching learning for the implementation of SIP?.....**

**What solutions do you suggest for the abovechallenges?.....**

.....  
 .....

### 3.2 Learning Environment

Strongly agree=5, Agree=4, undecided=3, Disagree=2, Strongly disagree=1

No	Items	Scales				
		5	4	3	2	1
1	There are clearly defined, consistent and mutually accepted student governing rules.					
2	There is positive relationship among teachers					
3	There is positive relationship between teachers and students					
4	The school compound is attractive and welcoming to students					
5	The school compound is highly safe(teachers and students feel secure in the school)					
6	The school policies and expectations are well communicated and understood by teachers, students and parents					
7	Teaching and learning materials are adequately available in the school					
8	Necessary facilities (water supply, latrine, cafeteria...)are adequately available for teachers					
9	Necessary facilities(water supply, latrine, cafeteria...) are adequately available for students					
10	Classrooms are suitable places and have conducive conditions for teaching and learning					

**What challenges do you face in case of learning environment appropriateness in SIP implementation?.....**

**What solutions do you suggest for the above solutions?.....**

**3.2.2 The class size (number of students in classroom) is standardized (< 40)**

Yes-----No-----

### 3.3 leadership and Management Domains

Strongly agree=5, Agree=4, Undecided=3, Disagree=2, strongly Disagree=1

No	Items	Scales				
		5	4	3	2	1
1	The extent to which teachers and students have participated in decision making and progress resource management in high					
2	Communicating with the school community on the program towards school improvement is a regular task of the school leaders so as to redesign for high performance					
3	The school leadership and management give available response to the identified School Improvement problems immediately					
4	Principals have been regularly supervising classroom instructions to give constructive feedback for teachers					
5	There is a schedule or timetable to evaluate student's grade achievement and giving timely feedback for each subject teachers.					

**What are the major challenges in case of leadership and management for SIP implementation?-----**

**What solutions do you suggest for the above challenges?-----**

### 3.4 Community Involvement Domain

Very high=5, High=4, Medium=3, Low=2, Very low=1

No	Items	Scales				
		1	2	3	4	5
1	The extent to which parents contributed in fund raising activity in the school					
2	The extent to which parents teachers associations have contributed for the resources of the school improvement program					
3	The extent to which parents follow up their children and involved in their learning to improve their achievement					
4	The extent to which parent with teachers discuss on student' achievement and discipline					
5	The degree to which parents discuss with the school leaders on teaching and learning					

**What are the major challenges in the family participation in SIP implementation?-----**

-----  
 -----

**What solutions do you suggest for the above challenges?-----**

-----

**4. Factors that challenges the implementation of SIP**

**High=3, Medium=2, Low=1**

No	Items	Scales		
		High	Medium	Low
1	Shortage of materials and financial resources			
2	Absence of collaboration among stakeholders			
3	Absence of self evaluation at the end of each academic year			
4	High turnover of principals			
5	Lack of awareness about the school improvement program among the school community			
6	Teachers resistance to the program			
7	The limitation of professional support from woreda education office			
8	Lack of commitment of stakeholders			
9	Lack of follow up and giving continuous feedback			

## Appendices 2

### Interview Questions for Supervisors and Principals

To collect necessary information for the study of Practice and Challenges of SIP implementation in selected primary and secondary schools in Illubabor Zone Yayo Woreda and to identify major problems in the implementation of SIP and to come with solutions that need to be considered for better learning outcomes. Your contribution for the study is highly valued. You have to kindly respond to the interview questions presented and student researcher would like to assure that your responses are strictly confidential.

Thank You in advance for your cooperation.

#### Part one

-General information and personal data

Sex-----Age----- Level of education-----

Experience-As a supervisor-----

-As a principal-----

1. What is meant by SIP? How do you understand it?
2. Whom are the stake holders taking part in preparing SIP plan in your school?
3. Who implement SIP plan?
4. What do you think is that the target objective/ Goal of SIP?
5. What resources are used in the implementation phase of SIP plan?
6. What are the major activities performed during the preparation phase of SIP plan in your school?  
-In case of creating awareness.  
-In case of technical activities.  
-In case of providing necessary facilities.
7. is there SIP necessary documents in your school? Tell me samples.
8. What is your contribution in the planning and implementing SIP in your school?
9. Did your school achieve the objective/goals put in SIP plan? If yes How? If NO Why?
10. What solutions do you suggest for the challenges mentioned above? /in Q5
11. /is there regular meeting schedule and document of SIP committee? How much times a year?
12. How does supervisor/director/department heads monitor, evaluate, and give technical support and feedback in the implementation of SIP to teachers and students and vice versa?

14. Does Supervisors and directors stimulate, direct and control Department Heads to evaluate student's results regularly and give feedback?

What are the major challenges in the Implementation of SIP?-----  
-----  
-----  
-----

What solutions do you suggest for the above challenges?-----  
-----  
-----  
-----

### Appendices 3

#### Document Review Checklist

No	Items	Availability	
		Yes	No
1	SIP three years plan /2005-2007/		
2	SIP each year plan /2005,2006,2007/		
3	Vision, Mission of the school		
4	Ajenda or role of students, families and teachers separately		
5	Whether the school has clear policy about safety discipline policy and rule		
6	The school have bench mark average plan of students grade in each subject		
7	Document of students and teachers 1 to 5 organization to help each other and to share experience		
8	Report document(performance progress report, training report)		
9	There is a Document of Tutorial class, Makeup class, and special class for different standard students and progress documented.		
10	There is a document of tutorial, makeup, and special class for Girls and documented progress.		
11	Students continuous assessment document		
12	Community contribution evidence in terms of money, labor		



## Appendices 4

### Observation checklist

**To be Gathered during field observation from each sample school/**

No	Items of facilities	Facilities	
		available	Not available
1	Learning facilities-Library		
	-Necessary books in library		
	-science kit		
	-text books		
	-pedagogical center and teaching aids		
2	Classroom facilities-classroom is bright and with air		
	-students sits and tables		
	-blackboard and chalk		
3	School environment-sufficient classroom		
	-water supply		
	-electric power		
	-separate toilet for male and female students		
	-play ground		
	-recreation center for students		
	-recreation center for teachers		
	-guard by government		
	-guard by community		
	-notice board		
	-facilities for disabled students		
	-first aid		
	-separate toilet for teachers		

## **Appendix 5**

### **An interview for woreda Education Office SIP focal person**

5.1 Does all the Woreda schools have SIP plan?

5.2 Is there a document of Meeting at your office about the implementation of SIP in schools?

5.3 What supports and follow ups under taken to supervisors and schools in the implementation of SIP?

5.4 How do you evaluate schools –in case of?

-the participation of stakeholders in SIP plan implementation?

-Is there any incentive or motivation system for principals who achieve SIP plan?

-is there schools implementation rank at your hand?

5.5 Does SIP materials/documents distributed to all schools?

5.6 Is there training programs on SIP for all schools and stake holders??How many times a year?

5.7 How is the chain of follow up and support given to schools in case of SIP implementation?

How do you evaluate you r woreda student's achievement after SIP is launched?

Can you mention challenges in the implementation of SIP in your woreda Schools?

What solutions do you suggest for those challenges you have mentioned above?

## **Jimma Yunivarsititti**

### **Gaafannoo Barattotaa fi Koree FMB tiin Guutamu**

#### **Kabajamtoota Deebisootaa**

Gaafannon kun kanqophaa'e Manneen Barnoota Mootummaa Sadarkaa Tokkoffaa fi Lammaffaa Godina Iluu Abbaa Booraa Aanaa Yaayyoo keessatti rakkoolees agantaalee Fooyya'in sa Mana Barumsaa (SFMB) raawwachuuf sababata'an addabaasuf jedhameeti.

Milkaa'ina qorqonnoo kanaaf odeffannoosin Ofittamanamummaani fi iftoomina ankennitan murteessaawaanta'ef , Gaaffilee isiniif dhiyaatan ofittamanamummaa fi iftominaan akkadee biftankabajaangaafanna.

Qajeelfama Waliigalaa:

Maqaabarressun hin barbaachisu.

Gaaffilee filannoondhiyaatan kanaaf gatii filattan jalatimallattoo Ka'aa.

#### **Kutaa 1**

Odeeffannoo Waliigalaa

1. Maqaa M/b----- Aanaa-----
2. Saala; Dhiira----- Dhalaa-----
3. Umurii-----
4. Sadarkaa barumsaa----- Gahehojii-----
5. Muuxannoo hojii----- Kuaa-----

#### **Kutaa 2**

5.1 Hirmaannaa Dhimmamtoota lalaalchisee:

Baayyee Olaanaa 5, Olaanaa 4, Giddugaleessa 3, Gadaanaa 3, Baayyee Gadaanaa 1

Lak	GosaHojii	Iskeelii				
		1	2	3	4	5
1	Koreen FMB raawwiikarooraa FMB hordofuu fi madaaluukeessattihirmaannaqaban					
2	Kaayyoo FMB manabarumsaagalmaanga'ukeessattimaatii fi hawaasnihirmaannaqaban					
3	Raawwiihojii FMB keessattihojjetamuhirmaachisaa fi qindoominamaatii fi hawaasaqabaachuu					
4	Supervaayizarii Wiirtugurmumanneenbarnootaaraawwii FMB keessattga'eqaban					

## 5.2 Domeeni Barruu Barsiisu Ilaalchisee

Baayyee Olaanaa 5, Olaanaa 4, Giddugaleessa 3, Gadaanaa 2, Baayyee Gadaanaa 1

Lak	GosaHojii	Gatii				
		1	2	3	4	5
1	Hojiirraolmaabarnootabarataagiddugaleeffate barsiisotaan					
2	Barachuunbarattootaa mare gareenta'uu					
3	Barsiisonni Barattootaakkadandeeettiisaanitti addabaasaniisagantaa addaa (Titorial) kennuusaanii					
4	Madaalliinkitaabaagaggeeffamuisaanii					
5	Madaallin walitti fufaakenna buba deebinkennamuisaa					
6	Qorannoogochaarakkoohiikugaggeeffamuisaa					
7	Sadarkaan DOW 'n gaggeeffamaajiru					
8	Sagantaa mare gorsaa fi deggarsa barsiisotabarattootaa fi koreegiddujiru					

### 5.3 Haala(Qilleensa) MijataaBarnootaa/Learning Environment

BaayyeeOlaanaa 5, Olaanaa 4,Giddugaleessa 3, Gadaanaa 2, BaayyeeGadaanaa 1

Lak k	GosaHojii	Gatii				
		1	2	3	4	5
1	Seerrii fi tumaannaamusabarattootaafqophaa'ejiraachuu					
2	Barsiisotagidduttiwaliigalteengariinjiraachuu					
3	Barsiisotaa fi barattootagidduttiwalittidhufeenyagaariinjiraachuu					
4	Mooraanbanabarumsaakanbarattootahawwatuta'uu					
5	Mooraanmanabarumsaanageenyaamansiisaaqabaachuu					
6	Qajeelfamoonni fi seeronnimanabarumsaabarsiisotabarattootaa fi maatiinbeekamuuisaanii					
7	Meesholiinbarnootaa (teaching materials) ga'umsaanjiraachuuisaanii					
8	Faasilitiwwankanneenakkabishaanii, manafincaaniibakkitaphootaa (bashannanaa) jiraachuuisaanii					
9	DareenbarnootaaBarnootaafmijataata'uu,qilleensa'aata'uu					

### 3.4 BulchiinsaBarnootaIlaalchisee

BaayyeeOlaanaa 5, Olaanaa 4, Giddugaleessa 3 , Gadaanaa 2, BaayyeeGadaanaa 1

La k	GosaHojii	Gatii				
		1	2	3	4	5
1	MurteewwankennamanhirmaanaaBarattootaa fi BarsiisotaanTa'uu					
2	BulchiinsaManaBarumsaatiin FMB ga'eehawaasaagochuuisaanii					
3	Bulchiisimanabarumsaaciminaa fi hanqinaraawwii FMB dhimmamtootaafdubdeebiikennuu					
4	Hoggantonn fi ittigaafatamtonnidippaartmentotaabarnootadareekeessaayerooyeroonni daawwatu					
5	Bulchiinsimanabarumsaaraawwiiqabxiibarattootaayerooyeroonilaaluu fi madaaluundubdeebiinikennu					

### 3.5 DomeeniiHirmaannaaUummataa

BaayyeeOlaanaa 5, Olaanaa 4, Giddugaleessa 3, Gadaanaa 2, BaayyeeGadaanaa 1

Lakk	Gosahojii	Gatii				
		1	2	3	4	5
1	Galiimanabarumsaaguddisuukeessattihirmaannaahawaasniqabu					
2	Hirmaannaakoreenmanabarumsaleecallooburqisiisufqaban					
3	Mareemaatii fi barsiisotaaqabxii fi naamusabarattootafooyyessuftaasifamu					
4	Mareehawaasni fi bulchiisimanabarumsaawaa'eebaru fi barsiisuurrattitaasisan					
5	To'annaa fi hordoffiimaatii,qabxiibarattootafooyyessukeessattiqaban					

RakkooleeRaawwii FMB tijatteeYaaddutarreessi.-----

-

FurmaataRakkooleekanaaoltarreessiteta'udanda'ujettustarreessi.-----

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**GALATOOMAA**