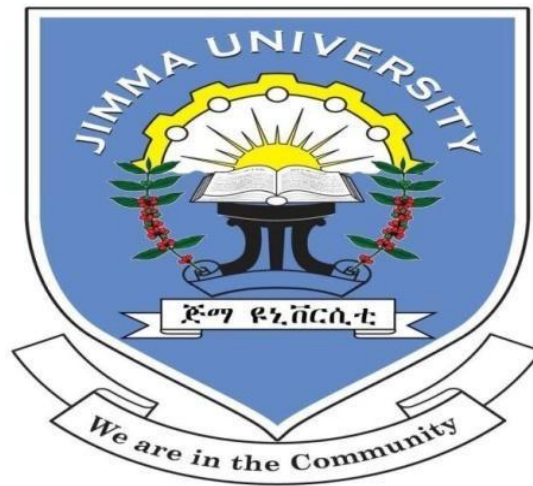


**PRACTICES AND CHALLENGES OF SCHOOL  
IMPROVEMENT PROGRAM IMPLEMENTATION IN  
SECONDARY SCHOOLS OF ILUABABOR ZONE**

**BY:  
JEMAL SABIR**



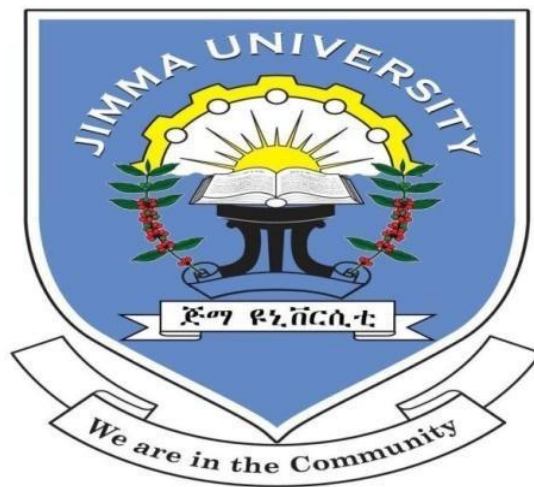
**JIMMA UNIVERSITY  
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE  
DEPARTMENT OF EDUCATIONAL PLANNING AND  
MANAGEMENT**

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

## LETTER OF APPROVAL

This is to certify that the thesis prepared by Jemal Sabir entitled “*The Practices and Challenges of School Improvement Program Implementation in Ilu Aba Bor Zone Government Secondary Schools*” and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in School Leadership complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

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## **Declaration**

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

This thesis, "*The Practices and Challenges of School Improvement Program Implementation of in Ilu Aba Bor Zone Government Secondary Schools*" is approved as the original work of Jemal Sabir.

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**This thesis has been submitted for examination with my approval as university advisor**

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### **Abstract**

*The purpose of this study was to investigate the practices and challenges of school improvement program (SIP) implementation in government secondary schools of Ilu Aba Bor Zone. In this study, descriptive research design was employed. Besides, both quantitative and qualitative approach were used. Multi stage sampling techniques were also used to include appropriate and adequate respondents; accordingly, 4 woredas were selected using simple random sampling technique from the predetermined four clusters of the zone. Consequently, 8 secondary schools were involved from the sampled Woredas through census. In connection to this, 206 respondents were involved for the study purpose. Besides, questionnaire, Interview and documents were used to gather data. Frequency, percentage and chi square (to gather with significance value) were used to interpret the quantitative data. The qualitative data gathered thorough interview and reviewed documents were described by narration. As the results of the study indicated there were poor participation of stakeholders regarding the SIP implementation with respect to the four domains in secondary schools of the study area. The study findings also revealed that, there were insufficient involvement and commitment of the SIC members observed in those secondary schools. Besides, secondary schools under study area did not have comprehensive, continuous follow-up and standalone plan regarding SIP implementation. On the other hand, among the factors influencing the implementation of SIP, lack of awareness about SIP among the school community, shortage of materials and financial resource, poor collaboration among stakeholders, high turnover of principals, Teachers resistance to participate in the program, poor coordination capacity of leaders and inadequate technical support given from WEO were some of the challenges identified in this study. Finally, the study recommended that, giving relevant and adequate in-service trainings for stakeholders; provision of sufficient financial support should be crucial for the effectiveness of the program. Furthermore, the study suggested that SIP should be practiced over the whole secondary schools of the zone based on SIP framework given from Ministry of Education.*

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## **Acronyms and Abbreviations**

**OREB**-Oromia Region Education Bureau

**EFA**- Education for All

**EIC**- Education Improvement Commission

**ESDP**- Education Sector Development Program

**GEQIP**- General Education Quality Improvement Package

**KETB**- Kebele Education and Training Board

**MoE**- Ministry of Education

**PTSA**- Parent Teacher Students Association

**SIC**-School Improvement Committee

**SIP**- School Improvement Program

**SPSS**- Statistical Package for Social Science

**ZEO**- Zonal Education Office

# CHAPTER ONE

## 1. INTRODUCTION

This chapter encompasses background of the study, statement of the problem, objective of the study, significance of the study, scope of the study, limitations of the study, operational definitions of key terms and organization of the study.

### 1.1. Back ground of the Study

Education is recognized as a key instrument for overall development of every nation. It also a means of change and development. In relation to this, Lockheed and Verspoor (1991: 50) argued that “Education is a corner stone of Economic and Social development. It improves the productive capacity of societies and their political, economic and scientific institutions.” Therefore quality education is the base for all rounded development of any nation who has a dream of change. So improving schools in a well-designed manner is the only alternative of nations in a globalized world. It enables individuals and society to make all rounded participation in the development process by acquiring knowledge, ability, skills and attitudes (MoE, 1994).

Improving Quality of 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 schools. Hopkins (2002), the IQEA project is fundamentally based up on central premises that emphasize the fact that without an equal focus on development of capacity, innovative work quickly becomes marginalized. This indicates that merely focusing on improving some areas (partial improvement) is not guarantee to the school improvement. Rather the entire system needs to be given emphasis and treated well to bring quality of education and to realize school improvement.

Stoll and Fink (1996) suggested that school improvement should be the activity of each school. In line with this, Barnes (2004), has confirmed that even the highest ranked schools will always need improvement because the condition under which learning environment of the children always need change and improvement. Thus, schools must improve their basic functions such as teaching-learning process, empowering all stakeholders along with active participation in the improvement effort as well as creating conducive learning conditions and improving leadership.

Ethiopian government had declared the Education and Training Policy to replace the unrelated and copied educational systems, and curriculum that didn't address the need and problems of the society (MoE, 2002). In addition, to identify the shortcomings of the past education system's weaknesses, the 1994 Education and Training Policy gave attention to equity and access of education, restructuring the education system, changing the curriculum to increase relevance of education to the society's problems, making teachers' training relevant, and improving education management so as to improve the quality of education (TGE, 1994). Besides, in Ethiopia, the school improvement program was launched in 2006 to improve the quality of education through enhancing students learning achievement and outcomes (MOE, 2006).

According to MoE (2007), the objectives of school improvement program are: to improve the capacity of schools to prioritize needs and develop a school improvement plan; to enhance school and community participation in resource utilization, decisions and resource generation; to improve government's capacity to deliver specified amount of schools grant at woreda level; and to improve the learning environment by providing basic operational resources to school. To achieve these objectives MoE has developed a General Education Quality Improvement Package which comprises the six pillars: such as Teacher development, Curriculum, management and leadership, School improvement, Civic and Ethical Education and Information Communication Technology. School improvement program is one of the components of general Education Quality Improvement Package.

These days, school improvement program is more recognized as an important process and becomes the dominant approach to educational change which helps to enhance quality of students' learning and strengthen school's capacity for change (Hopkins, 2002:55). School improvement program is about strategies for improving the school's capacity for providing quality education by focusing on pupils' learning.

School improvement program is aimed to support schools in addressing the following four school domains: - Teaching learning, school leadership and management, parents-community school relationship, and safe and healthy school environment. Each of these domains is equally important, if anyone is weak, the strength and the success of the whole will be affected. Thus the schools should give due emphasis for each domain (MoE, 2010). One of the issues stressed in the school improvement Program document is the fact that, school improvement program must be a continuous and cyclical process through its implementation that involves SIP

activities such as planning; Implementing, Evaluating and Reporting all these activities should be implemented continuously at school level (MoE, 2007). Therefore, the intention to conduct this research is that the different documents and community mobilization annual report of Ilu Aba Bor zone (2010) indicates that, the low status of implementation of SIP. This was the reason that motivated the researcher to conduct the study in the area. Consequently, this study was aimed to investigate the current practice of SIP in secondary schools of Ilu Aba Bor zone.

## **1.2. Statement of the Problem**

School improvement is a distinct approach to educational changes that enhances student's outcome, raising student's achievement focusing on teaching –learning process and conditions that support it. It is a strategy for improving the schools capacity for providing quality education in times of change (Hopkins cited in Harris, 2005).

The Ethiopian Government's commitments and efforts to improve the access, quality and efficiency of the countries education system since, the adaption of the policy in 1994, it was observed the major achievement of the policy was in access , implying that much has to be done to improve the quality. Now a day's quality of education has been found to be the challenges of many, especially in developing countries including Ethiopia.

Education indicators are tools for the planning, monitoring and evaluating the development of the education system and they help to understand how well the sector performs. Quality is one major indicator of an education system that requires different initiatives. In Ethiopia, the General Education Quality Improvement Package has been implemented since 2006. To sustain the expected quality of education, therefore, MoE designed six programs under GEQIP. They are school improvement program, teacher development program, curriculum improvement program, information communication technology development program, leadership and management program, civics and ethical education program. However, there are concerns on the success of the expected quality education because of various reasons. There are lack inadequate and skilled educational leader ship, resource scarcity, resistance of stakeholders to implement the initiatives and other limitations in implementing the package (MoE, 2006).

In light this, the Ethiopian Federal Democratic Republic Ministry of Education (MoE, 2007) launched school improvement program by encompassing four major domains to improve schools. The domains are: teaching and learning, learning environment, community participation and leadership and management. The implementation of the SIP program

demands active participation of all stakeholders, namely, teachers, students, parents and local community, supervisors, educational leaders and expertise at different levels (MoE, 2011).

Though government attempted to launch SIP, schools are not yet improved. It can be said that every program should be assessed after its implementation in order to see to what extent it was successful. As the researcher realized from the four consecutive year (2014-2017) Ilu Aba Bor Zone Education office inspection assessment report of SIP implementation, 78% (31) secondary schools of the zone were covered as per the criteria set on Ethiopian National General Education Inspection Framework (MoE, 2013); consequently, 20 schools scored level 1 (attain below 50%), 6 schools scored level 2 (attain between 50%-69.9%), 4 schools scored level 3 (attain between 70%-89.9%) and 1 school scored level 4 (attain above 90%). From this one can understand that only 5 schools are fulfilled the minimum standard and the remaining 26 (65%) secondary schools are fallen below the minimum standard; therefore, these schools are found under a critical problem. Besides, the zonal education office annual performance feedback also confirmed that secondary schools were not implementing school improvement program effectively.

Not only for the above reasons but also the researcher has served for more than 10 years in different woredas of Ilu Aba Bor zone as a teacher, principal and supervisor, and observed that stakeholders were making their effort throughout the year but no more school improvement had yet registered. Therefore, investigating the practices and challenges of school improvement program implementation in secondary schools of Ilu Aba Bor Zone was very crucial.

Consequently, the researcher had set the following basic questions to conduct the study:

1. To what extent school improvement program (regarding the four domains) was implemented in secondary schools of Ilu Aba Bor Zone?
2. To what extent the stakeholders (Teachers, Supervisors and WEO) contributed for the implementation of school improvement program activities in secondary schools of in Ilu Aba Bor Zone?
3. To what extent monitoring and evaluating mechanisms of School improvement program was implemented in secondary schools in Ilu Aba Bor Zone?
4. What are the major factors that affect the practice of School improvement program in secondary schools of in Ilu Aba Bor Zone?



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

#### **1.3.1. General Objective**

The major objective of this research was to investigate the practices and challenges of implementation of school improvement program in secondary schools of Ilu Aba Bor Zone.

#### **1.3.2. Specific Objectives**

The study will have the following specific objectives:-

- 1) To identify the extent to which School improvement program (Regarding the four domains) implemented in Ilu Aba Bor Zone government secondary schools.
- 2) To identify the extent to which stakeholders (Teachers, Supervisors and WEO) contributed for the implementation of school improvement program activities in secondary schools of Ilu Aba Bor Zone.
- 3) To address the monitoring and evaluation mechanisms of school improvement program in secondary schools of Ilu Aba Bor Zone.
- 4) To point out the challenges faced in the implementation of the school improvement program secondary schools of Ilu Aba Bor Zone.

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

The practices and challenges of implementing school improvement program was necessary for secondary schools of Ilu Aba Bor zone. Hence, conducting this research on SIP implementation in secondary schools of study area in particular was crucial to identify how the program was going on. Moreover, the study was aimed in identifying strategies that could contribute for the effective implementation of the program. This was crucial in indicating the major factors that hampered the implementation of SIP. It was believed that the findings of the study was to provide relevant information to the stakeholders to restore efforts to enhance community participation due creating conducive and better learning environment that can ensure quality education in the schools. Therefore, the significance of the study was:

- 1) All teachers, principals, Educational experts under the study might to get benefit from the findings which hopefully contribute for the implementation of school improvement program.
- 2) The finding might have to provide important information for principal, teacher, woreda and zonal education experts on how SIP activities were implemented in secondary schools.
- 3) It helped the school improvement committee, cluster supervisor and principals to point out the strengths and weakness observed in implementing SIP and to take corrective action.
- 4) It might also hopefully to provide some insight that could trigger other researchers to extend the study into a wider scope to make similar studies at other level.

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

In order to manage the data well, the scope of the study was delimited in certain geographical location. Even though, there are 14 woredas found in Ilu Aba Bor Zone, this study was conducted in 4 particular woredas (Ale, Mattu, Hurumu and Bure woredas) where 8 government secondary schools are found. This study was also be restricted to government first cycle secondary schools (9-10). Since, the role played and the problem encountered secondary schools principals have some patterns of uniformity; therefore, it is possible to generalize the findings to the whole remaining government first cycle secondary schools of the zone. This study was also conceptually delimit itself to investigate practices and challenges of school improvement program. The study was conducted and completed within September, 2018 to June, 2019 time frame.

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

It is obvious that research work cannot be totally free from limitation. In conducting this research the researcher faced unwillingness of some of the selected respondents to give their suggestions because of the increasing number of researchers from time to time, most of respondents seem bored of entertaining the researcher's questions. Some respondents did not return the questionnaire on time and some gave back unfilled questionnaires. Lack of reference material and getting local research were some of the limitations faced the researcher. Despite the above problems, the researcher has exerted utmost effort and was able to overcome this problem by holding prolonged dialogue, discussion with the respondents and reviewing relatively related literatures.

### **1.7. Operational Definitions of Key Terms**

**Challenges:** -refers to difficulties to implement school improvement program;

**Practices:** -refers to performing school improvement program (SIP) activities.

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

**Stakeholders:** refers to principals, teachers and school Improvement communities;

### **1.8. Organization of the study**

This study has five chapters. The first part deals with background of the study, objectives of the study, its significance and the scope of the study. Then the review of related literature appears in chapter two. The third and fourth chapters treat the research methodology,

presentation and interpretation of the data respectively. Finally the fifth chapter presents summary, conclusion and recommendations of the study. Reference, appendices and data gathering instruments are also attached at the end.

## **CHAPTER TWO**

### **2. REVIEW OF RELATED LITERATURE**

#### **INTRODUCTION**

This study is mainly aimed at an assessment of the implementation of school improvement program in secondary schools of Ilu Aba Bor zone. In order to develop the theoretical frame work for the study; an attempt was made to review the related the related literature on the basis of research questions. Accordingly, the review began with the conceptual frame work. Next, the need for improvement, principles of school improvement, the four domains of the school improvement are highlighted followed by the school improvement process; issues directly related to the school improvement in Ethiopia. Finally, some major challenges constraining the implementation effort are also discussed.

#### **2.1 The Concept and Definition of School Improvement**

School system is a dynamic system where input, throughput, and output process are continually. This continually changing feature of school system demands it for continuous improvement. In many literatures different authorities come up with different definitions of school improvement. For example, for Barends cited in MoE (2006:3) school improvement is explained as “the process of altering specific practices and policies in order to improve teaching and learning” office of standard education (1995), on the other hand defines school improvement as means by which schools promote learner moral, social and cultural development through the process of socially up their standard, quality and efficiency. The basic idea behind school improvement is that its dual emphasis on enhancing the school capacity for change as well as implementing specific reforms, both of which have their ultimate goal of increasing in student achievement. Hence, school improvement is about strengthening schools organizational capacity and implementing educational reform. Another major notion of school improvement is that, school improvement cannot be simply equated with educational change in general. Because many changes, whether external or internal, do not improve students’ outcome as they simply imposed. They should rather focus on the importance of culture and organization of the school (Hopkins, 1994 as cited in Frew, 2010).

The most commonly accepted definition of the school improvement has two senses in which the phrase is generally used, the first common sense meaning is which relates to general efforts to make schools better places for students to learn. This is a sensible interpretation of the phrase or specific way in which the place is used in that school improvement is a distinct approach to

educational change that enhances student achievement as well as strengthening school capacity for meaning change (Hopkins, 1994; 2005; Lee and Williams, 2006; Bolan, 2006 and Choke and Dempster, 2006). This definition has also got recognition by ministry of education guide lines those further emphasizes school improvement as timely essential concept which stressed self-evaluation of schools against each issue of concern and improvement of educational\_input to enhance student achievement (MoE, 2006 b and MoE, 2002 a-c) in general, the main essence of the concept is geared to general effort to make schools better places for enhancing quality teaching and learning process with the ultimate goal of maximizing the level of learners achievement.

## **2.2 The Need for School Improvement**

School improvement is becoming an increasingly important future on educational land scope in the area of globalization studies confirm that school improvement is the major concern of many countries including countries at better education quality and development. The importance of school improvement program is thus worldwide movement. In this regard Barnes cited in MoE (2006:6) noted that "...even highest ranked schools will always need improvement, because the condition under which adults educate and children learn are always changing the work of improvement is always with us". The increase in expansion and development of science and technology has compelled the exchange for technology between countries. Therefore, the program is essential aimed at over all student learning and achievement, school improvement program.

School Improvement Program (SIP) has special importance in our country. Implementing school improvement program helps in different ways. Firstly, the teachers to be responsive to diverse learning need of students in their teaching and learning approaches; secondly, it enhances the involvement of parents and community in school affairs. Third, the program improves initiation, capacity and efficiency of school leadership and helps to create learning environment that is conducive for students' better achievement. Finally, the SIP helps mobilize community and NGOs for support to meet the need for educational inputs so as to insure quality education (ACT government, 2004; MoE, 2006a and MoE, 2007b). In short, school improvement helps realize the provision of quality education needed to enhance student's achievement by making all practice and functions.

## **2.3 Principle of School Improvement**

School improvement is a systematic approach that follows its principles, in relation to the guiding roles of each school domain. Lunning and Ornstein (1991:294-5) have listed the

following principles that need to be followed in the school improvement process. School should employ a set of goals and missions which are easy to understand; schools need to help all the student's especially low achievers to be tutored and enriched programs should be appended for highly talented students; Principals and the staff should be actively involved in continuous capacity building to update their knowledge; information and to develop positive thinking; every teacher needs to contribute to successful implementation of the SIP; Teacher must involve actively in staff development by planning and implementing it; school environment has to be safe and healthy; School community relationship should be strengthened so that community and parents need to involve in school improvement program implementation and school leadership should be shared among staff, students and parents.

## **2.4. The Process of School Improvement**

### **2.4.1. The Stage of School Improvement**

To attain high student achievement level, schools set goals for improvement and make decision on how and when this goal may be achieved, create positive environment for learning and increase the degree to which parents are involved in their children's learning at school and in home (EIC, 2000). School improvement by its nature is continuous process that can systematically put in to the reality. Formerly the ministry of education SIP training manual (MoE, 2006) out lined different stages that the school need to pass through to realize the improvement effort. Latter both the frame work and the blue print clearly identified key steps in the school improvement process. This comprises of preliminary stages such as formation of school improvement team, understanding the context and setting issue of concern and other phases like, preparation of school improvement plan implementation, follow up and monitoring the implementation as well as Evaluation (MoE, 2007b and MoE, 2007c).

### **2.4.2 School Improvement Plan Development**

School improvement planning is considered as road Map that sets out change school needs to make improve the level of student achievement (EIC, 2000). It is a continuous process that brings improvement in schools. Others consider it both as a mechanism to measure improvement and document for monitoring progress. Plan is a corner stone for any effective implementation. This happens when plan preparation is governed by leading principles. In this regard, MoE (2006b) indicated the following key principles in school improvement plan preparation. The main target for school improvement is to achieve high student to outcome; School principal is the leader of school improvement; Students and parents have adequate knowledge about school improvement; School improvement planning process is a team work

that demands stake holder's adequate understanding about the task to actively participate in the development; School improvement planning a continuous process that requires follow up to take immediate corrective measures; School improvement plan goals are set based on reliable data sources , the quality of school improvement plan document is determined by the quality and efficiency of those professionals involved in the development of the process. Based on principles, school which implements school improvement programs pay attention to the following six issues for plan and implement (MoE, 2006, 2007b). These are contextual understanding, collecting, and organizing, analyzing, setting goals prioritization and issue of concern, selecting best practice, implementation, monitoring and evaluation.

Throughout the process without active involvement of key school improvement stake holders such as parents, community members, principals, teachers and students; attainment of the objective of the school improvement is unthinkable. In strategic and the annual preparation all the concerned need to work collaboratively with strong sense of team. Strategic planning is the central role of school; hence, participatory sense of ownership, clear understanding of the process and commitment are among factors that need to deserve attention during strategic plan preparation on the part of school improvement plan.

## **2.5. School Improvement Program in Ethiopia**

The education and training policy and its implementation document reveals the shortage in access of education to citizens and the low quality of education were among the initiatives to develop the new education and training policy (MoE, 2002). Different documents showed that though the implementation of the policy has improved the quality of education to some extent, there is also lack of improvement at different levels. Based on the 1994 education and training policy, the government of Ethiopia launched the first education sector development program (ESDP-I) in 1997. The main thrust of ESDP is to improve educational quality, relevance, efficiency, equity and expand access to education with special emphasis on primary education in rural and underserved areas, as well as the promotion of education for girls as a first step to achieve universal primary education by 2015 (MoE, 2005:4).

Different evaluations on the implementation of ESDP disclose that Ethiopia made significant progress in education as a result of ESDP I, II, III (MoE, 2005). The document also points out that access at all levels of the education system increased at a rapid rate in line with a sharp increase in the number of teachers, schools and institutions. There were also important improvements in the availability of trained teachers and some other inputs which are

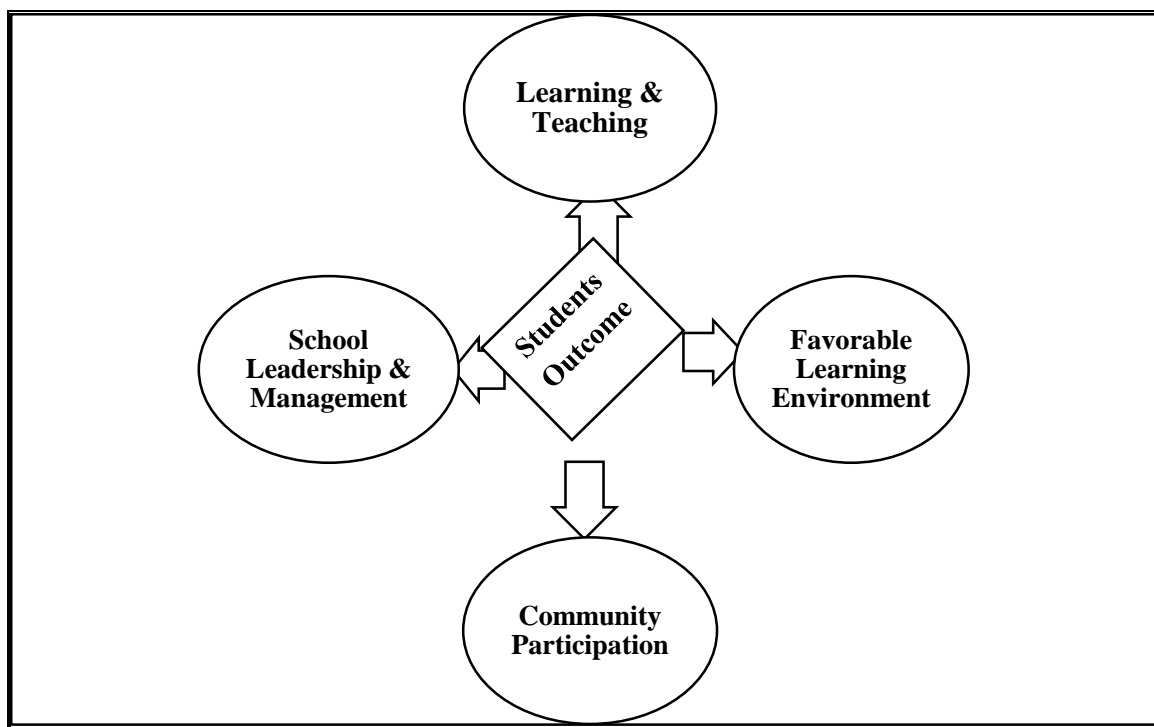
indispensable for a high quality education system. Challenges, however, remain in order to realize quality and internal efficiency. It was necessary to shift attention to quality concerns in general and to those inputs and processes which translate more directly into improved student learning and which help change the school into a genuine learning environment in particular.

To overcome the short coming related to quality, Ethiopian Federal Democratic Republics of MoE launched the general education quality improvement package in 2007 (MoE, 2007). The document consists of four major programs, teachers development program, curriculum improvement program, education leadership and organization improvement program, and school improvement program and two complementary packages; civics and ethical education and information communication technology. School improvement program is being implemented in Ethiopia to improve quality of education, and it is adopted from the Australian school excellence. It consists of four domains and twelve elements (MoE, 2007). The program was designed by MoE with different guiding manual which were disseminated to regions, training were given for different level educational leaders and expertise and teachers.



Generally, the main focus of School Improvement lies on student learning and the learning outcome. To this effect, schools should primarily identify their weakness and strength and prioritize each school domain and set goals; similarly, it is a continuous process wherein all members of the school community and other stakeholders contribute for the student learning and improvement of their results. The school domains are grouped into four having different elements within each group. The relationship between these essentials influencing the student learning and learning outcomes is presented as follows:

**Figure 1: The framework of School Improvement Program**



Source: MoE SIP Frame Work (2011)

## 2.6. Domains of School Improvement

Schools as organization are established to educate citizens of nations. To fulfill this responsibility, school is in need of domains based on which they can operate effectively. For instance Wisconsin Department of public instruction in Klousmeier, H.J (1985:6) approved the following characteristics of effective school: strong structural leadership; clear school mission and accompanying instructional program; high expectations for students; an orderly school learning climate; opportunity to learn and an emphasis on academic learning time; frequent monitoring of pupil progress, high degree of community involvement. Different authors have also identified many characteristics of successful schools all targeting at a common of learners' achievement.

In connection to this, Levine and Lezotte (in Hargeaves and Hopkias, 1994) have found the following as the most consistent correlates of successful schools: Productive school climate and culture which comprises; orderly school environment, staff commitment to a shared articulated mission, of focused on achievement; problem solving orientation; staff input in decision making; staff cohesion, collaboration, consensus, communication and collegially; and school wide emphasis on recognizing; and positive performance. Focus on student a question of central listening skills comprising of, maximizing availability and use of time for learning and emphasis on master of central listening skills, appropriate monitoring of students' progress. Practice oriented staff development at school site. Outstanding leadership reflected by: vigorous selection and replacement of teachers: Move rick orientation and buffering: frequent personal monitoring of school activities, and sense making; high expenditure of time and energy for school improvement actions; support for teachers; a acquisition of resources; superior instructional leadership; and availability and effective utilization of instructional support personal. Salient parent involvement, effective instructional arrangements and implementation accompanied by successful grouping and related organizational arrangements active /enriched learning: effective teaching practices; emphasis on higher –order learning in assessing instructional out comes; coordination in curriculum and instruction; easily availability of abundant, appropriate instructional materials; class room adaption; stealing time for reading; language and mathematics. High functioning expectations for students, other possible correlates such as: students sense of efficiency; multicultural instruction and sensitivity: personal development of students: and rigorous equitable student promotion policies and practices.

Another important feature of most successful school improvement program has been there on a limited number of change strategies at any one time (Levine in Hargeaves D and Hopkins, 1994). Similarly, the Wisconsin Department of public instruction (2000) has indicated: availability of vision (having a common understanding of goals, principles, and exceptions for every ones in the learning community), leadership (having a group of individuals dedicated to helping the learning–community reach its vision), high academic standards (describing what students need to know and be able to do),standards of heart (helping all within community become carrying contributing, productive ,and responsible citizens); family, school and community partnership ;professional development (providing consistent, meaningful opportunities for adults in the school setting to engage in continues learning; evidence of success (collecting and analyzing data about students, program and staff.

## **I. Learning and Teaching Process Domain**

Quality learning and teaching is evidence based features oriented, creating an empowered community of learners in which teachers and students are challenged to pursue excellence and realize their potential. Hopkins (1994:74-90) specifically pointed out the main focus for school improvement action should be on teaching and learning process in the class room. It is also further noted such class room practice can be sustained through ongoing staff development prefer ability on areas such as teaching skill and knowledge of curriculum content, It also stressed on collaboration as necessary condition for implementation to occur when group of teachers adopt education ideas to their own context and professional. These all, however happen only when all members of the school community actively build a common vision of their main purpose.

### **The Major Teacher Practices Related to the SIP**

Teachers assume the key position as their activity in the teaching and learning process directly or indirectly influence student learning. Some of the measure activities related to the school improvement effort as discussed by MoE, 2007b; MoE, 2007d: MoE 2006e and MoE, 2006b) are the class room instruction, assessment methods used curriculum or text book evaluation, preparation and utilization of instructional aides, student motivation and classroom discipline and other none instructional activities such as provision of guidance and counseling service, participation in the organization of co-consular as well as extracurricular activities among others. Below is therefore, a brief highlight of these activities in relation to the SIP.

#### **(1) The Teaching Strategy**

The teaching methods used by a teacher influence student learning either positively or negativity. Harris (2002:3) suggested with successful school improvement, “There is an emphasis up on well-defined student learning out comes along with the providing of clear instruction frame work”. Currently, different studies show how the use of diversified student centered teaching and learning strategies is more important than sole reliance on the teacher as the only source of knowledge. Even though, there is no one best strategy, the importance of active learning is highly emphasized in support of active method Aggrawal, (1996) and ICDR (1999) argue that children learn best when they are active and strategies used by the teachers are in accordance with their development pattern and meet their interests and needs. Further, it is elaborated that active learning gives students freedom to actively participate in learning. In support of the above agreements, Dejene and others (2007) describe active learning as that enhances citizens thinking and problem solving skills. Therefore, it can be concluded that in

order to bring high student involvement in learning and the better achievement in learning and the active learning as part of student centered approach is substantial.

## **(2) Assessment Method**

In order to ensure the continuing intellectual, social and physical development of the learners, the use of appropriate assessment technique is vital. Research evidences confirm that the use of continuous and varied type of tests increases students' performance achievement while in progress. In this regard, Farrat (1980) quoted in ICDR (1999) recommends teachers need to gear towards the application of continuous assessment methods than deterring students' effort on one short and aggregate final examination.

## **(3) Student Motivation**

Apart from the use of actual learning and continues assessment techniques, teachers has the task of creating a learning environment which meets the learners and an aspiration. In general, words "the task of institutional designer is identifying the motives of students and channeling them into activities that accomplish educational goals", this might necessitate a combination of teaching techniques that may keep alive learners initial motivation. Among techniques of motivation to be taken in to account include; well-planned task appropriate to the students' abilities. Meaningful materials reinforce competence and the use of varieties of motivation techniques which range from verbal praise to gift of materials (Curzon, 1990). Arranging special program like tutorial sessions for female students and slow learners students also, play paramount importance in this regard.

## **(4) Management of Student Discipline**

Positive and constructive discipline is worthwhile objective in the class room, because it is necessary for the development of moral standards and obligation. In light of this for effective learning to take place the first priority is for the teacher to develop positive relation with the students and among the students. In this regard teacher's knowledge about the subject matter to be thought, skill of handling student problems and attitude, and respect to the student highly influence the condition of instruction in the class room. For example, Vale, et al (1995) in ICDR (1999) asserted children who are treated positively tend to be have positively and vice versa. To this effect, Drucke (1970) recommended "rather than punishing a disruptive behavior that serve the same function there by reducing the likelihood that the student will continue to be disruptive". In short words, this entails teaching appropriate behavior to meet the intended goal of the SIP.

### **(5) Non-Instructional Activities of Teachers**

Some research evidences indicated that by virtue of better understanding of behavior in class and as they meet students as partner teachers in search for answer to behavioral problems would be active counselors. Counseling service for student is very important in the SIP endeavor to encourage growth of student's self-reliance, internal control and acquaintance to learning environments. This is in turn crucial to develop student self-confidence needed to enhance performance (Curzon, 1990). Teachers can also play active roles in facilitates both curricular and extracurricular activities to substantiate the class room instruction.

In all, teachers are engines to the student learning both in sharing knowledge and facilitating conditions for effective learning so as to maintain high student's achievement, instructional technology and teaching aide only support but do not replace teachers. Hence it calls again for teachers' professional development to deserve special attention in school improvement effort.

### **II. School Environment Domain**

A safe and equitable school/education environment fosters smooth relationship based on mutual respect and understanding. A school has to have a favorable environment that addresses the needs of each student. If students are empowered and feel safe in their schools, they can learn with interest. School environment must be free of any kind of insecurity for student learning to take place. In line with this statement, Faculty of education department of teacher education (2002:4) suggested that "Learners have right to clean and safe environmental that is conducive to their education" In effect, teachers and school management as well as community seek to create a learning environment that encourage positive and active engagement in learning and self-motivation (MoE,2004). The guideline further extends that it is virtually important to develop shared expectations for all students and create and maintain a positive classroom climate of mutual respect and support.

In the SIP guide line, it's also discussed that in order to meet the SIP objectives; school environment must be safe and healthy. This ranges from beautification of school compound to maintenance of stability of discipline and peace (MoE, 2007b). To create conducive school environment for student learning appropriate physical facilities need to be made available as per the requirement of the standard. In this regard, proper class room and administrative buildings with necessary furniture, pedagogical center, library with adequate relevant reference materials, segregated Latrine and particularly at secondary school laboratory rooms, equipment and chemical as well as Information Communication Technology (ICT) rooms and equipment are to be fulfilled for effectiveness of the SIP another issue of concern in relation to student

environment is the provision of school infrastructure services .In fact a school is conducive for student learning up on the fulfillment of basic infrastructural service such as electric light ,telecommunication and clean drinking water ,which are all equally important as physical facilities (MoE, 2007a).

Apart from physical facilities and infrastructural service, to maintain safe and healthy school environment there are different kinds of student support service need to be in place. Emphasizing this view, Phelam and Cao in MC Nergney and Nergncy (2004) state that ,“Level of availability and accessibility of the principal amount of support students receive from teachers and school staff members” can influence student environment learning” For example, such teachers support like coordinating curricular and extracurricular activities, guidance and counseling service, healthy service (first aid) reward (motivation mechanisms and the use of instructional aides are among activities that determine instructional environment (MoE,2007).

In sum, since school is center of any educational activity, thus the school environment need to be made worthy for effective student learning to take place. Healthy and safe learning environment, therefore, demands appropriate physical facilities and its ingredients, a proper infrastructural service, teachers and staff, students support and student discipline and still security, peace as well as democratic culture that should be built concurrently with other domains.

### **III. School Leadership and Management Domain**

Leadership and management is third domain considered in the implementation of SIP. Effective and efficient school leadership and management play a vital role in the implementing the school improvement program me by putting the schools strategic vision by creating strong collaborative bond efficient school leadership and managements enables students and teachers to make the best use of their potential in the learning and teaching process. School leadership and management is among the most crucial forces in the school improvement process. Without high quality and policy making levels, Management of school improvement is the common school improvement committee comprising of principals teachers, students and members of community groups one hand and educational professionals at different levels on the other (MoE, 2007b).

School improvement needs strong commitment and sense of ownership on the part of all the concerned. The successful instructional leaders promote culture of collegiality, collaboration, support and trust in the school improvement effort. Effective instructional leaders must be knowledgeable, collaboration, support and trust in the school improvement effort. Effective

instructional leaders must be able to communicate and represent the student, teachers and parents what is of important and value in the school. They must also be skillful in the construction of culture that especially defines a given school is all about (Mc Ewan, 2003:6). Studies still reveal that the role of school leaders and the process of leadership are significantly contributing factors in the achievement of successful school improvement (Telford, 1996).

Some implication for well-being and improvement of the school include the following: in the first place, vision need to be shared and regularly be confirmed as the process of change take place (Bush and Marine 2000; Harris, 2000). It is clear that the absence of clear vision and it's communication has shown to lead to confusion, demoralization and failure within much school improvement to work; Second, essentially school improvement necessitations some conceptual initiatives and leadership where teachers and school managers engaged in active and participatory leadership in school improvement work than top down delegation (Harris, 2002). The importance of spreading leadership function through the staff group is another issue. The ministry of education frame work document argues in favor of leadership that should come from variety of sources in the school. School leadership that is shared among teachers, staff members, parents and members of the entire educational community, increase the desired level of student performance, hence, an opportunity to achieve at high level. It is due to this fact that the SIP committee is organized to manage the improvement effort in many countries including ours. The third function of leadership is the emphasis up on infrastructural and interpersonal skill development. This is according to Harris (2003) is the concern with promotion of people centered continuing professional development as means of maintaining the level of commitment and morale staff in the school. Fourthly, an analysis of personal and professional value including critical thinking is central to successful leadership functions. In general, as the most consistent study findings indicate effectiveness of leadership depends on the quality of leaders. To effectively put in to practice leadership functions, the school leadership should be strategic thinkers, mentors, Mediators, consensus builders self-evaluators, team sprit promotes, fair and balanced good communicators, emphatic listeners and role models (USAID, 2006).

#### **IV. Community Involvement Domain**

Developing quality partnership and network parent and society enable schools to provide to quality education. Community participation in education and system is the partnership of home and school to support child's education process. Regarding this Olsen (1954:427) stated that community participation is the constructive involvement of people other than adults involved as students and par time employers in school policy program planning and evaluation: parents and families cannot be the only group of people for children education as long as children

interact with and learn from the world outside their families. Communities and society must support parents, committee and NGO, can play significant role.

### **2.7 The role of school stockholders in implementing school improvement program**

Schools exist within the context of parents' community, school districts, others educational organizations and institutions, and levels of government .each of them have an impact on school and though school of pupils. The partners that contribute for the school improvement described by Stoll and Dean Fink (1996) include parents, community pupils and school district and the others. If schools create a strong sense partnership with parents, they contribute a lot to pupil's success. They support schools by providing their knowledge, skills and resources. The school surrounding community should support schools in various aspects.

The community has to participate in school development programs and has to make financial and material support. Pupils have to be involved in decision making of school development programs and they have to be encouraged to take responsibility in day to day routine work in class room level. School districts support schools in providing equitable and purpose full distribution of resources not only monetary but also human material and psychological support. There are other partners such as nongovernmental organizations (NGO), charitable organizations, universities etc. that could support schools in their improvement efforts.

### **2.8 The role of School improvement team in the implementation of SIP**

School improvement is work that requires collaborative efforts of stake holders, form plan preparation through implementation and evaluation. To begin with school improvement process the first step should be establishing school improvement committee/team. Barnes (2004:5) suggest that the way to start school improvement is to create a school improvement team and the team is a group of people who work together to develop lead, and coordinate the school improvement process. Accordingly, he pointed out the characteristics of effective school improvement to be small size representative group, coordinate effort and commitment task. According to the same author the responsibility of school improvement team/committee includes: meet with each other members of the school community to inform them of self-study and its objectives and process: obtain the input of faculty and staff and incorporate in to self-study process, collect data, meet regularly to discuss progress, make preliminary conclusions and reflect on what data shows ,as well as on the process itself; assist with documentation and evaluation of self-study ;and assign and negotiate collection tasks with in school community (Barnes, 2004).



The committee members are comprised of teachers, management personnel, students, parents and community and the principal of each schools works as the committee chairman (MoE, 2006).The responsibilities of school improvement committee in the document includes; they prepare school improvement plan ,they out line strategies through which the school community contribute substantially to the school improvement; the organize a system which a school community participates in the school improvement program starting from self-evaluation to implementation and assessment ;and they implement such systems closely supervises school improvement plan provide the necessary assistance and support; and at the end academic year present a report to the school community on the improvement activities carried out by the school. Based on the evaluation report they inform the schools' status to the local community (MoE, 2006). The school improvement team/committee conducts school self-evaluation that is the starting point to draft school improvement plan it gives direction to what issues should be addressed first and what follows based on the priority given by school leaders, students and parents. School can plan and implement their school improvement programs only when they are aware of their current status in respect to the four domains based on reliable and accurate information and when they design and perform their improvement plan (MoE, 2006).

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

In 2009 MoE issued a manual to implement school grant previously stated in the bluebook. 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 guide lines 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 class rooms, 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 education at schools .the sources of found is GEQIP from the center that is ministry of education allocated to regions. Allocation of school grant is good start that helps schools to buy necessary in puts to support school improvement endeavors.

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

The questions rise in school improvement process like; what does it mean to be improving school? How can it be measured? Needed to be answered and decisions about schools and children are likely to be based on this evidence. This point stretched to the evaluation process of school improvement. Although school effectiveness and school improvement research have been areas of intense activity for several decades, they are, in many ways, still in their infancy (Earl et al, 2003). Certainly, the work that has been done in many different countries extended our knowledge and understanding about ways in which education and the broader and community can engage in process to improve school. Goldstein in Earl et al. (2003) indicate that the academic research community is just beginning to establish some comprehensive models of how school can change to become more effective and to develop research methodologies and analysis techniques that capture the complexity of change. It is imperative 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.

Earl *et al.* (2003:14) describes that:

*Evaluation process allows us to investigate the trajectory of change in a particular school improvement program as it has developed over more than a decade. We have been fortunate to be able to adopt a contextually rich longitudinal approach by following schools over a period of year as they have engaged in school improvement initiatives, because the evaluation team has been closely involved in from the beginning, we have been able to watch the various stages that the schools go through in implementing major changes.”*

Monitoring and evaluation consist in measuring the status of objective or activity against an “expected target” that allows judgment or comparison (UNESCO, 2006) with this regard, school improvement guide line prepared by MoE has given emphasis monitoring and evaluation. These includes: conducting evaluation, documentation and reporting activities that are connected with national curriculum evaluation and learning capacity studies supervising improvements in student result and providing assistant as a needed; making sure that teacher and other staff members have developed s sufficient skill in monitoring and evaluation and assessments conducted and using them in plan preparation; supervising the progress (improvement) of students according to the outlined targets; identifying low academic

performance in individual student level, section, class level and subject type (MoE, 2006). This shows that monitoring and evaluation is an integral part of school improvement plan implementation.

### **2.11. Challenges in Implementing the School Improvement Program**

As noticed by Poster and Day (1988), it is difficult to achieve school improvement as the school itself is a complicated social entity that has operated with in changing and sometimes conflicting public expectation. In support of this proposition, Ainscow (1994) has also argued that schools and class rooms are complex environments involving arrange of unpredictable factors, which Hopkins (2005:14), for example, identified contextual factors those which are likely to influence the progress and choice of improvement effort. These could be social class and educational status of the community in the catchments area ideological groupings which can fragment the improvement effort and the nature of collegiality, ownership and manifested in leadership style.

With respect to school improvement effort in practice research evidences indicate that in appropriate prostration of area of concern for improvement lack of support and commitment in fractions and teachers resistance (Ainscow, 1994) as well as lack of focus on the level of class room and primary of instruction (Hopkins 2005) are more likely to hamper the effectiveness of school improvement effort. Since prioritizing area of concern for improvement is one of the major tasks in school improvement planning, failure to prioritize properly is likely to result in unsuccessful efforts. In line with this, Duchalwkai, Kutash and Olivera (2004) noted that although the literature on school improvement has indicated that all domains are important, the complex nature of school improvement makes it difficult for an individual school to improvement all the strategic concurrently.

The extent of pressure and support from district education office is also another factor that can determine the effective implementation of school improvement experiences in schools that have been involved in school improvement project. For successful school improvement, the district office has to have a clear plan for supporting its schools in sharing experience.

Teachers might resist new reform for many reasons. Since active involvement of stockholders particularly teachers can determine the success of school improvement is crucial (Costa and Liebmann, 1997, genuine communication and shared commitment is crucial through the involvement of teachers indecision making process, development teachers ownership of the reform at the right time by the help of right awareness creation mechanizes.

In addition to problem discussed above; factors such as lack of common understanding among the practitioners on the program, complexity and instability or change in school factors like

staff turnover, change in prentices from education authority and public enrolment can affect sustainability of school improvement (Chinsamy, 2002) finally in the local context, reports on the regional level school improvement practice reveal some factors might handicap program implementation effort. Some of the major expected challenges as summarized by OEB (2009) include; lack of qualified teachers required mainly at secondary level; Lack of proper leadership training for school principals and there undergoing poor commitment to enforce the program; defective strategic school improvement plan preparation and implementation and of course; weak follow up monitoring and evaluation of the program implementation by all concerned.

In conclusion, the strategic nature of the SIP by itself does not bring change overnight, Indeed it needs active involvement of all the stake holders for effective implementation to occur.

## **CHAPTER THREE**

### **3. RESEARCH DESIGN AND METHODOLOGY**

This chapter is expected to address those issues related to the research design, research method, and the total population of the study and the samples of the study with the selection mechanisms. Moreover, instruments and procedures of data collection were also addressed. Finally, the systems of pilot testing the instruments, data analysis techniques and ethical considerations were discussed in this chapter.

#### **3.1. Research Design**

The descriptive research design was employed to study the problem. Descriptive research design makes possible the prediction of the future on the basis of findings on currently existing conditions (Kothari, C.R, 2004). Likewise, Jose and Gonzales (1993) state that descriptive research gives a better and deeper understanding of a phenomenon which helps as a fact-finding method with adequate and accurate interpretation of the findings. The design was selected with the assumption that it was helpful to obtain relevant information from concerned respondents on practices and challenges of implementing school improvement program /SIP/ in secondary schools and to gain detailed data from large number of respondents to draw the necessary conclusion. Moreover, it helps to get data at particular points in terms of the intensions of describing the nature of existing condition, or identifying standards against which existing condition can be compared or determine the relationship that exist between specific event ( Jose and Gonzales , 2002:16).

#### **3.2. Research Method**

This study was employed both qualitative and quantitative approaches. The combination of both research approaches were the most effective way in achieving the research objective due to their complementary strengths. It was acknowledged that both quantitative and qualitative analyses suffer from certain specific shortcomings. Though the study did employ both quantitative and qualitative approach, quantitative method was essentially emphasized to get breadth of information. Besides, the qualitative approach, helps the researcher to know more about something than he or she did before engaging in the process (Creswell, 2008). The selection of the design was based on the insight of the problem and the nature of the data expected to be collected. While quantitative data gathering techniques were used to see the bigger picture, qualitative data-gathering techniques were used to enrich and triangulate quantitative data.

### **3.3. Source of Data**

The data for this study was gathered from both primary and secondary sources. Through questionnaire, primary data were obtained from principals, secondary school supervisors, Woreda education office (WEO), school improvement committee members (PTSA fi KETB), teachers and department heads who had direct contact with the issue. The secondary data was gathered from document analysis. For this purpose, the documents of school improvement program implementation was reviewed.

### **3.4. Study Population**

Ilu Aba Bor zone contains 40 government first cycle secondary schools over the whole 14 woredas. Accordingly, there are 40 principals, 160 department heads, 894 teachers, 14 supervisors, 14 WEO SIP experts, 200 School improvement committee (SIC) members and, contains a total population of 1,122. Because of geographical location and limited time-frame, the study was conducted over 4 (28.6%) woredas (Bure, Ale, Mattu (rural) and Hurumu). In line with this, there are 8 secondary schools over the four woredas. Therefore, the study considered 8 principals, 200 teachers, 32 Department Heads, 4 secondary school supervisors, 40 SIC members and 4 Woredas' education office SIP experts a total of 258 target populations.

### **3.5. Sample Size and Sampling Techniques**

Multi-stage sampling technique was used to select the samples of this study. The researcher favored this technique as it helps to get more representative sample from geographically scattered participants (Koul, 1984). Successive multi-stage sampling techniques were used to select sample Woredas, schools, principals, supervisors, Department Heads, teachers, SIC members and WEO SIP experts. Because of the dispersed settlement of woredas four clusters were formed based on their proximity and also confirmed as pre-existed cluster division from Zone Education Office. Therefore, in the first stage, 4(28.6%) Woredas (Bure, Ale, Mattu and Hurumu) were selected from 4 cluster woredas (one woreda from each clusters) of the zone through simple random sampling techniques. According to Levy, Yalaw Endawok and Limshow among the total population 10-30% can fulfill the sample sizes. In connection to this the whole secondary schools (8) of the sampled woredas was included through census method. Accordingly, 8 (100%) principals and 4 (100%) secondary school supervisors were included by census method; 16 (32%) SIC members (KETB and PTSA), and 4 (100%) WEO SIP experts was selected using purposive sampling techniques; in addition to this, 24(75%) department heads was selected by employing simple random sampling techniques; similarly, 150 (75%) teachers also was selected using simple random sampling techniques to assure a 95% of

confidence interval level (Cohen et al, 2007:104). Generally, the researcher encompassed a total number of 206 (71%) respondents for this study.

**Table 1: Summary of sample size and sampling technique**

No	Subjects	Target population	Sample size		Sampling techniques
			No	%	
1	Woredas	14	4	28	Cluster sampling
2	Schools	8	8	100	Census method
3	Principals	8	8	100	Census method
4	Supervisors	4	4	100	Census method
5	Teachers	200	150	75	Simple random sampling
6	Department Heads	32	24	75	Simple random sampling
7	SIC members (PTAS & KETB)	40	16	32	Purposive sampling
8	WEO SIP expert	4	4	100	
	Total	288	206	71	

### 3.6. Data gathering tools

For the purpose of this study, three data collection tools were used. These were questionnaires, semi-structure interview and document analysis. It is believed that using these tools is vital to triangulate the data collected and to combine the strengths of each instrument and to minimize their weaknesses in advance with the data collected is reliable (Dawson, 2002).

#### I. Questionnaires

Questionnaire for this study encompassed more open-ended and few close-ended items and administered for teachers and department heads. The closed type items of the questionnaire were arranged in the form of Likert-scale by which the researcher has the chance to get a greater uniformity of responses of the respondents that served him to make it easy to be processed. In addition to this, few open ended type of items was used in order to give opportunity to the respondents to express their feelings, perceptions, problems and intentions related to cluster supervision practices in the woreda. In supporting the above ideas, Cohen, L., et al.(2007) recommended that, the larger the sample size, the more structured, closed and numerical the questionnaire might have to be, and the smaller the size of the sample, the less structured, more open and word-based the questionnaire may be. The questionnaire was organized in two parts. The first part deals with the general background of the participants. The second and the largest part encompass the whole number of both closed and few open-ended question items that address the basic questions of the study.

## **II. Interview**

The purpose of interviewing people is to find out what is in their mind –what they think or how they feel about something (Best and Kahn, 1993). Thus, semi-structured interview items were prepared for the interviewees. Semi-structured interview permits flexibility in which new questions can be forwarded during the interview session based on the responses of the interviewee, and enables to gather more information that may not be easily held by the questionnaires (Rubin and Rubin, 2005). To this end, in order to obtain detailed information, interview sessions was synthesized for principals, supervisors, School improvement Committee (SIC) members (PTSA and KETB) and WEO SIP experts to acquire their SIP implementation experience. To make the interview sessions more operational to the sampled WEO SIP experts, it was translated in the *Afan Oromo* language, and subsequently translated back to English.

## **III. Document Analysis**

In addition to primary sources, relevant information included from secondary sources. This technique helped the researcher to cross check the data that obtained through primary sources. Document analysis focused on documents like SIP implementation plan, SIC members' minuets, self- assessment tools, evaluation tools and overall SIP practices records.

### **3.7. Validity and Reliability Check**

Checking the validity and reliability of data collecting instruments before providing to the actual study subject will be the core to assure the quality of the data (Daniel M., 2004). Thus, pilot testing was conducted in Mattu Administrative town Abdi Bori secondary School, where the school is out of the sample of the study; consequently, 20 teachers was selected to check the reliability of items prior to the final administration of the questionnaires to all respondents. The pilot test was conducted to secure the validity and reliability of the instruments with the objective of checking whether or not the items included in the instrument can enable the researcher to gather relevant information; this was done through the SPSS computer program. Accordingly, the reliability of the instrument was measured by using Cronbach alpha test. The coefficients obtained was .87 which is found between .70–.90, which is internally consistent (Cronbach, L. J., 1984). Finally, following pilot test analysis result the researcher made necessary amendment so as to correct confusing and ambiguous questions that hampered reliability and validity.

### **3.8. Data gathering procedure**



To answer the research questions raised, the researcher goes through a series of data gathering procedures. These procedures help the researcher to get authentic and relevant data from the sample units. Thus, after having letters of authorization from Jimma University and Ilu Aba Bor Zone Education office, and finished all aspects related to pilot test, the researcher had contacted to Woreda education offices and the principals of respective schools for consent. After making agreement with the concerned participants, the researcher was introduced his objectives and purposes. Then, the final questionnaires were administered to sample teachers and department heads in the selected schools. The participants were allowed to give their own answers to each item independently and the data collectors was closely assist and supervise them to solve any confusion regarding to the instrument. Finally, the questionnaires were collected and make it ready for data analysis. The interview has conducted after the participants' individual consent was obtained. During the process of interview the researcher was attempt to select free and clam environment to reduce communication barriers that disturb the interviewing process.

### **3.9. Method of Data Analysis**

The nature of the data type dictates the researcher's ways of analysis. Primarily, the responses from the questionnaires were refined and the quantitative data imported to Statistical Package for the Social Sciences software (SPSS version 21.0); then data output were analyzed in both descriptive statistics (in frequency and percentage) and inferential statistics (chi-square, p-value) to test the existing opinion difference between the two independent groups (teachers and department heads) (Cohen et al, 2007). In addition to this, qualitative data: open ended questions from the questionnaire, Semi-structured interview, and documents were analyzed qualitatively to generate a certain theme. Qualitative data from questionnaire, interview and document were summarized, categorized and organized to strengthen the quantitative analysis.

### **3.10. Ethical Consideration**

To make the research process professional, ethical consideration was crucial. Hence, the researcher did inform the respondents about the purpose of the study i.e. purely for academic; the purpose of the study was also introduced in the introduction part of the questionnaires and interview guide to confirm that subject's confidentiality was protected. In addition to this, they were also be informed that their participation in the study was based on their consent. The research findings were not be personalized any of the respondents' response during data presentations analysis and interpretation. Furthermore, all the materials used for this research were kept confidentially and acknowledged appropriately.

## CHAPTER FOUR

### 4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

As indicated in the previous chapters, the main purpose of the study was to investigate the implementation of school improvement program in secondary schools of Ilu Aba Bor zone. Therefore, this chapter deals with Presentation, Analysis and Interpretation of the data obtained from the respondents by using the data gathering tools (questionnaire, interview and document observation) to search for appropriate solutions to the basic questions of the study. This section of the research report is categorized in to two major parts. The first part presents the characteristics of respondents and the second part deals with the analysis and interpretation of the school improvement program (SIP) implementation based on the data collected.

#### 4.1 Response Rate

This part deals about the rate of questionnaires returned from eight secondary schools of study areas.

**Table 2: Response Rate**

N o	Name of the school	Distributed Questionnaires, For:		Returned Questionnaires			
		Teachers	Dep. Heads	In number		In percent (%)	
				Teachers	Dep. Heads	Teachers	Dep. Heads
1	Hurumu	28	3	27	3	96.4	100
2	Sonta	10	3	10	3	100.0	100
3	Burusa	22	3	21	3	95.5	100
4	Baroy Gabisa	14	3	14	3	100.0	100
5	Bure Nikolas bom	25	3	25	3	100.0	100
6	Sibo	13	3	12	3	92.3	100
7	Gore	27	3	27	3	100.0	100
8	Onga	11	3	10	3	90.9	100
	Sub total	150	24	146	24	97.3	100
	Total	174		170		97.7	

As shown in table 2, from the total of 174 distributed questionnaires (150 for teachers and 24 department heads) 170 (97.7%) (146 from teachers and 24 department heads) questionnaire were returned. It is excellent to proceed to analysis, if it is greater than 70 %.(Mugenda, O.M & Mugenda, A.G, 2003).

## 4.2. Demographic Information of Respondents

By describing characteristics of the respondents, it is possible to know some background information about the sample population who participated in the study. The following four tables shows the general characteristics (sex, age, qualification, work experience, field of study and training on school improvement program) of respondents involved in the study.

**Table 3 : Respondents by Sex and Age**

Variable		Teachers		Principals		Department Head		School Imp. Com.		Supervisor		WEO SIP Expert	
		N <sub>0</sub>	%	N <sub>0</sub>	%	N <sub>0</sub>	%	N <sub>0</sub>	%	N <sub>0</sub>	%	N <sub>0</sub>	%
Sex	M	85	56.7	6	75	17	70.1	16	100	4	100	2	50
	F	65	43.3	2	25	7	29.9	-	-	-	-	2	50
	Total	150	100	8	100	24	100	16	100	4	100	4	100
Age in years	< 25	5	3.3	-	-	-	-	-	-	-	-	-	-
	26-30	25	16.7	2	25	4	16.7	3	18.75	-	-	-	-
	31-35	65	43.3	3	37.5	10	41.7	6	37.5	-	-	-	-
	36-40	40	26.7	2	25	8	33.3	5	31.25	3	75	4	100
	> 40	15	10	1	12.5	2	8.3	2	12.5	1	25	-	-
	Total	150	100	8	100	24	100	16	100	4	100	4	100

As can be seen from table 3 in relation to sex distribution of teachers, 85 (56.7%) of them were males and 65 (43.3%) females. This indicates that majority of teachers teaching in the selected secondary schools of Ilu Aba Bor zone are males .The number of female teachers is also in encouraging state. Of 8 principals 6 (75%) of them are males and the rest 2 (25%) are female principals; it is advisable to work on issue to bring females to act as principals. Looking at age structure, majority of teachers (96.7%), the whole principals, Department Heads, SIC members, supervisors and WEO SIP experts are found above the age of 25. Therefore, except negligible amount of respondents (teachers) the rest are matured enough to respond to the question properly.

**Table 4: Educational Level, Field of Study and Work Experience**

Variable	Category	Teachers		Dep. Heads		Principal s		SIC		Supervis or		WEO SIP Expert	
		No	%	No	%	No	%	No	%	No	%	No	%
Educational level	Below grade10	-	-	-	-	-	-	14	87.5	-	-	-	-
	Certificate	-	-	-	-	-	-	2	12.5	-	-	-	-
	Diploma	4	2.7	-	-	-	-	-	-	-	-	-	-
	BA/BED/BSc	146	97.3	24	100	8	100	-	-	4	100	4	100
	MA/MSc	-	-	-	-	-	-	-	-	-	-	-	-
	Total	150	100	24	100	8	100	16	100	4	100	4	100
Field of study	EdPM	6	4	1	4.1	1	12.5	-	-	1	25	1	25
	N/Science	52	34.7	9	37.5	2	25	-	-	1	25	1	25
	S/Science	48	32	8	33.3	2	25	-	-	2	50	-	-
	Language	44	29.3	6	25	3	37.5	-	-	-	-	2	50
	Non-teaching	-	-	-	-	-	-	-	-	-	-	-	-
	Total	150	100	24	100	8	100	-	-	4	100	4	100
Work Experience	≤5 years	4	2.6	1	4.2	5	62.5	-	-	1	25	1	25
	6-10	10	6.7	3	12.5	2	25	-	-	1	25	-	-
	11-15	25	16.7	8	33.3	1	12.5	-	-	2	50	-	-
	16-20	69	46	6	25.0	-	-	-	-	-	-	1	25
	21-25	37	24.7	4	16.7	-	-	-	-	-	-	2	50
	26 and above	15	10	2	8.3	-	-	-	-	-	-	-	-
	Total	150	100	24	100	8	100	-	-	4	100	4	100

As to educational background of respondents, 146(97.3%) teachers, 24(100%) department head, 8 (100%) principals, and 4 (100%) WEO SIP experts were first degree holders. All SIC members (KETB and PTSA) - 16 (100%) were below diploma level. Only 4 (2.7%) of teachers were diploma holders. This implies that, the minimum requirement to be secondary school teacher, principal and supervisor is almost satisfactory.

Regarding the work experience of respondents, 146(97.4%) of teacher respondents have served 6 and above years and 4(2.6%) have served 5 years and below. Similarly the majority of WEO SIP experts and secondary school supervisors have served for 6 years and above. But, only 3 (37.5%) secondary school principals have served in the area of educational leadership. From the table one can understand that majority of teachers were more experienced than supervisors, and school principals. On the other hand, the least work experience in area of educational leadership revealed that there was high turnover of educational leaders.

As can be seen from table 4 above Only 1(12.5%), 1(25%),1(25%) of principal, supervisors and WEO SIP expert were qualified in educational planning and management. 2(25%)

principals, 2 (50%) supervisors and 1(20%) of WEO SIP expert in social science and the rest 5(62.5%), 1 (25%), 2(50%) principals, supervisors and WEO SIP expert were qualified in other discipline which is not related to the position they hold currently

### 4.3. Learning and Teaching Process Domain

Quality learning and teaching is evidence based, futures in which teachers and students are challenged to pursue excellence and realize their potential.

**Table 5: Respondents' Views on Teaching and Learning Domain**

No	Items	Participants		Response						X <sup>2</sup>	P-Value
				SD (1)	D (2)	U (3)	A (4)	SA (5)	Total		
1.1	The extent to which student centered method of teaching was practiced by teachers	Teacher	N <sub>0</sub>	50	71	9	15	1	146	8.486	0.075
			%	34.2	48.6	6.2	10.3	0.7	100.0		
		Dep_Head	N <sub>0</sub>	10	9	2	2	1	24		
			%	41.7	37.5	8.3	8.3	4.1	100.0		
1.2	There is arrangements of tutorial programs for female and slow learner	Teacher	N <sub>0</sub>	98	44	0	2	2	146	2.488	0.477
			%	67.1	30.1	0.0	1.4	1.4	100.0		
		Dep_Head	N <sub>0</sub>	17	1	0	5	1	24		
			%	70.8	4.2	0.0	20.8	4.2	100.0		
1.3	There is active participation of students in school clubs.	Teacher	N <sub>0</sub>	107	10	2	21	6	146	3.28	0.512
			%	73.3	6.8	1.4	14.4	4.1	100.0		
		Dep_Head	N <sub>0</sub>	20	1	0	1	2	24		
			%	83.3	4.2	0.0	4.2	8.3	100.0		
1.4	Evaluation of curriculum has been made by teachers	Teacher	N <sub>0</sub>	67	68	2	3	6	146	3.38	0.612
			%	45.9	46.6	1.4	2.1	4.1	100.0		
		Dep_Head	N <sub>0</sub>	9	10	1	2	2	24		
			%	37.5	41.7	4.2	8.3	8.3	100.0		
1.5	Action research has been conducted by teachers	Teacher	N <sub>0</sub>	65	68	2	5	6	146	6.226	0.183
			%	44.5	46.6	1.4	3.4	4.1	100.0		
		Dep_Head	N <sub>0</sub>	1	15	0	3	5	24		
			%	4.2	62.5	0.0	12.5	20.8	100.0		
1.6	The school implement continuous assessment	Teacher	N <sub>0</sub>	71	38	2	32	3	146	6.624	0.157
			%	48.6	26.0	1.4	21.9	2.1	100.0		
		Dep_Head	N <sub>0</sub>	9	6	2	3	4	24		
			%	37.5	25	8.3	12.5	16.7	100.0		
1.7	There is functional laboratories and instructional media to motivate teaching and learning process	Teacher	N <sub>0</sub>	65	65	2	8	6	146	2.959	0.565
			%	44.5	44.5	1.4	5.5	4.1	100.0		
		Dep_Head	N <sub>0</sub>	15	7	0	1	1	24		
			%	62.5	29.2	0.0	4.2	4.2	100.0		

As can be observed in item 1.1 of table 5, respondents were asked to indicate their agreement on the extent to which student centered method of teaching was practiced by teachers. Accordingly, 16 (11%) Teachers and 3 (12.4%) Department Heads agreed on the issue; but, 9 (6.2%) Teachers and 2 (8.3%) Department Head respondents rated on undecided; however, majority of respondents (121 (82.8%) Teachers and 19(79.2%) Department heads) disagreed on the issue. Besides, the results of chi-square and p-value, 8.486 and .075 respectively indicates as there is no statistically significant difference between teachers and Department heads' response. In addition, the data gathered from school secondary school principals, supervisors, school improvement Committee members (PTAS and KETB) and WEO SIP experts through interview were confirmed that a student-centered teaching method was not employed by teachers. In line with this, Erickson (1984) suggest that students are not empty vessels; they come to class with their own perceptual frameworks and learn in different ways (Kolb, 1984). Learning is no longer viewed as a passive process where static bodies of facts and formulas are passed along to the uninitiated. Rather, learning is an active, dynamic process in which connections are constantly changing and the structure is continually reformatted (Cross, 1991). In short, students construct their own meaning by talking, listening, writing, reading, and reflecting on content, ideas, issues and concerns, (Meyers & Jones, 1993). In student-centered environments, learners are given direct access to the knowledge-base and work individually and in small groups to solve authentic problems.

In item 1.2 of table 5, participants were asked their agreement on arrangements of tutorial programs for female and slow learner in that, 4 (2.8%) Teachers and 6 (25%) Department Heads agreed on the issue; but, 17 (75%) Department Head respondents rated on undecided; however, majority of respondents (142 (97.2%) Teachers and 17 (75%) Department heads) disagreed on the issue. In addition to this, the computed chi-square and p-value, 2.488 and .477 respectively indicates as there is no statistically significant difference between teachers and Department heads' response. This indicates that participants have the same understanding about the arrangements of tutorial programs made for female and slow learner.

In item 1.3 of table 5, participants were asked the extent of active participation of students look in school clubs. Thus, 27(18.9%) Teachers and 3 (12.5%) Department Heads agreed on the issue; but, 2 (1.4%) Teachers and no Department Head respondent rated on undecided; however, majority of respondents (117 (80.1%) Teachers and 21 (87.5%) Department heads) disagreed on the issue. Regarding the results of chi-square and p-value, 3.28 and .512 respectively indicates as there is no statistically significant difference between teachers and

Department heads' response. As UNICEF (2010) suggested, children do not develop their capacity merely by being taught in schools. They should be members of different school clubs that provide a forum where students, teachers and other members of the community could share experiences, identify problems, and jointly decide and act towards the fulfillment of children's rights. Club activities which promote peaceful coexistence, self-confidence, self-esteem, environmental protection, and development of the physical, emotional and spiritual well-being of students are particularly important.

Concerning item 1.4 of table 5, respondents were requested to rate the degree to which evaluation of curriculum has been made by teachers; thus, 9 (6.2%) of teachers and 4 (16.6%) of Department head respondents agreed and 2(4.2%) teacher and 1(1.4%) Department head respondent have not decided on the issue being requested; but, the majority of respondents (135 (92.5%) of teacher and 19 (79.2%) of Department heads) have disagreed on the issue. Besides, the results of chi-square and p-value, 3.38 and .612 respectively indicates as there is no statistically significant difference between teachers and Department heads' response.

As observed in Table 1.5 item 5, regarding action research conducted by teachers in the school respondents were requested and the majority of respondents (133 (91.1%) teachers and 16 (66.7%) Department heads) have disagree; while 11 (7.5%) teachers and 8 (33.3) department heads agreed, 2 (1.4%) teachers rated on undecided on the item. This may imply that majority of teachers and department heads do not engaged in conducting action research. Moreover, the computed Chi-square value ( $\chi^2=6.226$ ) is lower than the critical value ( $\chi^2 =9.487$ ) at .05 significant levels with four degree of freedom and computed p-value is  $p= .183 (> 0.05)$ . This revealed that there is no statistically significant difference between the views of the two groups of respondents. Furthermore, the information obtained from school principals, supervisors and WEO SIP expert and SIC members (PTAS and KETB) revealed that the school never used the benefit gained by conducting action research.

As it has been shown in item 1.6 of Table 5, 35 (24%) of teachers and 7 (29.2%) of Department Head respondents have agreed and 2 (1.4%) of teacher and 2 (8.3%) of department head respondents have not decided. However, the majority of respondents (109 (74.6%) of teacher and 15 (62.5%) Department Heads) disagreed on the way continuous assessment had been given by teachers. Furthermore, the computed Chi-square value ( $\chi^2=6.624$ ) indicates as it is lower than the actual value ( $\chi^2 =9.487$ ) at .05 significant levels with four degree of freedom and computed p-value is  $.157 (> 0.05)$ . This revealed that there is no statistically significant

difference between the views of the two groups of respondents. From this one may conclude that, secondary school teachers are not 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) reflects that, ongoing assessment of student performance can provide teachers with the information they need to improve student learning.

The data in item 1.7 of Table 5, revealed that 14 (9.6%) of teacher and 2(8.4%) Department head respondents have agreed on using laboratory and instructional media to motivate student learning and 2(1.4%) teacher and none of department head respondent were rated on undecided scale. But, the majority of respondents (130 (89%) of teacher and 22 (91.7%) of Department head) disagreed. Consequently, the computed Chi-square value ( $\chi^2=2.959$ ) is lower than the critical value ( $\chi^2 =9.487$ ) at .05 significant levels with four degree of freedom and computed p-value is .565 ( $> 0.05$ ). This revealed that there is no statistically significant difference between the views of the two groups of respondents. Data obtained through interview with supervisors and woreda education office heads revealed that lack of laboratory equipment and teachers commitment to engage students in practical work. From the majority of teachers respondents and interviews result it is possible to say that secondary schools in the Ilu Aba Bor zone did not devote enough attention to apply practical work in the laboratory and use instructional media to improve the teaching and learning activities.

#### **4.4. Learning Environment Domain**

This domain mainly focuses on making school environment safety and health relation for teaching learning process. Safety and conducive-learning environment helps school leaders, teachers and students to feel secured and contributed to their maximum potential for teaching and learning process. School improvement framework (MoE, 2007:6) suggested that schools should create a learning environment that could effectively meet the diverse needs of the learners. School class rooms should be neat, conducive and attractive in order to inspire students' motivation and learning process. A safe equitable school/education environment fosters smooth relationship based on mutual respect and understanding. A school has to have a favorable environment that addresses the need of each student. If students are empowered and feel safe in their schools, they can learn with interest.



**Table 6: Learning Environment Domain**

	Items	Participants		Respondents						X <sup>2</sup>	P-Value
				SD (1)	D (2)	U (3)	A (4)	SA (5)	Total		
1.8	There is appropriate physical environment (buildings, furniture, play grounds and other facilities) for teaching and learning process;	Teacher	N <sub>0</sub>	65	60		10	11	146	2.303	.512
			%	44.5	41.1	0.0	6.8	7.5	100.0		
		Dep. Head	N <sub>0</sub>	14	6		2	2	24		
			%	58.3	25.0	0.0	8.3	8.3	100.0		
1.9	There are clear rules and policies of the school that are communicated by the school community;	Teacher	N <sub>0</sub>	70	64	10	0	2	146	7.268	.122
			%	47.9	43.8	6.8	0.0	1.4	100.0		
		Dep. Head	N <sub>0</sub>	11	10	1	1	1	24		
			%	45.8	41.7	4.2	4.2	4.2	100.0		
1.10	There are adequate teaching and learning materials	Teacher	N <sub>0</sub>	100	13	0	22	11	146	7.941	.094
			%	68.5	8.9	0.0	15.1	7.5	100.0		
		Dep. Head	N <sub>0</sub>	17	1	1	2	3	24		
			%	70.8	4.2	4.2	8.3	12.5	100.0		
1.11	School community has access to standard toilets particularly designated for females and male students with water.	Teacher	N <sub>0</sub>	61	66		5	14	146	7.442	.059
			%	41.78	45.21	0.00	3.42	9.59	100.00		
		Dep. Head	N <sub>0</sub>	17	5		1	1	24		
			%	70.8	20.8	0.0	4.2	4.2	100.0		
1.12	There is good relationship among principals, teachers, students and all the staff in the school.	Teacher	N <sub>0</sub>	75	43	1	12	15	146	3.098	.542
			%	51.4	29.5	0.7	8.2	10.3	100.0		
		Dep. Head	N <sub>0</sub>	13	9	0	2	0	24		
			%	54.2	37.5	0.0	8.3	0.0	100.0		
1.13	The school has library with recent reference materials.	Teacher	N <sub>0</sub>	55	81		8	2	146	6.823	.078
			%	37.7	55.5	0.0	5.5	1.4	100.0		
		Dep. Head	N <sub>0</sub>	15	7		1	1	24		
			%	62.5	29.2	0.0	4.2	4.2	100.0		

The value  $\chi^2 = 9.487$  at 0.05 significant levels with four degrees of freedom

The data in Table 6 Item 1.8 with regard to the appropriateness of physical environment for teaching and learning process dictates that, 21 (14.3%) of teachers and 4 (16.6%) of Department heads have agreed on the indicated item. On the other hand, none of teachers' and department head replied on undecided scale. Whereas the majority of the respondents (125 (85.6%) and 20 (83.3%)) of teachers and department heads respectively have disagreed on the issue. In addition to this, the computed Chi-square value (2.303) is lower than the critical value  $\chi^2 = 9.487$  and the significance level (P= .512) is greater than .05 significant at four degree of freedom. This may imply that the majority of teachers and department heads view is similar regarding the inappropriateness of the school environment for teaching 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.

From data presented in Table 6 Item 1.9 with regard to the extent of school's clear rules and policies that are communicated by the school community, the majority of the respondents 134 (91.7%) and 21 (87.5%) of teachers and department heads respectively disagreed. On the other hand, 10 (6.8%) of teachers' and 1 (4.2%) of department head replied on undecided scale. Whereas 2 (1.4%) of teachers and 2 (8.4%) of Department heads agreed on the indicated item. From the above table the computed Chi-square value (7.268) of item 2 is lower than the actual value  $\chi^2 = 9.487$  and the significance level ( $P = .122$ ) is greater than .05 significant at four degree of freedom. This indicates that the views of the two groups of respondents are the same statically. This may imply that the majority of teachers and department heads view is similar regarding the school did not engaged in awareness creation to the school community about schools' rules and policies.

Concerning Table 6 item 1.10, respondents were asked whether school have adequate teaching and learning materials or not. Thus, the majority of respondents 113 (77.4%) of teachers and 21 (87.5%) of department head disagree. On the other hand and none of teachers and only 1 (4.2%) Department head undecided. However, 33 (22.6%) of teachers and 5 (20.8%) of Department heads agree. From the above table the computed Chi-square value (7.941) of the item is lower than the critical value  $\chi^2 = 9.487$  and the significance level ( $P = .059$ ) is greater than .05 significant at four degree of freedom. This indicates that the views of the two groups of respondents are the same statically. Therefore it is possible to conclude that the school did not have adequate teaching learning materials like Text books, teachers' guides, laboratory manuals and so forth.

In the same Table item 1.11, respondents asked whether the school has access to standard toilets particularly designated for females and male students with water. Accordingly, 19 (13 %) of teachers and 2 (8.4%) of department heads agreed, and none of teacher and Department head rated on the undecided scale. However, the majority of respondents (127 (47%) of teachers and 22 (91.6%) of Department heads) have disagreed in the issue stated. Beside to this, the computed Chi-square value (7.442) of the item is lower than the critical value  $\chi^2 = 9.487$  and the significance level ( $P = .059$ ) is greater than .05 significant at four degree of freedom. Hence, this revealed that, statistically the consistency of the view between teachers and department head respondents have no significant difference. The majority of teachers and department heads indicated as secondary schools in the zone have no standardized toilet.

In line with Table 6 item 1.12, respondents were asked whether there is good relationship among principals, teachers, students and all the staff in the school or not. Accordingly, 27 (18.5%) of teachers and 2 (8.3%) of Department heads have agreed and only 1 (0.7%) teacher rated on undecided. However, the majority of respondents 118 (80.9%) of teachers and 22 (91.7%) of department head disagree on the issue being requested. From the above table the computed Chi-square value (3.098) of the item is lower than the critical value  $\chi^2 = 9.487$  and the significance level ( $P = .542$ ) is greater than .05 significant at four degree of freedom. Therefore, this indicated that, there is homogeneity of the view between teachers and department head respondents. In short this implies that there is no good relationship among principals, teachers, students and all the staff in secondary schools of the zone.

Regarding Table 6 item 1.13, respondents were asked whether there is the school library encompassed with recent reference materials or not. Thus, 10 (6.9%) of teachers and 2 (8.3%) of Department heads have agreed, and the remaining respondents or the majority of respondents (136 (93.2%) of teachers and 22 (91.7%) of department heads) have replied on disagree option. From the above table the computed Chi-square value (6.823) of the item is lower than the critical value  $\chi^2 = 9.487$  and the significance level ( $P = .078$ ) is greater than .05 significant at four degree of freedom. Consequently, there is similarity of opinion between teachers and department head respondents. In short this implies that there is no recent reference materials found in the school library of secondary schools of the zone.

#### **4.5. Leadership and Management Domain**

Leadership and management is the third domain considered in the implementation of SIP. Effective and efficient school leadership and management play a vital role in implementing the school improvement program by putting the schools strategic vision and creating a strong collaborative bond among the school community.

**Table 7: Respondent Views on Leadership and Management Domain**

No	Items	Participants		Response						X <sup>2</sup>	P- Value
				SD (1)	D (2)	U (3)	A (4)	SA (5)	Total		
1.14	Shared vision, Mission, Objectives and goals to improve student learning	Teachers	No	55	55	0	19	17	146	3.167	0.367
			%	37.7	37.7	0	13	11.6	100		
		Dep. Heads	No	11	11	0	1	1	24		
			%	45.8	45.8	0	4.2	4.2	100		
1.15	School management commitment for high student achievement	Teachers	No	61	65	9	10	1	146	2.501	0.644
			%	41.8	44.5	6.2	6.8	0.7	100		
		Dep. Heads	No	10	11	1	1	1	24		
			%	41.7	45.8	4.2	4.2	4.2	100		
1.16	There is consistency in implementation of school activities	Teachers	No	68	62	0	2	14	146	3.591	0.309
			%	46.6	42.5	0	1.4	9.6	100		
		Dep. Heads	No	15	6	0	1	2	24		
			%	62.5	25	0	4.2	8.3	100		
1.17	High mobilization of community for SIP support	Teachers	No	67	55	0	3	21	146	1.023	0.796
			%	45.9	37.7	0	2.1	14.4	100		
		Dep. Heads	No	12	9	0	1	2	24		
			%	50	37.5	0	4.2	8.3	100		
1.18	The school has created effective regular communication with all stake holders.	Teachers	No	53	52	4	27	10	146	3.83	0.43
			%	36.3	35.6	2.7	18.5	6.8	100		
		Dep. Heads	No	13	6	1	2	2	24		
			%	54.2	25	4.2	8.3	8.3	100		
1.19	Instructional supervisors carry out classroom supervision	Teachers	No	74	58	0	10	4	146	8.192	0.085
			%	50.7	39.7	0	6.8	2.7	100		
		Dep. Heads	No	15	6	1	1	1	24		
			%	62.5	25	4.2	4.2	4.2	100		
1.20	Continuous follow up, monitoring and support of student learning	Teachers	No	69	55	0	18	4	146	7.118	0.13
			%	47.3	37.7	0	12.3	2.7	100		
		Dep. Heads	No	13	7	1	2	1	24		
			%	54.2	29.2	4.2	8.3	4.2	100		

As can be observed in item 1.14 of table 7, respondents were asked to indicate their agreement on the extent to which Shared vision, Mission, Objectives and goals to improve student learning. Accordingly, 36(24.6%), 2(8.4%) of teachers and Department heads respectively have replied on agree and the remaining respondents or the majority of respondents (110(75.4%) of teacher and 22(91.6%) Department heads) have disagreed the issue being requested. In line of this, the computed Chi-square value (3.167) of the item is lower than the critical value  $x^2 = 9.487$  and the significance level ( $P = .367$ ) is greater than .05 significant at four degree of freedom. Hence, this revealed that, statistically the consistency of the view between teachers and department head respondents have no significant difference. Since the

majority of the respondents disagreed on the raised view and have no significance difference between participants, the schools understudy did not implement Shared vision, Mission, Objectives and goals to improve student learning. In line with this (Waters et al., 2004) Suggested that a part from establishing a vision and setting goals, effective school leaders place high emphasis on achieving high level of student learning and provide resources towards the effort to improve the achievements and general well-being of the students.

As can be observed in item 1.15 of table 7, respondents were requested to rate the degree of School management commitment; consequently, 11(7.5%) of Teachers and 2(8.4%) of Department heads respondents have replied on agree, and 9 (6.2%) of Teacher and 1 (4.2%) Department head have not rated on undecided option. However, the majority of respondents (126(86.3%) of teacher and 21(87.3%) Department heads) disagreed on the issue raised. Beside to this, the computed Chi-square value (2.501) of the item is lower than the critical value  $\chi^2 = 9.487$  and the significance level ( $P = .644$ ) is greater than .05 significant at four degree of freedom. This revealed that, statistically, there is consistency of view between teachers and department head respondents. Since the majority of the respondents disagreed on the raised view and have no significance difference between participants, the schools management understudy were not committed to attain a high student achievement.

As can be observed in item 1.16 of table 7, respondents were asked to respond whether there is consistency in implementation of school activities or not. Thus, 16(11%) of teachers and 3(12.5%) Department head respondents have agreed and the remaining or the majority of respondents (130(89.1%) of teacher and 21(87.3%) Department heads) have disagreed on the issue requested. Besides, the computed Chi-square value (3.591) of the item is lower than the critical value  $\chi^2 = 9.487$  and the significance level ( $P = .309$ ) is greater than .05 significant at four degree of freedom. This indicates that there is no significant difference between the opinions of Teachers and department heads regarding issue raised. Thus, it is possible to conclude that there is no relevancy regarding in implementation of school activities in the study area.

Item number 1.17 of Table 7, respondents were asked to indicate their perception whether Communities are mobilized for SIP support or not. Accordingly, 24(16.5%) of teachers and 3(12.5%) Department heads have agreed on the issue, and the remaining or the majority of respondents (122(83.3%) of teacher and 21(87.3%) Department heads) have disagreed on the issue. In light of this, the computed Chi-square value (1.023) of the item is lower than the

critical value  $\chi^2 = 9.487$  and the significance level ( $P = .796$ ) is greater than .05 significant at four degree of freedom. This indicated that there is no significant difference between the opinions of Teachers and department head regarding Communities are mobilized for SIP support. In line with this, the majority of respondents' perception similarity seems to suggest that this activity was not suitably practiced in the schools.

Concerning item 1.18 of table 7, respondents were asked whether the School has created effective regular communication with stakeholders or not. Thus, 37 (25.3%) teachers and 4 (16.6%) Department heads have agreed; on the other hand, 4 (2.7%) of teacher and 1 (4.2%) of department head have not decided on the issue being requested. However, 105 (71.9%) of teachers and 19 (79.2%) of department heads have disagreed on school has created effective regular communication with all stakeholders. From computed Chi-square value (3.83) of the item is lower than the critical value  $\chi^2 = 9.487$  and the significance level ( $P = .43$ ) is greater than .05 significant at four degree of freedom, this indicates that there is no statistically significance difference between the opinions of Teachers and department heads regarding the School has created effective regular communication with stakeholders. Hence, the stated data the majority of participants (both teachers and department head) responds as there is a lack of creating effective regular communication with stockholders. Furthermore, the information obtained from interviewee strengthen the idea that there is poor communication with stakeholders.

From item 1.19 of table 7, respondents were asked whether the instructional supervisors carryout classroom supervision or not. Accordingly, 14 (9.5%) and 21(24.13%) of teachers and Department heads respectively have agreed on the stated issue and only 1 (4.2%) department head replied on undecided scale. However, the majority of respondents (132 (90.4%) of teachers and 21(87.5%) of department heads) disagreed on instructional supervisors carryout classroom supervision. On the other hand the the computed Chi-square value (8.192) of the item is lower than the critical value  $\chi^2 = 9.487$  and the significance level ( $P = .085$ ) is greater than .05 significant at four degree of freedom, this indicates that there is no significant significance difference between the opinions of Teachers and department head regarding the instructional supervisors carryout classroom supervision. Consequently, from the above described data the majority of respondents disagreed on the issue raised on the item 6; hence, it is possible to conclude that instructional supervisor's did not carry out classroom supervision in line with SIP objectives in the study area. Supporting this (Robert and Peter, 1989) suggested that Supervision is instructional leadership that relates perspectives to behavior, clarifies purposes, contributes to and supports organizational actions, coordinates interactions provide

for maintenance and improvement of the instructional programs and assesses goal achievement.

Item number 1.20 of Table 7, respondents were asked about Continuous follow up, monitoring and support of student learning; thus, 22(15%) of teacher and 3 (12.5%) of department head respondents agreed on continuous follow up, monitoring and support of student learning. On the other hand, 1(4.2%) department head respondent rated on undecided scale. But, the majority of respondents (124 (85%), 20 (83.4%) of teachers and department heads) respectively disagreed on the issue being asked. In line with the computed Chi-square and significance level of the item, the actual chi-square value (7.118) is lower than the critical chi-square value (9.487) and its significance level ( $P = .13$ ) is greater than .05 significant at four degree of freedom, this indicates that there is no significant significance difference between the opinions of Teachers and department head regarding Continuous follow up, monitoring and support of student learning. Consequently, the above described data revealed that the majority of respondents disagreed on the issue raised; therefore, it is possible to conclude that Continuous follow up, monitoring and support of student learning were not functional in secondary school of Ilu Aba Bor zone.

#### 4.6. Community Involvement Domain

Developing quality partnership and network parents and society enable schools to provide quality education.

**Table 8: Respondents Views about the Community Participation**

No	Items	Participants		Response						X <sup>2</sup>	P-Value
				SD (1)	D (2)	U (3)	A (4)	SA (5)	Total		
1.21	PTA members actively participate in the school improvement management	Teacher	No	37	58	0	25	26	146	2.421	.659
			%	25.3	39.7	0.0	17.1	17.8	100.0		
		Dep_Head	No	8	11		3	2	24		
			%	33.3	45.8	0.0	12.5	8.3	100.0		
1.22	Parents have provided comments up on their children's learning.	Teacher	No	53	60	1	10	22	146	8.802	.066
			%	36.3	41.1	0.7	6.8	15.1	100.0		
		Dep_Head	No	7	10	1	5	1	24		
			%	29.2	41.7	4.2	20.8	4.2	100.0		
1.23	Stakeholders are involved in decision making on the issues of collaborating with leaders.	Teacher	No	60	60	1	10	15	146	2.883	.578
			%	41.1	41.1	0.7	6.8	10.3	100.0		
		Dep_Head	No	6	12	0	3	3	24		
			%	25.0	50.0	0.0	12.5	12.5	100.0		
1.24	Teachers collect information about students' progress and communicate parents regularly	Teacher	No	62	54	0	8	22	146	1.071	.784
			%	42.5	37.0	0.0	5.5	15.1	100.0		
		Dep_Head	No	10	10		2	2	24		
			%	41.7	41.7	0.0	8.3	8.3	100.0		
1.25	Parents and community members have been involved in SIP Implementation planning	Teacher	No	81	55		8	2	146	6.823	.078
			%	55.5	37.7	0.0	5.5	1.4	100.0		
		Dep_Head	No	9	11	1	1	2	24		
			%	37.5	45.8	4.2	4.2	8.3	100.0		

As can be seen from item 1.21 of table 8, 51 (34.9%) teacher and 5(20.8%) of department heads agreed on that parents as PSTA members actively participated in the school improvement management. On the other hand, the remaining or the majority of respondents (95 (65.1%), 20 (83.3%) teachers and department heads respectively) have disagreed on the issue. Concerning the computed Chi-square and significance level of the item, the actual chi-square value (2.421) is lower than the critical chi-square value (9.487) and its significance level (P= .659) is greater than .05 significant at four degree of freedom, this indicates that there is no significant



significance difference between the opinions of Teachers and department head regarding parents as PTA members were not actively participate in the school improvement management.

Regarding item 1.22 of table 8, respondents were asked whether Parents have provided comments up on their children's learning or not. Thus, 32 (21.9%), 6(25%) of teachers and department heads respectively have agreed on the idea that parents have provided comments upon their student learning. On the other hand 1(0.7%) teacher and 1(4.2%) department head have responded on undecided. However, the majority of respondents (113(77.4%) of teachers and 17(70.9%) of department heads) have disagreed. In line with the computed Chi-square and significance level of the item, the actual chi-square value (8.802) is lower than the critical chi-square value (9.487) and its significance level ( $P = .066$ ) is greater than .05 significant at four degree of freedom, this indicates that there is no significant significance difference between the opinions of Teachers and department head regarding Parents have provided comments up on their children's learning. Furthermore, the information obtained from interviewee shows that most of the parents were not visit the school in regular bases just only once a year. Thus, it can be concluded that Parents have not provided comments up on their children's learning.

Item number 1.23 of Table 8, respondents were asked whether Stakeholders are involved in decision making on their children and the school issues in collaboration with leaders or not. Accordingly, 25 (17.1%), 6 (25%) teachers and department heads respectively have agreed on the idea that stakeholders are involved in decision making on their children and the school issues in collaboration with leaders and 1(0.7%) of teachers have responded on undecided option. But, the majority of respondents (120 (82.2%) of teachers and 18 (75%) of department heads have disagreed on the issues. In connection with this, the computed Chi-square and significance level of the item, the actual chi-square value (2.883) is lower than the critical chi-square value (9.487) and its significance level ( $P = .578$ ) is greater than .05 significant at four degree of freedom, this indicates that there is no significant significance difference between the opinions of Teachers and department head regarding Stakeholders engagement in decision making on the issues of collaborating with leaders. Moreover, the data obtained from interviews and documents reviewed also supports teachers respondents response that there were no much efforts from school management to increase stakeholders' participation in decision making process of the school in the study area. Therefore, it can be concluded that Stakeholders are involved in decision making on their children and the school issues in collaboration with leaders and principals were unsatisfactory in the study area. This contradicts

the result of Fullan (2000) that “principal who are committed to share decision-making saw shared decision-making as one part of a large package of reform”.

The data in item 1.24 of 8 table respondents were asked whether Teachers collect information about students’ progress and communicate parents regularly or not. Thus, 30 (20.6%), 4 (16.6%) teachers and department heads respectively have agreed on the idea that Teachers collect information about students’ progress and communicate parents regularly. On the other hand, the remaining respondents or the majority of respondents (116 (79.5%) of teachers and 20 (83.4%) of department heads) have disagreed on the issue. Due computed Chi-square and significance level of the item, the actual chi-square value (1.071) is lower than the critical chi-square value (9.487) and its significance level ( $P = .784$ ) is greater than .05 significant at four degree of freedom, there is no statistically significant difference between the opinions of Teachers and department head regarding teachers regularly collect and communicate information about students’ progress to parents.

As shown in item 1.25 of Table 8, respondents were requested whether or not Parents and community members have been involved in SIP Implementation planning. 10 (6.9%), 3 (12.5%) teachers and department heads were respectively agreed on the idea that parents and community members have been involved in school improvement program implementation planning. Accordingly, 136 (93.2%) of teachers and 20 (83.3%) department heads respondents have disagreed, while only 1 (4.2%) of department head was disagreed on the same table of item. The majority of respondents implied secondary schools did not satisfactorily involved Parents and community members regarding SIP Implementation planning; moreover, the data obtained from interviews substantiate that there were parents and community participation in SIP implementation planning through PTA representatives. But not satisfactory. Concerning, the computed Chi-square and significance level of the item, the actual chi-square value (6.823) is lower than the critical chi-square value (9.487) and its significance level ( $P = .078$ ) is greater than .05 significant at four degree of freedom, there is no statistically significant difference between the opinions of Teachers and department head regarding the stated issue.

In general, from interview and open-ended question respondents the following suggestions were given. One of the interview respondents from WEO SIP expert suggested those parents, the community members and stakeholders’ participation in school decision making, parents follow-up of students’ learning, community’s care for female students in and out of the school,

community participation on disciplinary cases of students were poorly practiced in sampled secondary schools.

#### 4.7. Contribution of Stakeholders on the Implementation of SIP

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.

**Table 9: Stakeholders contribute in the implementation of SIP**

No	Items	Participants	Response						X <sup>2</sup>	P_Value	
			SD (1)	D (2)	U (3)	A (4)	SA (5)	Total			
2.1	Principals are actively engaged in improving learning conditions and learning outcomes.	Teacher	No	76	53	1	6	10	146	2.421	0.659
			%	52.1	36.3	0.7	4.1	6.8	100.0		
		Dep_Head	No	13	8	1	1	1	24		
			%	54.2	33.3	4.2	4.2	4.2	100.0		
2.2	The school improvement committee has contributed a lot in coordinating monitoring and evaluation of SIP implementation	Teacher	No	63	65	1	15	2	146	9.19	0.057
			%	43.2	44.5	0.7	10.3	1.4	100.0		
		Dep_Head	No	12	7	2	2	1	24		
			%	50	29.2	8.3	8.3	4.2	100.0		
2.3	Teachers were actively engaged in teaching and learning process in light of the objective of SIP.	Teacher	No	70	66	1	2	7	146	4.859	0.302
			%	47.9	45.2	0.7	1.4	4.8	100.0		
		Dep_Head	No	15	7	0	1	1	24		
			%	62.5	29.1	0	4.2	4.2	100		
2.4	Parents, together with local community were actively involved in creating conducive school environment.	Teacher	No	64	50	2	10	20	146	1.177	0.882
			%	43.8	34.2	1.4	6.8	13.7	100.0		
		Dep_Head	No	11	7	1	2	3	24		
			%	45.8	29.2	4.2	8.3	12.5	100.0		
2.5	There is a strong team work among stakeholders to implement the SIP.	Teacher	No	62	66	0	11	7	146	0.65	0.885
			%	42.5	45.2	0.0	7.5	4.8	100.0		
		Dep_Head	No	10	10	1	2	1	24		
			%	41.7	41.7	4.2	8.3	4.2	100.0		
2.6	Woreda education office has given professional and financial support to the school for the success of the program.	Teacher	No	66	41	8	21	10	146	3.767	0.438
			%	45.2	28.1	5.5	14.4	6.8	100.0		
		Dep_Head	No	12	9	0	1	2	24		
			%	50	37.5	0	4.2	8.3	100		
2.7	The school supervisor contributed a lot in facilitating the implementation of SIP.	Teacher	No	68	63	0	10	5	146	8.384	0.078
			%	46.6	43.2	0.0	6.8	3.4	100.0		
		Dep_Head	No	12	7	1	2	2	24		
			%	50	29.2	4.2	8.3	8.3	100.0		

In item 2.1 of table 9, participants were asked their agreement on the active engagement of Principals in improving learning conditions and learning outcomes in that, 129 (88.4%) of teacher and 21 (87.5%) respondents have disagreed, while 16 (10.9%), 2 (8.4%) of teachers and Department head respondents respectively agreed on the issue 1 (0.7%) teacher and 1

(4.2%) department heads rated on undecided option. Regarding the results of chi-square and significant value (p-value), 2.421 (less than  $\chi^2=9.487$ ) and .659 (greater than significant value .05) respectively indicates that there is no statistically significant difference between teachers and Department heads response. Therefore, one can conclude that both respondent groups have showed that there is poor engagement of principals in improving learning conditions and learning outcomes. Beside to this, interview and open ended questions from the questionnaire supported that most of the time principals waste their time by exerting with office works.

As illustrated in item 2.2 of table 9, participants were asked whether the school improvement committee has contributed a lot in coordinating monitoring and evaluation of SIP implementation or not; hence, 128 (87.7%), 19 (79.2%) of teachers and department heads respectively disagreed on the issue, while 17 (11.6%), 3 (12.5%) of teachers and Department head respectively agreed on the issue. On the other hand 1 (0.7%) teacher and 2 (8.3%) department heads rated on undecided option. Concerning, the computed Chi-square and the significance level of the item, the actual chi-square value (9.19) is lower than the critical chi-square value (9.487) and its significance level ( $P= .057$ ) is greater than .05 significant at four degree of freedom, there is no statistically significant difference between the opinions of Teachers and department head regarding the stated issue. Therefore, one can conclude that both respondent groups have showed that there is poor contribution of school improvement committee in coordinating, monitoring and evaluation of School improvement program implementation.

Regarding item 2.3 of table 9, participants were asked whether Teachers were actively engaged in teaching and learning process in light of the objective of SIP or not. Accordingly, 9 (6.2%), 2 (8.4%) of teachers and Department head respectively have agreed on the issue. On the other hand only 1 (0.7%) teacher rated on undecided option. But, the majority of respondents (136 (93.1%), 22 (91.6%) of teachers and department heads respectively) have disagreed on the issue, while Concerning, the computed Chi-square and the significance level of the item, the actual chi-square value (4.859) is lower than the critical chi-square value (9.487) and its significance level ( $P= .302$ ) is greater than .05 significant at four degree of freedom, there is no statistically significant difference between the opinions of Teachers and department head regarding the stated issue. Therefore, one can conclude that both respondent groups have showed that there is poor engagement of Teachers in teaching and learning process in light of attaining objective of SIP.

As observed in item 2.4 of table 9 above, participants were requested to show their opinion on whether Parents, together with local community were actively involved in creating conducive school environment or not. Thus, 30 (20.5%), 5 (20.5%) of teachers and Department head respectively have agreed on the issue. On the other hand, 2 (1.4%) of teachers and 1 (4.2%) department head have replied undecided. However, the majority of respondents (114 (78%) of teachers and 19 (75%) of department heads) have disagreed on the issue. In line with this, the computed Chi-square and the significance level of the item, the actual chi-square value (1.177) is lower than the critical chi-square value (9.487) and its significance level ( $P = .882$ ) is greater than .05 significant at four degree of freedom, there is no statistically significant difference between the opinions of Teachers and department head regarding the stated issue. Therefore, one can conclude that both respondent groups have showed that there is poor collaboration of Parents, with local community due creating conducive school environment.

As illustrated in table 9 of item 2.5, 17 (12.3%) teacher and 3(12.5%) of department heads agreed on the presence of strong team work among stakeholders in implementing the SIP. On the other hand, only 1 (4.2%) of department head have rated undecided option and the majority of respondents (128(87.7%), 20 (83.4%) of teachers and department heads respectively) have disagreed on the issue. Concerning the computed Chi-square and significance level of the item, the actual chi-square value (0.65) is lower than the critical chi-square value (9.487) and its significance level ( $P = .885$ ) is greater than .05 significant at four degree of freedom, this indicates that there is no significant significance difference between the opinions of Teachers and department head regarding the extent of stakeholders involvement implementing SIP through team work. Therefore, the majority of both respondent groups revealed that there is no strong team work among stockholders due implementing SIP in study area.

Regarding table 9 of item 2.6, respondents were requested whether or not Woreda education office (WEO) has given professional and financial support to the school for the success of the program. Thus, 31 (21.2%) teacher and 3(12.5%) of department heads have agreed, but 8 (5.5%) of teachers have not decided on the issue. On the other hand, the majority of respondents (107(73.3%), 21 (87.6%) of teachers and department heads respectively) have disagreed on the issue. Concerning the computed Chi-square and significance level of the item, the actual chi-square value (3.767) is lower than the critical chi-square value (9.487) and its significance level ( $P = .438$ ) is greater than .05 significant at four degree of freedom, this indicates that there is no significant significance difference between the opinions of Teachers and department head regarding the stated issue. Consequently, the majority of both respondent groups revealed that

WEO provides insufficient professional and financial support to secondary schools of the study area.

Concerning table 9 of item 2.7, respondents were requested whether or not the school supervisor contributed a lot in facilitating the implementation of SIP. Accordingly, 15 (10.2%) teacher and 4(16.6%) of department heads have agreed; but, 1(4.2%) of teacher rated on undecided. On the contrary, the majority of respondents (131(89.8%), 19 (79.2%) of teachers and department heads respectively) have disagreed on the issue. Regarding the computed Chi-square and significance level of the item, the actual chi-square value (8.384) is lower than the critical chi-square value (9.487) and its significance level ( $P= .078$ ) is greater than .05 significant at four degree of freedom, this indicates that there is no significant significance difference between the opinions of Teachers and department head regarding the stated issue. As a result of this, the majority of both respondent groups revealed that the contribution of school supervisor in facilitating the implementation of SIP is under problem.

#### **4.8. Monitoring and Evaluating Mechanisms during SIP Implementation**

Monitoring is periodical follow up of a certain program to achieve its intended objectives. It also helps to make an immediate action if there are gaps between planed and the implemented activities. This can be feasible when the concerned bodies are involved in monitoring and evaluation. For effective implementation of the program it is logical to put workable monitoring, and evaluation mechanism in to practice. In order to assess the monitoring and evaluation mechanism and activities used in SIP implementation, the following interrelated statements have been employed, and the results of respondents rating are discussed below.

**Table 10: Monitoring and evaluating mechanisms in the implementation of SIP**

No	Items	Participants		Response						x <sup>2</sup>	P_Value
				SD (1)	D (2)	U (3)	A (4)	SA (5)	Total		
3.1	The school has an independent and comprehensive monitoring and evaluation SIP action plan;	Teacher	N <sub>0</sub>	100	29	0	9	8	146	2.572	0.462
			%	68.5	19.9	0	6.2	5.5	100		
		Dep_H ead	N <sub>0</sub>	13	8		2	1	24		
			%	54.2	33.3	0	8.3	4.2	100		
3.2	The SIP committee has fixed meeting schedule for monitoring and evaluation.	Teacher	N <sub>0</sub>	70	50	1	21	4	146	2.425	0.658
			%	47.9	34.2	0.7	14.4	2.7	100		
		Dep_H ead	N <sub>0</sub>	14	8	0	1	1	24		
			%	58.3	33.3	0	4.2	4.2	100		
3.3	The school internal supervisors intentionally offers support to students concerning the implementation of SIP;	Teacher	N <sub>0</sub>	54	75	2	5	10	146	6.255	0.181
			%	37	51.4	1.4	3.4	6.8	100		
		Dep_H ead	N <sub>0</sub>	14	7	1	0	2	24		
			%	58.3	29.2	4.2	0	8.3	100		
3.4	The supervisor supports the school principal on the way of in implementing SIP;	Teacher	N <sub>0</sub>	61	66	1	8	10	146	7.409	0.116
			%	41.8	45.2	0.7	5.5	6.8	100		
		Dep_H ead	N <sub>0</sub>	16	4	0	2	2	24		
			%	66.7	16.7	0	8.3	8.3	100		
3.5	The degree of WEO experts have fixed schedule for the school visits and technical support;	Teacher	N <sub>0</sub>	53	80	1	5	7	146	8.69	0.069
			%	36.3	54.8	0.7	3.4	4.8	100		
		Dep_H ead	N <sub>0</sub>	10	9	2	1	2	24		
			%	41.7	37.5	8.3	4.2	8.3	100		
3.6	All monitoring and evaluation of SIP implementation carried out by concerned bodies have a sort of continuity;	Teacher	N <sub>0</sub>	88	46	2	5	5	146	3.133	0.536
			%	60.3	31.5	1.4	3.4	3.4	100		
		Dep_H ead	N <sub>0</sub>	12	8	0	2	2	24		
			%	50	33.3	0	8.3	8.3	100		
3.7	All monitoring and evaluation processes were finalized by giving a complete and appropriate feedback;	Teacher	N <sub>0</sub>	71	62	1	10	2	146	8.561	0.073
			%	48.6	42.5	0.7	6.8	1.4	100		
		Dep_H ead	N <sub>0</sub>	14	6	1	1	2	24		
			%	58.3	25	4.2	4.2	8.3	100		

As seen from the responses to the item 3.1 of table 10, 17 (11.7%) Teachers and 3 (12.5%) Department Heads have rated on agree; but, none of respondents have rated on undecided option. In contrary, majority of respondents (129 (88.4%) and 21 (87.5%) of teachers and department heads respectively) have replied disagree. The Chi-square test of significance also pointed out that the calculated value ( $x^2 = 2.572$ ) was less than the table value ( $x^2 = 9.49$ ) at degree of freedom of 4. This indicates that there is no significance difference between the two groups of respondents. Accordingly, it is possible to conclude that the majority of secondary

schools of the zone have no an independent and comprehensive monitoring and evaluation SIP action plan.

Item 3.2 on the same table shows that out of the total respondents, 120 (82.1%) of teachers, 22 (91.6%) of department heads and 25 (17.1%) of teachers, 2 (8.4%) of department heads responded as disagreed and agreed respectively regarding the SIP committee has fixed meeting schedule for monitoring and evaluation. However, only 1 (0.7%) of teachers rated on undecided option. The Chi-square test of significance also pointed out that the calculated value ( $\chi^2 = 2.425$ ) was less than the table value ( $\chi^2 = 9.49$ ) at degree of freedom of 4. In addition with this, interview with principals, supervisors, SIC (KETB and PTSA) and WEO SIP experts strengthens the data illustrated above. This indicated that SIC members do not have fixed schedule to involve sufficiently in monitoring and evaluation timely, because PTAs and SIC meeting time occurs differently. However, Earl *et al.* (2003) describes that:

*“Evaluation process allows us to investigate the trajectory of change in a particular school improvement program as it has developed over more than a decade. We have been fortunate to be able to adopt a contextually rich longitudinal approach by following schools over a period of year as they have engaged in school improvement initiatives, because the evaluation team has been closely involved in from the beginning, we have been able to watch the various stages that the schools go through in implementing major changes to them.” p: 14*

This indicates the importance of evaluation is the ongoing implementation of school improvement program as it also serves as a means to check how improvement and/or change have adopted in school.

Regarding table 10 of item 3.3, respondents were requested whether or not school internal supervisors intentionally provides support to students concerning the implementation of SIP, 15 (10.2%) teacher and 2(8.3%) of department heads agreed, while 129(88.4%), 21(87.6%) of teachers and department heads respectively disagreed on the issue. On the other hand 2 (1.4%) of teachers and 1 (4.2%) of department heads have not decided on the issue. Concerning the computed Chi-square and significance level of the item, the actual chi-square value (6.255) is lower than the critical chi-square value (9.487) and its significance level ( $P = .181$ ) is greater than .05 significant at four degree of freedom, this indicates that there is no significant significance difference between the opinions of Teachers and department head regarding the issue. Accordingly, it is possible to conclude that secondary school supervisors of the zone did



not provides sufficient school internal support to students learning concerning the implementation of SIP.

As observed in table 10 of item 3.4, respondents were requested whether or not the supervisor supports the school principal on the way of in implementing SIP, 18 (12.3%) teacher and 4(16.6%) of department heads agreed, while 127(87%), 20(84.4%) of teachers and department heads respectively disagreed on the issue. On the other hand only 1 (0.7%) of teachers have not decided on the issue. Concerning the computed Chi-square and significance level of the item, the actual chi-square value (7.409) is lower than the critical chi-square value (9.487) and its significance level ( $P= .116$ ) is greater than .05 significant at four degree of freedom, this indicates that there is no significance difference between the opinions of Teachers and department head regarding the issue. Accordingly, it is possible to conclude that secondary school supervisors of the zone did not provide support to the school principal on the way of implementing SIP.

The data in item 3.5 of table 10 illustrated that respondents were asked whether the degree of WEO experts have fixed schedule for the school visits and technical support or not. Thus, 12 (8.2%), 3 (12.5%) teachers and department heads respectively have agreed and, 1 (0.7%) teacher and 2 (8.3%) of department heads have rated on undecided option. But, 133 (91.1%) teachers and 19 (79.2%) department heads have disagreed in that the degree of WEO experts have fixed schedule for the school visits and technical support. In addition to this, the computed Chi-square value (8.69) of the item is lower than the critical value  $x^2 =9.487$  and the significance level ( $P= .069$ ) is greater than .05 significant at four degree of freedom, mean that there is no statistically significant difference between the respondents (teachers and department heads) opinion. Hence, it is possible to conclude that the extent at which WEO SIP experts of the zone did not have fixed schedule for the school visits and technical support.

Concerning item 3.6 of table 10, respondents were asked whether monitoring and evaluation of SIP implementation carried out by concerned bodies have a sort of continuity or not. Accordingly, 10 (6.8%), 4 (16.6%) teachers and department heads respectively have agreed on the idea stated and, only 2 (1.4%) of teachers have rated on undecided scale. But, the majority of respondents, 134 (91.8%) teachers and 20 (83.3%) department heads have disagreed on the issue being requested. Besides, the computed Chi-square value (3.133) of the item is lower than the critical value  $x^2 =9.487$  and the significance level ( $P= .536$ ) is greater than .05 significant at four degree of freedom, mean that there is no statistically significant difference between the respondents (teachers and department heads) opinion. Consequently, it is possible to conclude

that there is poor monitoring and evaluation of SIP implementation carried out by concerned bodies have a sort of continuity.

Regarding item 3.7 of table 10, respondents were asked whether monitoring and evaluation processes were finalized by giving a complete and appropriate feedback or not. Thus, 12 (8.2%), 3 (12.5%) teachers and department heads respectively have agreed on the idea stated, and 1 teacher (0.7%) and 1 (4.2%) department head rated on undecided scale. However, the majority of respondents, 133 (91.1%) teachers and 20 (83.3%) department heads have disagreed on the issue. Beside to this, the computed Chi-square value (8.561) of the item is lower than the critical value  $\chi^2 = 9.487$  and the significance level ( $P = .073$ ) is greater than .05 significant at four degree of freedom, mean that there is no statistically significant difference between the respondents (teachers and department heads) opinion. Consequently, it is possible to conclude that there is poor monitoring and evaluation processes were finalized by giving a complete and appropriate feedback

#### **4.9. SIP Implementation Challenges**

This section deals with major factors that affect implementation of school improvement program under the study area.

**Table 11: The major factors that affect the practice of School improvement program**

No	Items	Participants		Response						χ <sup>2</sup>	P_Value		
				SD (1)	D (2)	U (3)	A (4)	SA (5)	Total				
4.1	Lack of awareness about SIP among the school community	Teacher	No	5	15	0	64	62	146	7.009	0.135		
			%	3.4	10.3	0	43.8	42.5	100				
		Dep_Head	No	1	1	1	10	11	24				
			%	4.2	4.2	4.2	41.7	45.8	100				
4.2	Shortage of material and financial resources	Teacher	No	7	7	0	67	65	146			6.921	0.14
			%	4.8	4.8	0	45.9	44.5	100				
		Dep_Head	No	1	2	1	9	11	24				
			%	4.2	8.3	4.2	37.5	45.8	100				
4.3	Absence of collaboration among stakeholders	Teacher	No	2	4	0	68	72	146	6.885	0.076		
			%	1.4	2.7	0	46.6	49.3	100				
		Dep_Head	No	2	2	0	8	12	24				
			%	8.3	8.3	0	33.3	50	100				
4.4	Absence of self-evaluation at the end of each academic year	Teacher	No	8	3	1	43	91	146			6.325	0.176
			%	5.5	2.1	0.7	29.5	62.3	100				
		Dep_Head	No	1	2	1	9	11	24				
			%	4.2	8.3	4.2	37.5	45.8	100				
4.5	Lack of follow up and supervision on the implementation of SIP;	Teacher	No	10	14	2	35	85	146	1.153	0.886		
			%	6.8	9.6	1.4	24	58.2	100				
		Dep_Head	No	2	1	0	6	15	24				
			%	8.3	4.2	0	25	62.5	100				
4.6	High turnover of principals	Teacher	No	5	8	2	64	67	146			2.593	0.628
			%	3.4	5.5	1.4	43.8	45.9	100				
		Dep_Head	No	1	2	1	7	13	24				
			%	4.2	8.3	4.2	29.2	54.2	100				
4.7	Teachers resistance to the program	Teacher	No	15	10	3	50	68	146	4.507	0.342		
			%	10.3	6.8	2.1	34.2	46.6	100				
		Dep_Head	No	2	3	0	4	15	24				
			%	8.3	12.5	0	16.7	62.5	100				
4.8	Inability of the principal to coordinate SIP	Teacher	No	10	5	2	86	43	146			6.685	0.154
			%	6.8	3.4	1.4	58.9	29.5	100				
		Dep_Head	No	2	1	0	8	13	24				
			%	8.3	4.2	0	33.3	54.2	100				
4.9	Lack (limitation) of professional support from woreda education office	Teacher	No	11	7	2	60	66	146	1.542	0.819		
			%	7.5	4.8	1.4	41.1	45.2	100				
		Dep_Head	No	2	2	1	9	10	24				
			%	8.3	8.3	4.2	37.5	41.7	100				
4.10	Lack of adequate training for stakeholders	Teacher	No	9	12	1	44	80	146			3.721	0.445
			%	6.2	8.2	0.7	30.1	54.8	100				
		Dep_Head	No	1	3	1	9	10	24				
			%	4.2	12.5	4.2	37.5	41.7	100				
4.11	Low stakeholders involvement in the program implementation	Teacher	No	5	10	4	65	62	146	4.444	0.349		
			%	3.4	6.8	2.7	44.5	42.5	100				
		Dep_Head	No	1	2	2	6	13	24				
			%	4.2	8.3	8.3	25	54.2	100				

As illustrated in item 4.1 of Table 11, 20 (13.7%) of teachers 2 (8.4%) of department heads disagreed; but, only one department head replied to undecided. On contrary, majority of

respondents, 126(86.3%) teachers, 21(87.5%) department heads respectively have agreed that there is lack awareness of stakeholders to participate in SIP. Therefore, except few respondents the majority were agreed that there is lack of training and awareness creation for the stakeholders to participate in the implementation of SIP of the study area. Beside to this, the computed Chi-square value (7.009) of the item is lower than the critical value  $\chi^2 = 9.487$  and the significance level ( $P = .135$ ) is greater than .05 significant at four degree of freedom, mean that there is no statistically significant difference between the respondents (teachers and department heads) opinion. Accordingly, there is a lack of awareness about SIP among the school community of the study area.

Regarding item 4.2 of table 11, respondents were asked whether there is shortage of materials and financial resource or not. Accordingly, 14(9.6%) teachers, 3 (12.5%) department heads have disagreed and only 1 (4.2%) teacher marked on undecided scale. On the contrary, the majority of respondents, 137 (90.4%) of teachers and 20 (83.3%) of department heads have agreed on the issue. In this connection, the computed Chi-square and significance level of the item, the actual chi-square value (6.921) is lower than the critical chi-square value (9.487) and its significance level ( $P = .14$ ) is greater than .05 significant at four degree of freedom, this indicates that there is no statistically significance difference between the opinions of Teachers and department regarding the shortage of materials and financial resource in the school that challenged the success of SIP.

As it has been shown in item 4.3 of Table 11, 6 (4.1%), 3(12.5%) of teachers and department heads respectively have disagreed on the stated issue. On the other hand, the majority of respondents (140(95.9%) of teachers and 21(87.5%) of department heads) have agreed on the idea that there is poor collaboration among stakeholders and school to plan SIP implementation. Therefore, it can be concluded that the majority of respondents agreed on the presence of Poor collaboration among stake holders and the school to plan SIP implementation. In supporting this idea, the computed Chi-square and significance level of the item showed that, the actual chi-square value (6.885) is lower than the critical chi-square value (9.487) and its significance level ( $P = .076$ ) is greater than .05 significant at four degree of freedom, this implies that there is no statistically significance difference between the opinions of Teachers and department heads regarding the presence of Poor collaboration among stake holders and the school to plan SIP implementation in secondary schools of the study area.

In response to item 4.4 of Table 11, 11 (7.5%), 3(12.5%) of teachers and department heads respectively have disagreed, and 1(0.6%) teacher and 1(4.2%) Department Head have replied to undecided option. On the other hand, the majority of respondents, 134(81.5%) of teachers and 20(83.3%) of department heads have agreed on the idea that there is absence of self-evaluation at the end of each academic year. Therefore, this revealed that the majority of respondents agreed on the problem of poor self-evaluation practice at the end of each academic year. By supporting this idea, the computed Chi-square and significance level of the item revealed that, the actual chi-square value (6.325) is lower than the critical chi-square value (9.487) and its significance level ( $P = .176$ ) is greater than .05 significant at four degree of freedom, this implies that there is no statistically significance difference between the opinions of Teachers and department heads regarding the problem of poor self-evaluation practice at the end of each academic year in secondary schools of the study area.

Concerning Table 11 item 4.5, respondents were asked whether school have Lack of follow up and supervision on the implementation of SIP or not. Accordingly, 24 (16.5%), 3 (12.5%) of teachers and Department heads respectively have agreed, and only 2 (1.4%) teachers have replied on undecided option. On the other hand, the majority of respondents (120 (82.2%), 21 (87.5%) of teachers and of department head respectively) have agreed on the issue being requested. Moreover, the computed Chi-square value (1.153) of the item is lower than the critical chi square value  $\chi^2 = 9.487$  and the significance level ( $P = .886$ ) is greater than .05 significant at four degree of freedom. This indicates that the views of the two groups of respondents are the same statically. Therefore it is possible to conclude that there is a Lack of follow up and supervision on the implementation of SIP in the study area.

As observed from Table 11 item 4.6, respondents were asked whether High turnover of principals or not. Thus, 13 (8.9%), 3 (12.5%) of teachers and Department heads respectively have agreed, and only 2 (1.4%) of teachers and 1 (4.2) department heads have undecided on the issue. On the other hand, the majority of respondents (131 (89.7%), 21 (83.4%) of teachers and of department head respectively) have agreed on the issue. In connection to this, the computed Chi-square and significance level of the item revealed that, the actual chi-square value (2.593) is lower than the critical chi-square value (9.487) and its significance level ( $P = .628$ ) is greater than .05 significant at four degree of freedom, this implies that there is no statistically significance difference between the opinions of Teachers and department heads regarding high turnover of principals of the study area.

As the data illustrated in Table 11 item 4.7, respondents were asked whether Teachers resistance to the program or not. Accordingly, 25 (16.9%), 5 (20.8%) of teachers and Department heads respectively have agreed, and only 3 (2.1%) of teachers undecided on the issue. But, the majority of respondents, 118 (80.8%), 19 (78.7%) of teachers and of department head respectively have agreed on the issue. In supporting this idea, the computed Chi-square and significance level of the item revealed that, the actual chi-square value (4.507) is lower than the critical chi-square value (9.487) and its significance level ( $P= .342$ ) is greater than .05 significant at four degree of freedom, this implies that there is no statistically significance difference between the opinions of Teachers and department heads regarding Teachers resistance to the implementation of SIP in the study area.

Regarding item 4.8 of the same Table above, respondents were asked whether Inability of the school leader to coordinate for the program implementation or not. Accordingly, 15 (10.2%), 3 (12.5%) of teachers and Department heads respectively have agreed, and only 2 (1.4%) teachers have undecided on the issue. On the contrary, the majority of respondents, 129 (88.4%), 21 (87.5%) teachers and department heads respectively have agreed on the issue. Hence, the computed Chi-square and significance level of the item revealed that, the actual chi-square value (6.685) is lower than the critical chi-square value (9.487) and its significance level ( $P= .154$ ) is greater than .05 significant at four degree of freedom, this implies that there is no statistically significance difference between the opinions of Teachers and department heads regarding the failure of the school leader to coordinate for the implementation of SIP in the study area.

As it is revealed in item 4.9 of Table 11, respondents were requested to rate the whether the school have lack (limitation) of professional support from woreda education office or nor. Thus, 18 (12.3%) teachers and 4(16.6%) of department heads have disagreed and, 2(1.4%), 1(4.2%) teachers and department heads respectively have undecided on the issue. But, the majority of respondents (126 (86.3%) of teachers and 19(79.2%) of department heads) have agreed on the issue being requested. In line with this, the computed Chi-square and significance level of the item revealed that, the actual chi-square value (1.542) is lower than the critical chi-square value (9.487) and its significance level ( $P= .819$ ) is greater than .05 significant at four degree of freedom, this implies that there is no statistically significance difference between the opinions of Teachers and department heads concerning poor provision of professional support from woreda education office in the study area. Moreover, the obtained information via

interview strengthen as there is a Lack of provision of professional support from woreda education office

As it is revealed in item 4.10 of Table 11, 21 (14.4%) of teachers and 4(16.7%) of department heads respectively have disagreed on the issue while, 1(0.7%) teacher and 1(4.2%) of department head have not decided on the issue. However the majority of respondents, 124(84.9%) of teachers and 19(79.2%) department heads have agreed in that there is Lack of adequate training for stakeholders. On the other way, the computed Chi-square and significance level of the item revealed that, the actual chi-square value (3.721) is lower than the critical chi-square value (9.487) and its significance level ( $P= .445$ ) is greater than .05 significant at four degree of freedom, this implies that there is no statistically significance difference between the opinions of Teachers and department heads concerning the inadequate of training for stakeholders.

Regarding item 4.11 of Table 11, 15 (10.2%) of teachers, 3(12.5%) of department heads respectively have disagreed and, 4(2.7%) teachers and 2(8.3%) of department heads have not decided on the issue. In contrary, the majority of respondents, 127(87%) of teachers and 19(79.2%) department heads have agreed in that stakeholders involvement in the program implementation were low in its extent. On the other way, the computed Chi-square and significance level of the item revealed that, the actual chi-square value (4.444) is lower than the critical chi-square value (9.487) and its significance level ( $P= .349$ ) is greater than .05 significant at four degree of freedom, this implies that there is no statistically significance difference between the opinions of Teachers and department heads regarding the presence Low stakeholders involvement in the program implementation.

Finally, in their responses to open-ended questions and interview respondents suggested the following possible solution for the perceived problems in carrying out SIP implementation. Allocating adequate financial resource; assigning qualified principals who are committed to SIP, developing awareness of stakeholders to participate in SIP implementation, consistency of training for teachers on SIP implementation, creating strong partnership with NGOs and other stakeholders to obtain material and financial support for school improvement program, assigning committed supervisors and WEO officers who work for SIP implementation effectiveness, the government and political leaders have to give attention for SIP implementation, and giving awareness to community members to develop a sense of school ownership were among the suggestions given.

## CHAPTER FIVE

### 5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary of the major findings, the conclusions drawn from the findings and recommendations assumed to improve the school improvement program implementation in secondary schools of Ilu Aba Bor zone.

#### 5.1. Summary of the Major Findings

The purpose of this study was to investigate school improvement program implementation in selected secondary schools of Ilu Aba Bor zone of Oromia Regional State. In order to achieve this purpose the following basic questions were raised.

- i) To what extent does School improvement program is implemented in secondary schools of Ilu Aba Bor zone?
- ii) To what extent the stakeholders contribute for the implementation of school improvement program activities in secondary schools of Ilu Aba Bor zone?
- iii) To what extent monitoring and evaluating mechanisms of School improvement program is implemented in secondary schools of Ilu Aba Bor zone?
- iv) What are the major factors that affect the practice of School improvement program in secondary schools of Ilu Aba Bor zone?

The study was conducted in eight randomly selected secondary schools of Ilu Aba Bor zone. This research was conducted by using descriptive cross sectional survey method. The data were gathered from primary and secondary data sources. The primary data source includes teachers, department heads, school principals, Secondary schools supervisors, WEO SIP expert and SIC members (PTAS and KETB). The secondary data source was review of different documents. Multi-stage sampling were employed in successive stages, hence, Cluster sampling method was employed first to categorize the dispersed settlements of woredas in the zone in to four clusters. Then, Simple random sampling techniques was used to pick one woreda from each cluster and have a total of 4 sample Woreda (Bure, Ale, Mattu (rural) and Hurumu). In connection to this, there are 8 secondary schools found within these sampled woradas and the whole secondary schools of the sampled woredas were included by availability sampling techniques. The total number of respondents of the study were 206 (150 teachers, 24 department heads, 8 school principals, 4 supervisors, 16 SIC members and 4 WEO SIP experts). The collected data had been analyzed descriptively by using percentages, frequency and inferentially through chi square value and significance level value. Based on the analysis



of basic questions and interpretations of data, the major findings of the study were summarized here under:

### **Summary of Respondents Demographic Background**

With respect to the characteristics of respondents, they were selected from different categories of the education system at woreda and school level, these are: WEO SIP experts, Supervisors, SIC members, school principals, department heads and teachers. The distribution of data by sex, 15% female and 85% male teachers, in the case of educational leaders (supervisors, WEO SIP experts, principals, department heads) there was 4% of female and 96% of male participation. This implies that there is male domination under the study area. With regard to educational level 100% supervisors, school principals, department heads, WEO SIP experts and teachers (97.3%) had first degree. But, 2.7% of teachers had diploma, whereas 12.5%, 87.5% of SIC members (PTSA and KETB) had certificate and grade 10 and below respectively. Concerning the work experience 5.8% respondents served below 5 years and whereas the remaining 94.2% of respondents served 6 years and above. With respect to field of study only 25%, 25%, 12.5%, of supervisors, WEO SIP experts and school principals had qualified in the field of educational leadership, planning and management. This indicates that majority of educational leaders had served without having the required qualification.

### **Summary of findings of basic questions**

#### **I) Regarding SIP implementation (with respect to the four domains)**

##### **A. Teaching learning domain**

With regard to teaching and learning domain as frequency counts, percentages, chi square and p-value respondents reported that student centered teaching method, arrangements of tutorial program for female and slow learners, and continuous assessment, evaluation of curriculum; conduct action research; practical work in the laboratory and use of instructional media to motivate student learning, the result of study indicated that the practice were poor. The result of interview and field observation also confirmed that the majority of secondary schools under the study were had no laboratory room, on other hand, some schools had laboratories with enough equipment and chemicals, but not functional. This was because of absence of laboratory technician, fear of chemicals that stayed for long.

##### **B. Learning environment domain**

Concerning learning environment domain, respondents were expressed their opinion that secondary schools of the zone encompass unsafe physical environment, inadequate teaching and learning materials (text books, teacher guides), unclear rule and policies of the school, lack

of access to standard toilet for female and male student, poor relationship among school community and library with insufficient references. Document observation checklist also illustrated that there is poor relationship among stakeholders, shortage of reference books in the library. In some schools toilet room are not available for female students and there is no pedagogical center, min-media room, and ply ground at all sample schools and majority of classes were not conducive for teaching learning process.

### **C. School leadership and management domain**

With regard to domain of school leadership and management, analyzed data reported that schools effort in promoting shared vision, mission, objectives and goals to improve students' learning, consistency implementation of school activities, instructional supervisors carryout classroom supervision and continuous follow up ,monitoring and support of student learning was fairly good, school management commitment for high student achievement, mobilization of community for SIP support, and communication with stakeholders respectively were unsatisfactory.

### **D. Community participation domain**

Concerning to the community participation domain, the study identifies tasks expected from community participation to improve school were poorly practiced. For instance 95(65%) teachers and 19(79.1%) of department heads replied that PTA members were not actively participate in the school improvement management, less participation in decision making, poor involvement of stakeholders, poor in comments up on their student learning, poor engagement of parents and community members in SIP implementation planning.

### **II) Regarding the involvement of stockholders in SIP implementation**

As far as the involvement of stockholders in SIP implementation, there is poor engagement of the School improvement committee members (PTSA and KETB), low commitment of principals, lack of active engagement of Parents, together with local community in creating conducive school environment, having insufficient team work and lack of supervisors facilitation in implementing SIP were maintained urgently.

### **III) Regarding monitoring and evaluation mechanisms in implementing SIP**

In line with monitoring and evaluation mechanisms of the implementation of SIP, schools have no an independent and comprehensive monitoring and evaluation SIP action plan, SIP committee did not conduct their meetings, monitoring and evaluation in fixed schedule, inadequate and unplanned monitoring and evaluation of SIP implementation carried out by

concerned bodies and insufficient feedback giving of monitoring and evaluation process of SIP implementation were cited.

#### **IV) Regarding factors that affect the implementation of SIP**

As far as factors which hampered the implementation of SIP is concerned there were Lack of awareness about SIP among the school community, shortage of materials and financial resource, poor collaboration among stakeholders and school to plan SIP implementation, absence of self-evaluation at the end of each academic year, lack of comprehensive and continuous follow-up regarding the practice of SIP, High turnover of principals, Teachers resistance to the program, poor coordination capacity of leaders and inadequate technical support given from WEO were among the challenges that need unlimited attention.

The respondents were asked to list possible solutions through open ended questionnaire. Accordingly, assigning committed and qualified school principals, supervisors, WEO experts required for the position, creating awareness for stakeholders, allocating adequate financial resources, training teachers, students and other stakeholders, creating partnership with NGOs and for all to work for SIP effectiveness were stated as possible solutions for the challenges faced while implementing SIP.

In general the schools under investigation have more to improve student academic achievement. Based on the data the researcher felt they had not worked much to improve community participation and learning environment domain .This indicated that school did not exert their efforts to maintain the four domains. All the major challenges stated above were resulted from poor implementation of school improvement program. Furthermore, the study implies SIP was not practiced in line with the framework over the whole sampled schools.

#### **5.2. Conclusions**

From the results of the study, it was implied that there were many factors that hinder effective implementation school improvement program in secondary schools of Ilu Aba Bor zone. In order to implement the program effectively, enhancing the involvement of community and providing awareness for all stakeholders is most important. The allocated budget in the study area was not sufficient to promote teaching and learning process in line with the intended education policy. With regard to teaching learning domain there were poor evaluation of curriculum, conducting action research, practical work in laboratory and use of instructional media. There was also a shortage of reference books, computers, laboratories with adequate equipment and chemicals. Beside to this there is no standardized school infrastructures like playground, access of latrine and pure water.

In addition, the study revealed that there were low school management commitment for student achievement, poor community mobilization by school leaders, poor regular communication with stakeholders, and poor practices of community participation in SIP plan implementation. The study also shows most of educational leaders were not qualified in an area of educational leadership. Turnover of school leaders and less attractive salary were also lost commitment to implement SIP. In line with SIP implementation monitoring and evaluation mechanism, the study depicted that the efforts exerted were not satisfactory. Therefore, based on findings, it is possible to conclude that the implementations of school improvement program has not done much as indicated in SIP frame work in the sample schools. As a result, this clearly indicated that the school are not effectively addressing the needs of the learner. Generally, secondary schools of the study did not implement SIP in effective manner.

### **5.3. Recommendations**

Based on the findings and conclusions from the study, the following recommendations are given.

- ❖ In order to implement SIP in line with the frame work, Zonal Education Office and WEO should create awareness and provide sufficient training for all stakeholders so as they discharge their responsibilities and implement effectively SIP.
- ❖ To implement teaching learning process in line with the standard set in the SIP frame work, the school leaders discuss with all stakeholders (School community, parents, teachers, principals) regularly on implementation of school improvement program.
- ❖ In order to solve teaching and learning problems the school leaders in collaboration with the school community, WEO experts, supervisors, PTSA members , local political leaders, in order to establish sufficient laboratory rooms with equipped materials, ICT rooms with excess computers, library with sufficient reference books and assign trained laboratory technician.
- ❖ To solve academic problems of students; utilization of laboratory, evaluation of curriculum, use of instructional media and conducting action research would help to promote learners academic achievement. It is advisable that school leaders in collaboration with highest organ (WEO, ZEO, OEB and MoE) to facilitate training, motivate and encourage teachers for good practice.
- ❖ Stakeholders should exert their effort to enhance community participation in order to get more attention for supporting SIP implementation.

- ❖ It is advisable to assign professionally qualified educational leaders in secondary schools, woreda education office with leadership position by WEO heads with different educational layers (e.g. School principals, vice principals, supervisors and so forth).
- ❖ To put SIP in to practice, shortage of materials and financial resources, poor collaboration among stakeholders, low awareness and inadequate training, high turnover of principals, lack of educational leaders commitment, and difficulty to alter the status quo of school were among factors that hampers SIP implementation. Therefore, concerned bodies (school principals, secondary school supervisors, WEO, ZEO and OEB) should pay much attention for those negatively affect SIP implementation.
- ❖ Further researchers might have to conduct correlational study on the interplay between SIP implementation and secondary school effectiveness in Ilu Aba Bor Zone.

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**APPENDIX-A**  
**JIMMA UNIVERSITY**

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

**Questionnaire to be filled by the teachers and department heads**

**Dear respondent:**

The main purpose of this questionnaire is to gather relevant data that help to assess the current practice of school improvement program (SIP) by secondary schools of Ilu Aba Bor zone. I would like to assure you that this purely for academic purpose and hence would not affect any one in any way as all the information will be kept confidential. Rather the result of this study is believed to be as an input to improve the school improvement program practice. Hence, your genuine, frank and timely responses are of prime importance for the success of this study. Therefore, you are kindly requested to respond to each question carefully and responsibly.

**Please note the following points before you start filling the questionnaire:**

1. Do not write your name on the questionnaire
2. Read all the questions before attempting to answer the questions
3. There is no need to consult others to fill the questioner
4. Provide appropriate responses by using "X" mark to choose one of the selected Likert scales.
5. Give your answer for all questions.

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

**Part One: Background Information**

1. Sex:	Male:	<input type="checkbox"/>	Female:	<input type="checkbox"/>				
2. Age:	below 25	<input type="checkbox"/>	26-30:	<input type="checkbox"/>	31-35:	<input type="checkbox"/>	36-40:	<input type="checkbox"/>
				41-50	<input type="checkbox"/>	51+	<input type="checkbox"/>	
3. Highest Educational qualification:	Below Cert.:	<input type="checkbox"/>	Certificate:	<input type="checkbox"/>				
	Diploma	<input type="checkbox"/>	Degree	<input type="checkbox"/>	MA/MSc	<input type="checkbox"/>		
4. Field of study:	EdPM	<input type="checkbox"/>	S/Science	<input type="checkbox"/>	N/sciences	<input type="checkbox"/>	Language	<input type="checkbox"/>
5. Service Year:	1- 5	<input type="checkbox"/>	6-10:	<input type="checkbox"/>	11-15:	<input type="checkbox"/>		
	16-20	<input type="checkbox"/>	21-25	<input type="checkbox"/>	26+	<input type="checkbox"/>		
6. Current position:	Teacher	<input type="checkbox"/>	Department head:	<input type="checkbox"/>				

**Part two: Open and closed ended items that answers the basic research questions:**

**1. To what extent does School improvement program practiced in secondary schools of the study area?**

Regarding to the implementation of the four Domains of school improvement program, Please rate your level of agreement by putting an “x” mark in the box corresponding to each item to indicate your response among the following rates:

**Strongly agree=5: Agree=4: undecided=3 Disagree=2: strongly disagree=1**

No	Items	Scale				
		5	4	3	2	1
	<b>I. Teaching and learning Domain</b>					
1.1	The extent to which student centered method of teaching was practiced by teachers					
1.2	There is arrangements of tutorial programs for female and slow learner					
1.3	There is active participation of students in school clubs.					
1.4	Evaluation of curriculum has been made by teachers					
1.5	Action research has been conducted by teachers					
1.6	The school implement continuous assessment					
1.7	There is functional laboratories and instructional media to motivate practical teaching and learning process					
	<b>II. Learning Environment Domain</b>					
1.8	There is appropriate physical environment (safe, stable and positive atmosphere in school compound) for teaching and learning process.					
1.9	There are clear rules and policies of the school that are communicated by the school community.					
1.10	There are adequate teaching and learning materials (e.g. Text books, teachers guides)					
1.11	School community has access to standard toilets particularly designated for females and male students with water.					
1.12	There is good relationship among principals, teachers, students and all the staff in the school.					
1.13	The school has library with recent reference materials.					
	<b>III. Leadership and management domain.</b>					
1.14	Shared vision, Mission, Objectives and goals to improve student learning					
1.15	School management commitment for high student achievement					
1.16	There is consistency in implementation of school activities					
1.17	High mobilization of community for SIP support					
1.18	The school has created effective regular communication with all stake holders.					
1.19	Instructional supervisors carry out classroom supervision					
1.20	Continuous follow up, monitoring and support of student learning					

No	Item	Scale				
		5	4	3	2	1
<b>IV. Community participation Domain</b>						
1.21	Parent as PTA members actively participate in the school improvement management					
1.22	Parents have provided comments up on their children's learning.					
1.23	Stakeholders are involved in decision making on their children and the school issues in collaboration with school leaders.					
1.24	Teachers collect information about students' progress and communicate parents regularly					
1.25	Parents and community members have been involved in school improvement program Implementation planning					

1.27. Please mention if you have any idea regarding the implementation of the above four domains

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**2. To what extent the stakeholders contribute for the implementation of school improvement program activities in secondary schools of the study area?**

Please rate your level of agreement by putting an "x" mark in the box corresponding to each item to indicate your response among the following rates:

**Strongly agree=5: Agree=4: undecided=3 Disagree=2: strongly disagree=1**

No	Items	Scales				
		5	4	3	2	1
2.1	Principals are actively engaged in improving learning conditions and learning outcomes.					
2.2	The school improvement committee has contributed a lot in coordinating monitoring and evaluation of the implementation of school improvement program.					
2.3	Teachers were actively engaged in teaching and learning process in light of the objective of school improvement program.					
2.4	Parents, together with local community were actively involved in creating conducive school environment.					
2.5	There is a strong team work among stakeholders to implement the school improvement program.					
2.6	Woreda and zone education offices have given professional and financial support to the school in order to encourage the implementation of the program.					
2.7	The school supervisor contributed a lot in facilitating the implementation of school improvement program.					

2.8 Please mention if you have any idea in relation with the stakeholders' engagement in the implementation of school improvement program;

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**3. To what extent monitoring and evaluating mechanisms of School improvement program is implemented in secondary schools of the study area?**

Please rate your level of agreement by putting an “x” mark in the box corresponding to each item to indicate your response among the following rates:

**Strongly agree=5: Agree=4: undecided=3 Disagree=2: strongly disagree=1**

No	Items	Scales				
		5	4	3	2	1
3.1	The school has an independent and comprehensive monitoring and evaluation SIP action plan;					
3.2	The SIP team /committee has fixed meeting schedule for monitoring and evaluation.					
3.3	The school internal supervisors intentionally offers advice and support to students concerning the implementation of SIP;					
3.4	The supervisor supports the school principal on the way of in implementing SIP;					
3.5	The degree of WEO experts and supervisors has fixed schedule for their school visits and technical support for their implementation of					
3.6	All monitoring and evaluation of SIP implementation carried out by concerned bodies have a sort of continuity;					
3.7	All monitoring and evaluation processes were finalized by giving a complete and appropriate feedback;					

3.8. If you have any more idea concerning the practice of monitoring and evaluation process in implementing SIP, please list here under:

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**4. What are the major factors that affect the practice of School improvement program in secondary schools of the study area?**

Please rate your level of agreement by putting an “x” mark in the box corresponding to each item to indicate your response among the following rates:

**Strongly agree=5: Agree=4: undecided=3 Disagree=2: strongly disagree=1**

No	Items	Scale				
		5	4	3	2	1
4.1	Lack of awareness about the school improvement program among the school community					
4.2	Shortage of material and financial resources					
4.3	Absence of collaboration among stakeholders					
4.4	Absence of self-evaluation at the end of each academic year					
4.5	Lack of follow up and supervision on the implementation of school improvement program					
4.6	High turnover of principals					
4.7	Teachers resistance to the program					
4.8	Inability of the school leadership to coordinate efforts for the program implementation					
4.9	The limitation of professional support from woreda education office					
4.10	Lack of adequate training for stakeholders					
4.11	Low stakeholders involvement in the program implementation					

4.12. Please if you have any more factors that hinder effective implementation of the SIP list here under:

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**“Thank you for your genuine cooperation!”**

**APPENDIX -B**  
**JIMMA UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES**  
**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**An interview Question for Secondary School Principals!**

The purpose of this interview is to collect data about the implementation of the SIP at secondary schools in your Woreda. The type information you will provide determines the quality of the study. Please be sure that the information you will forward is used only for academic purpose. Therefore, you are kindly requested to give factual information.

**Part one: Background Information**

1. Name of the school\_\_\_\_\_
2. Age \_\_\_\_\_
3. Sex \_\_\_\_\_
4. Work experience as school principal (in Year) \_\_\_\_\_
5. Total service (in Year) \_\_\_\_\_
6. Qualification \_\_\_\_\_
7. Area of specialization\_\_\_\_\_

**Part Two: Interview questions.**

1. Did you receive any training on School Improvement Program? If yes, how much did enables you to fill the gap you have before?
2. How often Woreda education office supports you in implementing school improvement program? Explain
3. Do you think that the school grants were properly managed and used for the intended purpose in your schools? What was its contribution in improving the school?
4. How do you examine the adequate effort you have exerted to implement the SIP?
5. Do you think that your effort in coordinating SIP committee is adequate? If yes, how far effective you are? If no, why?
6. How do you evaluate student's achievement after the program has been introduced into the school?
7. What success has been registered regarding school improvement program implementation in the school you lead with respect to the school domains? What are not achieved?
8. In your opinion, what are the major factors that are hampered the implementation of the program in your school context?
9. What do you suggest to reduce or eliminate these factors you mentioned above so as to improve the implementation of the SIP in your school?

**Thank you for your cooperation!**

**APPENDIX -C**  
**JIMMA UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES**  
**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**An interview Question for Woreda Education office SIP Experts!**

The purpose of this interview is to collect data about the implementation of the SIP at secondary schools in your Woreda. The type information you will provide determines the quality of the study. Please be sure that the information you will forward is used only for academic purpose. Therefore, you are kindly requested to give factual information for the interview.

**Part one: Background In formation**

1. Name of the Woreda\_\_\_\_\_ 2. Age\_\_\_\_\_ 3. Sex\_\_\_\_\_
4. Total service (in Year) \_\_\_\_\_ 5. Qualification \_\_\_\_\_ 6. Area of specialization\_\_\_\_\_
7. Work experience as Woreda education SIP expert (in Year) \_\_\_\_\_

**Part Two: Interview questions.**

1. Did you receive any training on School Improvement Program?
2. In your opinion, what do you think are objectives of the school improvement program?
3. Did your office arrange any training opportunity for the school community on issues related to the SIP?
4. Do you think the stakeholders have adequate awareness on school improvement program in your Woreda?
5. How do you judge stakeholders' involvement regarding to the implementation of School improvement program in your woreda?
6. How does your office job performers follow up, Monitor and supervise the effectiveness of SIP implementation?
7. Do SIP materials and school finance are properly given to secondary schools to facilitate SIP implementation?
8. What challenges have you encountered in the SIP implementation activities?
9. What measures should be taken to solve the problems in the implementation of SIP in secondary schools?

**Thank you for your cooperation!**

**APPENDIX -D**  
**JIMMA UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES**  
**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**An interview Question for secondary school supervisors!**

The purpose of this interview is to collect data about the implementation of the SIP at secondary schools in your Woreda. The type information you will provide determines the quality of the study. Please be sure that the information you will forward is used only for academic purpose. Therefore, you are kindly requested to give factual information for the interview.

**Part one: Background In formation**

1. Name of the Woreda\_\_\_\_\_ 2. Age\_\_\_\_\_ 3. Sex\_\_\_\_\_
4. Total service (in Year) \_\_\_\_\_ 5. Qualification \_\_\_\_\_ 6. Area of specialization\_\_\_\_\_
7. Work experience as **school supervisors** (in Year) \_\_\_\_\_

**Part Two: Interview questions.**

1. How do you explain the implementation of SIP in your respective secondary schools?
2. How do you explain the leadership function that you and the school management play with regards to the SIP?
3. What efforts you have been exerted to build conducive learning environment in your respective secondary schools?
4. How do you explain any effort made to increase awareness of the stakeholders in implementing SIP?
5. To what extent finance (school budget and school grant) and technical supports given to secondary school to facilitate SIP implementation?
6. In your opinion, what are the major factors that hampered the implementation of the program in the secondary school?
7. What measures should be taken to solve the problems in the implementation of SIP in secondary schools?

**Thank you for your cooperation!**

**APPENDIX -E**  
**JIMMA UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES**  
**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**An interview Question for SIP Committee members (PTAS and KETB)!**

The purpose of this interview is to collect data about the implementation of the SIP at secondary schools in your Woreda. The type information you will provide determines the quality of the study. Please be sure that the information you will forward is used only for academic purpose. Therefore, you are kindly requested to give factual information for the interview.

**Part one: Background In formation**

1. Name of the school\_\_\_\_\_
2. Age \_\_\_\_\_
3. Sex\_\_\_\_\_
4. Position
5. Educational status\_\_\_\_\_

**Part Two: Interview questions.**

1. Have you participated in SIP strategic plan preparation and implementation? If yes, how do you describe the situation?
2. Do parents follow their students learning, disciplinary problems and discuss on the issue with teachers and the school? If yes, where parents follow their students learning: (a) at home; (b) at school; (c) in both;
3. How can you examine the role you have discharged in creating awareness to community and stake holders on school improvement program implementation in your school?
4. Are education facilities and materials fulfilled? If yes, how can you explain in relation to students' academic achievement? If your response is no, what can you say the effort you have exerted in full filling educational resources?
5. Do you have any monitoring and evaluation mechanism regarding the implementation of SIP in your school? If yes, what change has come? If no, why?
6. What challenges do you think constrain effective implementation of the SIP in your school?
7. What remedies do you have in order to solve the problems encountered?

**Thank you for your cooperation!**