THE STATUS OF QUALITY OF EDUCATION IN GOVERNMENT SECONDARY SCHOOLS: THE CASE OF ILUBABOR ZONE, OROMIA REGIONAL STATE

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FEBRUARY, 2005.E.C

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A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT IN PARTIAL FULFILMENT FOR THE REQUIREMENTS OF MASTER OF ARTS IN EDUCATIONAL LEADERSHIP

DECLARATION

I, the undersigned, declare that the thesis on **the status of quality of education in secondary schools: the case of Ilubabor Zone, Oromia Regional State** is my own work and that the sources I have used are indicated and acknowledged in the references.

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The status of quality of education.

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The thesis on **THE STATUS OF QUALITY OF EDUCATION IN SECONDARY SCHOOLS OF ILUBABOR ZONE** is approved for the Master of Arts in educational leadership. Kebede Negasu

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ACKNOWLEDGEMENTS

First, I would like to express my heart-felt thanks to my advisor, Mr. Desalegn Beyene for his unreserved, critical and constructive comments he has given me for the overall accomplishment of this thesis and for excellent approach. For sure, this thesis would have not been a reality had it not been for his encouragement and critical comment.

Secondly, my heartfelt appreciation goes to my co-advisor, Mr. Tariku Sime, for his encouragement, guidance, critical comments and useful suggestions.

In addition, I would like to thank my beloved Ganet Ejeta, my friends Lemma Mangesh, Birhanu Tasisa and my sister Werqinesh Negasu for their financial, material and moral support starting from the initial to the completion of a research work.

My thoughtful thanks and gratitude also go to all of my instructors who have been supporting and helping me to come to success and Jimma University, as an institution for its financial support and overall services.

Lastly, but not least, I would like to express my thank for Ilubabor Zone , sample secondary school principals and teachers, secondary school supervisors and Woreda Education Office for their participation to give necessary information, through questionnaire, structured interview and document analysis to finish the study successfully.

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ACRONYMS

CPD-	Continuous Professional Development
EFA -	Education for All
EGSECE-	Ethiopia General Secondary Education Certificate Examination
ESDP -	Education Sector Review Development Program
ETP -	Education and Training Policy
GDP-	Gross Domestic Product
GEQIP-	General Education Quality Improvement Program/Project
ICT-	Information and Communication Technology
MoE -	Ministry of Education
NGO-	Non Governmental Organizations
OECD-	Organization for Economic Co-operation and Development
REB-	Regional Education Bureau
SPSS -	Statistical Package for Social Science
UNESCO-	United Nation Education, Scientific and Cultural Organizations.
UNICEF-	United Nations International Children's Emergency Fund
US AID-	United States Agency for International Development.
WEO-	Werade Education Office
ZED-	Zone Education Department

ABSTRACT

*The purpose of this study was to assess the status of quality education in terms of input, process and output in general of secondary school of Ilubabor Zone. This study used both quantitative and qualitative methods. Among the 28 government secondary schools found in the Zone, 8(30%) were taken as a sample by using simple random sampling technique. The sample sizes of teachers 94 (30%) were selected by using simple random sampling technique and 129 students representative were purposefully selected. Then, secondary school external supervisors (7), school principals (8) and deputy principals (8) were included by using purposive sample. The instruments of data collection were; questionnaires, structured interview, observation and document analysis. The data were analysis by frequency, percentages, mean, standard deviation and chi-square test. The data gathered through open –ended questions, interviews, observation and document analysis were analyzed qualitatively through narration for the purpose of triangulation. The findings of the study indicated that the status of quality of education in secondary schools of Ilubabor Zone is low when it was evaluated from the point of Input indicators**;** shortages of educational facilities and infrastructure, instructional materials, in-service professional training for teachers and large class size. process indicators**;** incompetent leadership and absence of implementing the students centered**,** out put indicators**;** low promotion and high repetition rates of students, increased dropout rate of student's and low performance of students in terms of national examination and the challenges; lack of pupil interest in education, low interest of teachers in teaching profession, poor school management system and low participation of parents in the school issue. Finally, necessary recommendations were given to overcome the problem and provide quality education. Provide the schools with necessary educational facilities and instructional materials arrange various training and discussion opportunities to capacitate teachers build extra classroom and recruit extra teachers and the leaders of secondary schools need to have built their capacity.*

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

1.1. Background of the Study

There is no universal definition of education quality. Each country's policy defines quality of education according to its own economic, political, social and cultural vision. Many educators, researchers and politicians have tried to define this term and a number of different definitions can be found in the literature. Quality of education is customarily defined and judged by student learning achievements in terms of traditional curriculum and standards. Quality also related to the relevance of what is taught and learned and how well it fits the present and future needs of the particular learners in question given their particular circumstances and prospects (Adams, 1993).

Education quality is the character of the set of elements in the input, process and output of the education system that provides services that completely satisfies both internal and external strategic constituencies by meeting their explicit and implicit expectations (Hughes, 1988). However, practically, all countries include two key elements as the basis to define education quality: students' cognitive learning (which is what achievement tests usually measure) and learner achievement and for broader social or economic gains can be used; an example is labor market success. It is useful to distinguish between achievement, attainment and other outcome measures which can include broader benefits to societies (Leu, 2005; UNESCO, 2004).

On the other hand, education quality is a rather vague and controversial concept both in research and policy discussion. According to Fuller (1986) and Hughes (1988), different people have their own definition and indicators used to describe education quality may also be different some may emphasize the quality of education system on inputs whereas others emphasize processes and outcomes.

No matter whether referring to input, process and output , all of these definition of education quality may often be associated with fitness for user, the satisfaction of the needs of strategic constituencies (e.g. policy makers, parents, school management committee, teachers, students, etc.) or conformance to strategic constituencies' requirements and expectations.

Therefore, education quality is a multi-dimensional concept and cannot be easily assessed by only one indicator. In other words, different countries and people may use different indicators to assess education quality and different strategies to achieve education quality. For assessing school education quality, different indicators or parameters may be developed to measure performance of an education institution in different aspects of input, process and output /outcome (Tenner & Detoro, 1992).

The government of Ethiopia also expressed its commitments to the expansion of equitable access to education and improvement of education quality and efficiency of education. It has developed an education and training policy and formulated different programs and strategies that aim at achieving national and international education goals to which it is committed, including Education for All (EFA) goal and the Millennium Development Goal (MDGs).Within the framework of the global context, the government launched the first five years Education Sector Development Program (ESDPI-IV) starting from 1997-2010/11 respectively. This program was part of the twenty – year education sector program. However, when the quality issue was assessed, it looked compromising. Less attention was given to quality and the education system as a whole has been suffering from lack of quality starting from grade 1 through grade 12. In recent years, the MoE has introduced a program called General Education Quality Improvement Package (GEQIP) which is designed to improve the quality of education (grades 1-12) (MoE, 2004).

The objective of the program was to increase the achievements of students with respect to measurable learning outcomes, primary completion rates and secondary entrance rates .The school effectiveness approach is particularly suitable for GEQIP given the politically and fiscally decentralized structure of the Ethiopia education system and in which quality improvement will depend on the capacity of school leadership to work with teachers, parents

and students to diagnose constraints and implement changes to improve results. Many changes are currently taking places in the educational institutions (UNESCO, 2006).

Therefore, this research was to assess the status of quality of education by considering input, process and output factors (bench marks).In this case, it is important to conduct such scholarly study so as to assess the activities implemented and the challenges encountered in the process of providing the quality of education.

1.2. Statement of the Problem

In this era of globalization and technological revolution, education is considered as a first step for every human activity. It plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living (Battle & Lewis, 2002). It ensures the acquisition of knowledge and skills that enable individuals to increase their productivity and improve the quality of their life. This increase in productivity also leads towards new sources of earning which enhances the economic growth of a country (Saxton, 2000).

According to Akhtar (2007), the school is the primary nursery where the seeds of future generations are grown to give the mature trees with the minds and brain to design the economic and the social fabric of the country. The quality of education is reflected by the development and growth of any economy. However, poor quality education could be a poor investment.

Edwards (2002) stated that the common causes of poor quality in education include poor curriculum design, unsuitable and poorly maintained buildings, poor working environment, unsuitable system and procedures, lack of necessary resources and insufficient staff development. In addition, the special causes of quality problems could include lack of knowledge and skill on the part of members of the staff, lack of motivation, communication failures and problems with particular pieces of equipment.

According to Global Monitoring Report (2005), the major indicators of quality education are input, process and output. These indicators are discussed in the upcoming paragraphs.

i. Inputs: This category includes material resources (textbooks, learning materials, classrooms, libraries, school facilities) and human resources (managers, supervisors and most importantly teachers).The indicators most widely used to measure these inputs are pupil/teacher ratios, teacher salaries and public current expenditure per pupil.
ii. Process: This dimension involves what happens in the classroom and the school. Pedagogical processes lie at the heart of day-to-day learning, time spent on learning, use of interactive teaching methods and how progress is assessed are among those applied to these processes. School safety, community involvement, expectations and leadership have an indirect impact on teaching and learning.
iii. Output: This dimension can be expressed in terms of academic achievement (generally examination performance) but also in broader social and economic gains.

As Amare Asgedom (1999:59-60) points out, the quality of education factors can be distinguished with;

> ***Input factors****: Teachers and principals in the four regions believe that quality education is dependent on input factors such as resources, teachers and the community. They emphasized the importance of sufficient resources such as textbooks, desks, teaching materials, libraries and adequate classrooms. Without these essential items, they are unable to deliver quality education.*
> ***Process factors****: Process factors of quality relate to teachers' and students' activities in the classroom. In all the four regional states, teachers and principals emphasized employing a student-centered approach. They explained quality education in terms of student participation, students asking questions and building their self-confidence levels. They also referred to the importance of assessing student performance and employing various strategies and teaching materials to motivate students.*
> ***Output factors:*** *Research participants in all regions explained quality in relation to learning outcomes. Although these outcomes are expressed in terms of achieving high scores on exams, completing homework and achieving promotion to the next grade, even more prominent are the references to affective aspects of active learning such as how students interact in the classroom, their participation levels and their self-confidence.*

According to the MoE (2004), in the last ten years, substantial quantitative achievements have been made in education mainly students' enrollment and expansion of schools. Although quantitative progress has been made, the quality of education being offered has not been at the desired level.

In the same way, in Oromia Regional State, a commendable achievement has been registered over the past seven years in improving access to education and increasing primary and secondary level school participation. However, the quality of education has not been achieved as per the standards set by the MoE (UNESCO, 2005).According to Oromia Education Bureau annual reports (2003 E.C.), the student's achievement was below the required level set by the MoE in secondary school of Ilubabor Zone. For instance, the Ethiopia General Secondary Education Certificate Examination (grade10) result was indicating a reduction from year to year, i.e., 25.71%, 21.27%, 12.12% and 11.83% in 2000, 2001, 2002 and 2003 E.C respectively. As to the knowledge of the researcher, however, no research has been conducted to explore the reasons behind the continued decline in the quality of education in the secondary schools of the Zone under treatment.

In the light of this, the researcher wanted to conduct a study on the issue focusing input factors, process factors and output factors. To address these factors, the following basic questions were raised;

1. To what extent are educational facilities, infrastructure and qualified teacher and principal available to improve the teaching learning process?
2. What mechanisms are being employed by school leadership and teachers to carry out the teaching-learning process effectively?
3. Are the school leaders competent enough to facilitate effective teaching learning process?
4. To what extent the student's achievements has been improved?
5. What are the major challenges that secondary schools encounter in improving the students achievement?

1.3. Objectives of the Study

1.3.1. General Objective

The general objective of this study was to assess the status of the quality of education in secondary schools of Ilubabor Zone in terms of input, process and output indicator factors.

1.3.2. Specific Objectives

Specifically, the research was aiming at the following specific objectives:

a. In terms of the input indicator factors, specific objectives were:

1. Assessing the sufficiency of instructional materials (text books, reference books, syllabus, teacher's guide, computer and plasma TV) and teacher-student ratio in the respective programs to determine if they meet the standards set by the MoE.
2. Surveying the school facilities (libraries, laboratories, water supply, sufficient chairs and pedagogical center) are available to improve quality of education in secondary schools.
3. Examining the academic qualification of teacher and principal.
4. Assessing the adequacy of in-service training to promote teachers in employing active teaching learning process.

b. Specific objective related to process was:

5. Investigating the mechanisms being employed by school leadership and teachers to promote the provision of quality education.

c. In terms of the output indicator factors, a specific objective was:

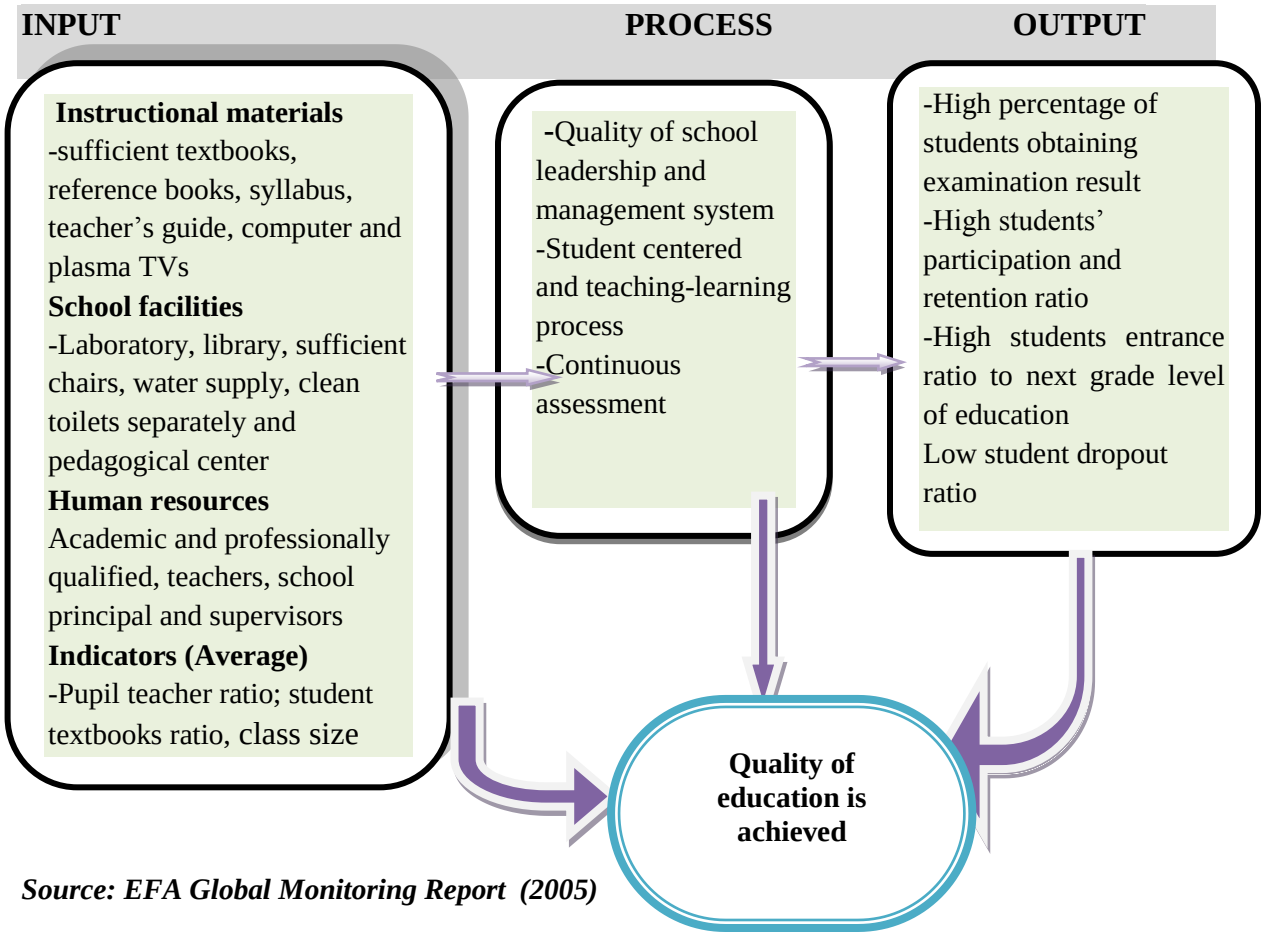
6. Examining the level of students' achievement based on the minimum standard set by the Ministry of Education.

1.4. The Conceptual Framework for Measuring Quality of Education

In the view of both practical and popular sense to promoting the quality of education and make high standards depend on many components. These components create a system which can be subdivided into input, process and output. An input, process and output are introduced as a basis for defining quality and to categorize different measures of quality in education. It shows that this framework can be used to clarify a broad range of quality

interpretations like productivity, effectiveness, efficiency, responsiveness, equity and a more diverse use of quality indicators. All of these components interact with each other and are influence by the context surrounding the school, which ultimately determines student achievement and, consequently, the quality of education is achieved. As shown in the following framework summary of relationship between independent variables (input and process) and the dependent variable (out put).

Figure 1: Summary of relationship between independent and dependent variable



Source: EFA Global Monitoring Report (2005)

Inputs indicators: It measures the means of the resources employed to facilitate the satisfaction of needs and, hence, reaching development objectives**.** The success of teaching and learning is likely to be strongly influenced by the resources made available to support the process and the direct ways in which these resources are managed. It is obvious that schools without teachers, textbooks or learning materials will not be able to do an effective

job. Resources are important for education quality although how and to what extent this is so has not yet been fully determined. Inputs are enabling in that they support and are essentially interrelated to teaching and learning processes, which in turn affects the range and the type of inputs used and how effectively they are employed. The main input variables are material and human.

Material resources, provided both by governments and households, include textbooks and other learning materials and the availability of classrooms, libraries, school facilities and other infrastructure.

Human resource inputs include managers, administrators, other support staff, supervisors, and, most importantly, teachers. Teachers are vital to the education process. They are both affected by the macro context in which it takes place and central to its successful outcomes. Useful proxies here are pupil/teacher ratio, average and the proportion of education spending allocated to various items.

Process indicators: measures the quality of school management and leader of the program, school, or system. The teaching and learning process is closely nested within the support system of inputs and other contextual factors. Teaching and learning is the key arena for students' development and change their knowledge. While the indirect enabling inputs discussed above are closely related to this dimension, the actual teaching and learning processes (as these occur in the classroom) include student time spent learning, assessment methods for monitoring student progress, styles of teaching, the language of instruction and classroom organization strategies.

Outputs indicators: measures typically percentage of students obtaining examination result set standards link to national goals; students' participation and retention ratios and student's entrance ratios to next grade levels of education. The output of education should be assessed in the context of its agreed objectives. They are most easily expressed in terms of academic achievement (sometimes as test grades, but more usually and popularly in terms of examination performance), though ways of assessing creative and emotional development as well as changes in values, attitudes and behavior have also been devised.

1.5. Significance of the Study

The quality of education is the basis for the development of students and this should relate to fostering the environment of growth and development of a country. Improving the quality of education at high school level is apparent to teachers, students, policy makers and other stakeholders. Providing empirically supported evidence on input, process and output factor could help to understand and prioritize intervention area and design strategies. Therefore, the findings of this research was hoped to be significance for the improvement quality education in secondary schools of the Zone under treatment by identifying the factors that affect the provision of quality education.In light of this, the study was believed to have the following contributions:

1. The finding of the study may be a feedback for concerned bodies particularly for Regional, Zonal and Woreda Education Offices to recognize the problem of providing the quality of education.
2. The finding of the study may help the school leaders and teachers as the road map to design their own strategy that enable them to promote the quality of education.
3. It may help as literature to those who aspire to make further investigation in the area of education quality in secondary schools.

1.6. Delimitation of the Study

The research was delimited both conceptually wise and geographically. With regard to conceptually, although there are many education quality indicators, this research was delimited to only assessing the status of quality of education in terms of input indicators, process indicators and output indicators. The input indicators included instructional materials (textbooks, reference books, syllabus, teachers guide, computer and plasma TV) school facilities (classrooms, libraries, laboratories, water supply, sufficient chairs and pedagogical center), human resources (instructional leadership and most importantly, teachers), Pupil-teachers ratio and pupil-section ratio. The process indicators comprised of quality of leadership and management system and methods of teaching and assessment. Output indicators consisted of dimensions which could be expressed in terms of academic achievement (specifically, examination result of the students) and students' participation and retention ratio.

Geographically the scope of this study was delimited to general secondary schools of Ilubabor Zone.

1.7. Limitation of the Study

Although the research has reached its aims, there were some unavoidable limitations. Due to the limit of time and finance, this study was conducted by focusing the model of input, process and output. But as scholars described quality education has more than five models. The research had also a limit to generalize for all levels of education. Due to the factors listed above respondents were selected from general secondary schools (grade 9^{th} -10^{th}). Thus the result was applied only to secondary schools of Ilubabor Zone. However, the problem of quality education in Ilubabor Zone is not only the issue of general secondary school even if it concerning elementary and primary school. To generalize the result it would better if it's involved all models and different level (grade1-10^{th}).

1.8. Definitions of Key Terms

General Secondary school: school of two years duration that is from grade 9-10 which will enable the students to identify their interests for further education, for specific training and for the world of work (MoE, 1994).

Input: related to the resources that go into the system. They include student attendance, support personnel, teachers' qualifications and experience, accessibility and use of instructional materials and use of computers in selected subjects (OECD, 2005).

Process: describe the activities resulting from the use and management of the input within the school. Among these process factors are teachers' professional development, planning and collaboration (Cheng, 1995).

Output: refer to the short-term measure that includes cognitive achievement, completion ratio, and entrance ratio to next/higher level of education, acquisition of desired skills, attitudes, behaviors, certification, individual skills, attitudes and behaviors (Global Monitoring Report, 2005).

Outcomes: refer to longer-term often socially significant consequences of education, e.g., employment, earnings, health, civic engagement and the like as well as social attitudes, behaviors and skills (Williams, 1997).

Quality Indicators: are the benchmarks with which we can systematically assess quality of education (input, process and output) (Adams, 1993).

1.9. Organization of the Study

The research report has five chapters. Chapter one deals with the problem and its approach that comprises of background of the study, statement of the problem, objectives of the study, conceptual framework, significance, delimitation, limitation of the study and definitions of key terms. Chapter two presents review of literature. Chapter three concentrates on the research methodology. Chapter four focuses on the presentation, analyses and interpretation of the data whereas chapter five consists of summary of the main findings, conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. General Conception of Education Quality

Quality is at the heart of education. It influences what students learn, how well they learn and what benefits they draw from their education. The question to ensure that students achieve decent learning outcomes and acquire values and skills that help them play a positive role in their societies is an issue on the policy agenda of nearly every country (Barrette, 2006).

Additional, education quality is the character of the set of elements in the input, process and output of the education system that provides services that completely satisfy both internal and external strategic constituencies by meeting their explicit and implicit expectations (Hughes, 1988). Therefore, education quality is a multi-dimensional concept and cannot be easily assessed by only one indicator. In other words, different country and people may use different indicators to assess education quality and different strategies to achieve education quality. For assessing school education quality, different indicators or parameters may be developed to measure performance of an education institution in different aspects of input, process and outcome (Tenner& Detoro, 1992).

2.2. Definition of Education Quality

Many educators, researchers and politicians have tried to define this term and a number of different definitions can be found in the literature. Quality of education is customarily defined and judged by student learning achievements in terms of traditional curriculum and standards. Quality also relate to the relevance of what is taught and learned and how well it fits the present and future needs of the particular learners in question, given their particular circumstances and prospects. It also refers to significant changes in the educational system itself, in the nature of its inputs (students, teachers, facilities, equipment and supplies); its objectives, curriculum and educational technologies; and its socioeconomic, cultural and political environment (Adams, 1993).

According to UNCEF (2000), the basic dimension of quality of education includes:

i. Learners who are healthy, well-nourished and ready to participate and learn and supported in learning by their families and communities;
ii. Environments that are healthy, safe, protective and gender-sensitive and provide adequate resources and facilities;
iii. Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace;
iv. Processes through which trained teachers use students-centered, teaching approaches in well managed classrooms, schools and skill-full assessment to facilitate learning and reduce disparity;
v. Outcomes that encompass knowledge, skills and attitudes and are linked to national goals for education and positive participation in society.

Generally, to define quality of education as the character of the set of elements such as input, process and output of the education system that provides services that completely satisfy both internal and external strategic constituencies by meeting their explicit and implicit expectations (Cheng& Tarn, 1997). However, to conclude the above suggestion the quality of education it is refer to the features of products which meet customer needs and, thereby, provide customer satisfaction and achieve the schools geol.

2.3. An overview of Secondary Education in Ethiopia

Secondary education in Ethiopia is organized into two cycles, each lasting two years. At the end of grade 10, students sit for the Ethiopian general secondary education certificate examination (EGSECE). The second cycle, covering grade 11& 12, prepares students for continuing their studies at the higher education level or selecting their own vocations. At the end of grade 12, students sit for the Ethiopian entrance examination to enter higher education institutions (MoE, 1994).

The Ethiopian General Secondary Education Certificate Examination (EGSECE) at grade 10 is a recent phenomenon which was introduced in 2001 to be used as selection criterion for

grade 11World Bank (cited in Semaw, 2009). Based on the achievement attained in EGSECE students are streamed in to academic (college preparation) and vocational and technical programs. Those who join the academic fields are expected to sit for higher education after two years of preparation while the others either join the labor market or be self-employed.

Secondary school curriculum implementation is hampered by problems of appropriateness, quality and inadequacy of facilities. Quality and appropriateness issues include how much the curriculum equips the learners with sustainable skills, adequacy of time for subject, appropriateness and usefulness of suggested implementation strategies including active learning methods and continuous assessment, appropriateness of curriculum contents to student level of maturity, age and environmental conditions, coverage of required competences in subjects and instructional strategies to provide support for pupils. That most curriculum materials such as, text books, teacher guides and manuals were inadequate and teachers limited ability or willingness to use active learning methods as well as lack of instructional materials are major challenges. Overall, facilities and support services are lacking across the educational system. In secondary education, school facilities, lecture halls, laboratory chemicals and other consumable teaching equipments are all in short supply (MoE, 2008).

The recent study published by the forum for social studies (2009) of Addis Ababa University has focused on the deepening crisis of the quality of Ethiopia's educational system. The study revealed that in 2007 the number of students who passed Ethiopia's national secondary school examination was as low as 7.6 % of the students who took the national examination nationwide. The same study also documented that in 2008 almost 60 % of the student's national secondary school examination grade was below 25% (Lemlem Telila, 2010).

2.4. Quality Issues in Ethiopian Education

The World Declaration on Education for All, (1990) and the Dakar Framework for Action, (2000) the two most recent United Nations conference declarations focusing on education recognize quality as a prime condition for achieving Education for All. The Dakar Framework affirms that quality is 'at the heart of education'. Goal 2 commits nations to providing primary education 'of good quality'. Goal 6 includes commitments to improving 'all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills. The problem of Ethiopian education is the recent erosion of educational quality. While one may appreciate the attempts made to expand access and improve equity, the progress so far made to improve quality of education is limited. Quality in education is relative and not easy to measure. Many educators measure the quality of education in terms of input, process and output. Although input, process and output are equally important, they are not good measures in countries like Ethiopia where the minimum amount of input are not available.

2.5. The Models of Education Quality

In order to understand the complex nature of education quality and to develop management strategies for its achievement it should be necessary to review the different conception or models of education quality, explicitly or implicitly held by concerned constituencies in practice or by scholars.

According to Cheng (1996b), seven education quality models are illustrated the different conceptions that can be used to deepen understanding quality of education.

2.5.1. The Goal and Specification Model

The goal and specification model is often used in the assessment of education quality of individual institutions or education systems in a country. It assumes that there are clear, enduring, normative and well-accepted goals and specifications as indicators and standards for education institutions or education systems to pursue or conform this model .

As Anzalone *et al*. (2003), stated that education institution is deemed to be a good education quality if it has achieved the stated goals or conformed to the specifications listed in the institutional plan or programme plans. Typical examples of quality indicators may include students' academic achievements, attendance rate, dropout rate and personal developments, number of graduates enrolled in universities or graduate schools, professional qualifications of staff, etc.

As Cheng (1996a), also concluded that, this model is useful if the goals and specifications used for judging education quality are clear and accepted by all involved constituencies and that there are appropriate indicators which one can use to evaluate whether or not the the school have attained the prescribed education standards. An advantage of this model of education quality is that it enables the institution management to focus attention on key components of education programmes.

2.5.2. The Resource-Input Model

The resource-input model assumes that sufficient and quality resources are necessary for education institutions to achieve diverse objectives and provide quality services in a short time. Therefore, education quality is assumed to be the natural result of achievement of adequate resources and inputs for the institution. According to George (2005), education quality indicators may include high quality student intake, the result of examination, staff recruited, better facilities and equipment, better staff-student ratio and more financial support procured from the central education authority, students and parents, sponsoring body or any outside agents.

Further, Earthman (2002) suggested that, the resources are very essentials for education institutions to achieve stated goals or conform to given specifications. In some Asian countries and cities (e.g. Hong Kong), quality student input is often seen as an important indicator of an education institution's success. Attraction of high quality student input seems to be a necessary condition for some institutions to become successful or achieve high academic performance in examinations.

To summarizing the above author's suggestion the capacity of acquiring adequate and quality resources represents the potential of an education institution that can promise high education quality particularly in a context of great resource competition.

2.5.3. The Process Model

In this model, education quality is seen as smooth and healthy internal process and fruitful learning experiences. Adams (1997) described that the process in an education institution, is a transformational process which converts inputs into performance and output. A smooth internal institutional process enables staff to perform the teaching task effectively and students to gain fruitful learning experiences easily. The nature and quality of process is often determining the quality of output and the degree to which the planned goals can be achieved.

Additional, Cheng (2001) stated that, the process model often taken as a form of educational aims and outcomes. Therefore, the process model assumes that an educational institution is providing education quality if its internal functioning is smooth and "healthy". Important internal activities or practices in the educational institution are often taken as the important indicators of education. Leadership, communication channels, participation, co-ordination, adaptability, planning, decision making, social interactions, social climate, teaching methods, classroom management, learning strategies and learning experiences are often used as indicators of education quality. The process in an educational institution generally includes management process, teaching learning process. Thus, the selection of indicators may be based on these processes, classified as management quality indicators (e.g. leadership, decision making), teaching quality indicators (e.g. teaching efficacy, teaching methods) and learning quality indicators (e.g. learning attitudes, attendance rate) (Vierimaa, 2012).

2.5.4. The Output Model

The output of educational service which constitutes the immediate evidence of quality is the achievement of students in examinations. For many including parents the performance of students in national level or standardized examinations is enough indication of what quality

education has been provided. When, for instance, people talk of fallen standards in education, they are basing their assertion principally on some poor examination results. But quality of the education service is also indexed by such non-measurable outcomes as improved health habits effective participation in social and political activities (Anzalone, & Figueredo, 2003).

2.5.5. The Legitimacy Model

Education quality is regarded here as the achievement of an education institution's legitimate position or reputation. In the past, when the educational environment changed slowly and educational institutions received relatively few external challenges, survival of educational institutions might be guaranteed by the central education authority. In order to gain legitimacy for survival and to acquire critical resource, educational institutions have to win the support of the community, build up good public image and show evidence of accountability (Jaap, 2004).

The legitimacy model assumes that an educational institution needs to be accepted and supported by the community in order to survive and achieve its mission. Along this line of thinking, the indicators of education quality are often related to the activities and achievements of public relations and marketing, accountability, public image and reputation or status in the community etc. Educational institutions should operate educational programmes which conform to the ethical and moral norms of the community in order to gain legitimacy. They also need to promote their own image, in such ways as participating in district-wide contests, organizing exhibitions of students' work, maintaining a good relationship with district leaders, etc (Cheng,1996).

2.6. Major Education Quality Indicators

2.6.1. Class Size

Class size is a subject of considerable debate among educators, psychologists and philosophers. The issue at stake is whether or not class size is not quality determination. Theoretically, an optimal class size is a size that allow for sufficient interaction between

teacher and students through question/answer session, group activities and student assignment.

According to Nardos (cited in Naser Ousman, 2009), class size should allow the teacher to observe pedagogical principles such as knowing ones students by name and attending to the particular needs of each student.

In the same way Befekadu *et al*. (cited in Naser Ousman, 2009) broadly speaking the traditionalists argue that if the size is too large, the teacher could not perform any of these activities effective or could not perform them at all. Therefore, the quality of education will be low. Innovative techniques could be introduced to help students take a charge of the learning process. Examples of innovative techniques are peer evaluation, group work and computer assisted instruction. According to this view, the negative effects of large class size can be partially compensated using these new techniques. In the absence of this technique, however, quality will suffer from large class size.

Befekadu (cited in Adams, 1993) pointed out that, in developed countries like UK 25-30 students per class is considered a reasonable size for an effective teaching learning process. But such small sizes have considerable implications, more teachers and more class rooms. Developing countries such as Ethiopia cannot afford such class sizes.

The author explain that, some Ethiopia high schools particularly; in grade nine the number of student in each class has passed the 100 in some Ethiopia urban schools. In the upper grades 65 students per section is regarded as a good number because it is the lowest number we can find in some schools. Even with this number, for instance, it is not possible to take students to the laboratory to do experiments practical learning in which students actively participate cannot be conducted. However, In Ethiopia the standard set student-section in secondary school is 40 students per section (MoE, 2010).

2.6.2. Pupil-Teacher Ratio

Pupil-teacher ratio is one of the common educational indicators for efficiency and quality. This indicator is useful for setting minimum standards throughout the country and ensuring a certain level of equality around the country.

In Ethiopia, the standard set for the pupils' teacher ratio is 50 pupils per teacher at primary (1-8) and 40 pupils per teacher at secondary level (MoE, 2010).

In contrast to the above pupil-teacher ratio standards', the ministry of education (MoE 2006) documented that; one of the challenges faced in Ethiopia is the large class size with an average of 70 pupils per class. In some cases classes have more than 100 pupils. The reasons for such large classes include the shortage of trained teachers and the shortage of funds to employee more qualified teachers. Due to this, there is a tendency to utilize teacher-centered learning; this does not provide enough opportunity for pupils to practice on what they have learnt in different ways and it affects their academic achievement (MoE, 2006).

Despite, the strong criticisms on the conventional teacher based approach in education. The teaching leaning process in most schools in Ethiopia has persisted to be teacher dominated. Most classes are characterized by a situation where students are made to listen to their teachers and copy notes from the blackboard. Learning by doing, problem solving, cooperative learning and group approaches are limited. Consequently, there is a widely shared concern that the quality of learning in schools is very low (Berihun, Tesera &Desta, 2006)

2.6.3. Number of Qualified Teachers

The primary reason for the poor quality of education was the training as well as the overall attitude towards teachers. Practically any one could have been employed as a teacher both at the lower and higher grades for there was no checking mechanism to evaluate the applicant's capacity and readiness of teachers. In order to correct this difficult situation, profiles that teachers at every level must fit has been determined, the teachers at any educational level should have the necessary training; hence the establishment of teacher

training institutions was given priority (MoE, 1994). The minimum qualifications for teachers at all levels are: grade 1-4 with diploma cluster, grade 5-8 with diploma liner ,grade 9-12 have been first degree .that all teacher will receive professional licensing will in hence implement quality education (MoE,2011).

2.6.4. Availability of Education Facilities

In developed countries where choice is the norm, parents visit schools to look at availability and condition of facilities before making decision on where they enroll their children. Even in developing countries like Ethiopia, the Ministry of Education believes that school facilities have impact on the access, quality and equity. The school facilities are tools to attract students in general and girls in particular. The facilities play an important role in attraction students to a given school facilities also ensure that students learn in state environment. The minimum standard facilities each school should have:

1. Separate latrine facilities for boys and girls
2. Adequate water supply point for washing and drinking
3. Counseling services for personal education related problems
4. Adequate library and laboratory facilities appropriate to the level of education and sufficient Playground (MoE 1994).

Addition to this Joshua (2012) explain that, the quality of the school buildings and furniture will determine how long such will last while comfortable classrooms and adequate provision of instructional resources facilitate teachers' instructional task performance and students' learning outcomes.

i. Library Size and Its Activities

According to Brennan (cited in Getahun Workeneh, 2002), libraries play a unique role in link with the gaps between disciplines and more specifically in helping students apply science and mathematics concepts to the other disciplines. Science curricula can be enriched in library media centers, electronic data bases that contain the latest scientific information, guest speakers and demonstrations and displays of student produced science project. As the

World Bank discussion report made by Bruce (cited in Getahun Workineh, 2002) from 18 analyses' made on the influence of library size and its activities on students' achievement, 15 of them have shown positive impact. The above suggestion shows that, library has significant place in determining students' achievement. Students who are working with adequate and facilitated library show good achievement, while students doing in opposite facilities show opposite results

ii. School Laboratory

Whether school laboratories affect student academic performance remain controversial. According Bruce (1986), World Bank discussion paper reported to the school laboratory has shown positive effect on student academic achievement on studies conducted at three developing countries, i.e. India, Thailand and Iran. Of the several indicators number of students in laboratory classes and time spent in laboratory classrooms were related to achievement. However the subsequent Latin American Survey used these items and found no significant relationship with pupil performance Additional, Street (2008) stated that school laboratory has shown positive effect on student academic achievement.

2.6.5. Availability of Instructional Materials

The quality of learning materials available within an educational institution has positive relationship with the quality of teaching and learning activities which in turn leads to the attainment of goals set (Ayini, 2012).

In Latin America, a study that included 50,000 students in grades three and four found that children whose schools lacked classroom materials and had an inadequate library were significantly more likely to show lower test scores and higher grade repetition than those whose schools were well equipped (Willms, 2000).

School material inputs such as class size, instructional materials (text books and reading materials), school buildings (library & laboratory) are considered as influencing elements in determining students' achievement. Instructional materials such as text-books and reference books are thought to be essential inputs in influencing students' academic achievement. The

availability of text-books and reference books in schools' book stores and libraries does not guarantee the quality of school, unless they are distributed and given to learners on time during a given academic year (Earthman, 2002).

According to Fuller and Heyneman (1989), instructional materials and related material inputs that are linked directly to teaching are related consistently to higher pupil achievement, after controlling for the influence of family background. Lockheed and Verspoor (cited in Semaw, 2009) suggested that, the availability of textbooks and other instructional materials has a consistently positive effect on student achievement in developing countries. The availability of educational materials has received increasing attention in the last connect of decades because of growing evidence that it is an important correlates and a probable determination of classroom achievement.

2.6.6. Indicator of Internal Efficiency

Internal efficiency refers to the best use of school resources with in the school and output. The school internally efficient is when its educational goals are satisfied the wider goals of the society are the subject of external efficiency of student/teacher ratio, student/section ratio and average school size is indicator of resource utilization. Schools with the highest figures for these indicators are sending to have used the resources at their disposal efficiency (Leu, 2005).

Furthermore, Ankomah (cited in Georg, 2005) internal indicators in educational quality are, student-teacher ratio, class size, percentage of qualified teacher, survival rate, repetition rate, percentage of educational expenditure in relation to GNP, proportion of specialized education teachers in the teaching staff, proportion of expenditure on "specialized" education in the total expenditure on education, per capita cost etc.

2.6.7. Indicator of External Efficiency

The objective of the society to measure external efficiency which can be judged by the balance between social cost and benefits or the extent to which education satisfied manpower and employment needs. Befekadu (cited in Adams, 1993) the external efficiency

of school may be judged by how schools will prepare pupils and students for their roles in the society, as indicated by the employment prospects and earning of students.

2.6.8. Student Achievement

One indicator of education quality is students' scores on internationally standardized or nationally comparable tests of achievement in knowledge, skills, behavior and attitudes. The effects of non-school inputs, such as parental background, would have to be held constant to isolate the effect of schooling on test scores, the tests of cognitive achievement are good predictors of students' future earnings.

As Bossier *et al*. (cited in George, Rosemary, Janet, & Ankomah, 2005) describe that, the test scores are highly correlated with economic performance in that test scores are positively related to growth rates of real per capita GDP in cross-country. This indicates that the quality of education, in addition to the quantity is an important component of human capital formation.

2.6.9. Repetition and Dropout Rates in School

Once children are enrolled, it is crucial to ensure that they remain at school long enough to complete the curriculum and acquire basic skills. For a variety of school or family-related reasons, large numbers of children drop out of school, or more accurately, are pushed out (e.g. by the costs of schooling, by a child-unfriendly environment in the classroom and long distance of school) or drawn out to participate in household economic activities before completing school. The level of pupils repeating a class also determines the quality of education system. High repetition rate will indicate a lower quality of schooling. Repetition rate is measured as the percentage of repeaters in the total number of students enrolled at a given level .The rate of repetition would also be influenced by variations in the promotion standards of schools. Repetition rates at the primary level are much higher in the developing countries (EFA Workshop Group Report, 2005).

2.6.10. Teacher Quality

The most important factor affecting the quality of education is the quality of the individual teacher in the classroom. Hervey (cited in Girma Motti, 2010) stated that, there is clear evidence that a teacher's ability and effectiveness are the most influential determinants of student's achievement**.** How teachers are prepared for teaching is a critical indicator of education quality. Teacher quality depends not only on observable and stable indicators but also on the quality of training they receive. It also depends on the behavior and the nature of the relationship teachers maintain with their pupils or students. The potential of teachers indicators deal with such aspects as: academic qualification, pedagogical training, years of service/experience, ability or aptitude and content knowledge effective teaching practices, an understanding of technology and the ability to work collaboratively with other teachers, members of the community and parents (Lue, 2005).

2.7. Contents of the Education Quality

Content of education quality refers to the intended and taught curriculum of schools and national goals for education and outcome statements that translate those goals into measurable objectives should provide the starting point for the development and implementation of curriculum.

2.7.1. Student-Centered, Based Curriculum Structures

Curriculum should emphasize deep rather than broad coverage of important areas of knowledge, authentic and contextualized problems of study and problem-solving that stresses skills development as well as knowledge acquisition. Curriculum should be provide for individual differences, closely coordinate and selectively integrate subject matter and focus on results or standards and targets for student learning. Glathorn and Jailall (2000) state that, curriculum structure should be gender-sensitive and inclusive of children with diverse abilities, backgrounds and responsive to emerging issues such as HIV/AIDS and conflict resolution. In all content areas, curriculum should be based on clearly defined learning outcomes and these outcomes should be grade-level appropriate and properly sequenced.

2.7.2. Uniqueness of Local and National Content

The specific content of school curriculum, however, depends on local and national values. In the main subject areas of Ethiopia secondary schools, which are include language, math, science and social studies. As Benavot and Karmens (cited in UNICEF, 2000) explain, local level interests may also have an impact on and contribute to the quality of educational content. In all countries, however, quality content should include several pivotal areas. These include literacy, numeracy, life skills and peace education as well as science and social studies.

2.8. Education Quality Outcomes

The environment, content and processes that learners encounter in school lead to diverse results, some intended and others unintended. Quality learner outcomes are intentional expected effects of the educational system. They include what children know and can do as well as the attitudes and expectations they have for themselves and their societies.

2.8.1. Outcomes Sought by Parents

Parents tend to see academic achievement as closely related to the opportunity for social promotion and employment. These anticipated outcomes tend to be highly valued by families, future employment possibilities that result from education seem to be a primary factor in the demand for primary education. According to Barrett (2006), when parents in China, Guinea, India and Mexico were interviewed, they rarely cited school-related factors as reasons for drop-out or non-enrolment, but other evidence suggested that a lack of faith in school as an instrument for social promotion may have led to decisions to keep children out of school. Parents tend to attach more importance to educational outcomes as a measure of school quality than students, teachers or principals (Adams, 1997).To conclude the above authors suggestion the parents seek favorable outcomes, such as academic achievement and eventual employment and also they seek to avoid outcomes they view as negative.

2.8.2. Health Related Outcomes

Educational quality also implies positive outcomes for participants' health. Students should receive services to improve their health such as treatment for illness and infection and school feeding programmes to improve nutrition. The curricular content also increases their knowledge and affects their behavior related to health and hygiene. General literacy and socialization provided by schools have been shown in particular to affect women's kindly behavior and reproductive health (LeVine, 2000).

2.9. The Need for the Education Quality

The quality of education is reflected by the development and growth of any economy. The business can generate money and employment, if people are trained and competent to take up the jobs of responsibility and build the entrepreneurial skills to give the empires and intuitions of economic prosperity to in any country. The country can only grow if the schools are developed to give the creative powered to the students to grow in an empowered way.

Moreover Nihalun (2011) explain that, the education should create a foster climate of building activities related to achievement and confidence. The atmospheres should be positive and the staff should be involved and motivated to bring the continuous improvement. The student activities are important because they are the hidden voices and hidden language of the students reflecting their identity and personality. The efficiency skills relate to build the positive environment and have the empathy and tolerance to get associated with the teachers. The ability to build relationship is important. The education has to build the leadership skills to take the decision and maintain the ability to take the initiative. Education should enhance the communication abilities to build the interpersonal relations in developing the networking in the society for connecting and growing through the forums. The efficiency to do extremely well and bring out the best in human personality is important to give the expression of self-creation. The confidence can be enhanced by the building the talents, skills and competencies to become an empowered person (Nebeyu, 2000).

2.10. Quality of Learners

School systems work with the students who come into them. The quality of student's lives before beginning formal education greatly influences the kind of learners they can be. Many elements go into making a quality education.

i. Regular Attendance for Learning

A study in Malawi found that students with higher rates of attendance had greater learning gains and lower rates of repetition (Fuller *et al*., 1999). Student absenteeism is a major concern for teachers and an institution of higher learning. When students are absent from class, they miss valuable information from teacher interaction and the benefits of the specific examples which clarified the difficult concepts by teachers. The students who are absent have low achievement and may be disciplining on the test scores continued losses of instruction or poor academic achievement (Wadesango, 2009). To summarizing the above authors suggestion, the students absenteeism can disturbs the dynamic teaching-learning environment and adversely and affects the overall well-being of classes suffer academically and communities.

ii. Quality Learning Environments

Learning can occur anywhere but the positive learning outcomes generally sought by educational systems happen in quality learning environments. Learning environments are made up of physical, psychosocial and service delivery. Ayini, (2012) point out that, the school should be located where it is accessible and far from disturbance of markets, highways, airports and industries and free from filth and pollution. The environment of the school should stimulate, motivate and reinforce students' attendance in school. Comfortable classroom temperature and low noise level have positive influence on teachers' effectiveness and students' academic performance.

iii. Peaceful and Safe Environments Especially for Girls

Within schools and classrooms, a welcoming and non-discriminatory climate is critical to creating a quality learning environment. In many countries, attitudes discouraging girls' participation in education have been significant barriers to providing quality education to all students. Once girls gain access to schools, however, they may experience both direct physical threats and more very well assault on their confidence, self-esteem and identity.

According to Jargro (2011), the journey to school may be unsafe since many girls experience harassment and physical attacks either on public transportation in cities or remote paths in rural areas. At school, teachers often require girls to do maintenance work while boys study or play and allow boys to bully girls. Girls must often sit at the back of the classroom where teachers may call on them infrequently. In some cases, extreme physical attack including rape may be perpetuating against girls at school. The threats that come in the form of unequal treatment, harassment, bullying and undervaluing girls harm them in profound and long-lasting way.

iv. Effective School Discipline Policies

Well-managed schools and classrooms contribute to educational quality. Students, teachers and administrators should agree upon school and classroom rules and policies and these should be clear and understandable. Order, constructive discipline and reinforcement of positive behavior communicate a seriousness of purpose to students.

Moreover Jargro (2011) pointed out that, it is important not to mistake small group cooperative learning for disorder although noise levels may increase, task-orientation and focus on learning signal effective practices.

2.11. Students Assessment and Quality of Education

Assessment is the process of collecting, synthesize and interpreting information to aid classroom decision making. Assessment includes all methods and procedures that teachers use to collect information on what is happening in their classroom and the effect it has on learners' achievement. As Njabili (1995) described that, the assessment is a way of

observing, collecting information and making decision based on information. Good assessment of student learning provides valid and reliable evidence of student performance to take appropriate decision.

2.11.1. Types of Students Assessment in Secondary School

As Miller and Linn (cited in Desalegn, 2004) pointed out that, the types of assessment with their descriptions as follow:

a. Formative assessment-determines learning progress, provides feedback to reinforce learning and correct learning errors.
b. Performance assessment - refers to student's engagement in tasks that require students to be active participants such as manipulating materials, demonstrating skills, solving a multistage problem or participating in a debate.
c. Summative assessment: determines end-of-course achievement for assigning grades or certifying of objectives.

William (cited in Broadfoot, Weeded and Winter, 2002) also concluded that, to enhance pupils' learning, teachers need to find ways to integrate the diagnostic, formative and summative functions of assessment and not be driven by the evaluative function. Assessment should be an integral part of the educational process, continually providing both feedback and feed forward. It therefore needs to be incorporated systematically into teaching strategies and practices at all levels.

2.11.2. Assessment Practice in Student-Centered Method

In many classrooms the issue is not that teachers aren't assessing enough, but that they aren't using the information they collect to help pupils learn. Good practice requires an understanding of the reasons for assessment and the systems and structures adopted in the school. It entails regular and purposeful marking of pupils work, consistent and accurate judgments of pupils 'attainment; effective use of day-to-day assessment to provide pupils with feedback and to inform the setting of targets and manageable systems for recording pupils progress (Broadfoot *et al*., 2002). Therefore, continuous assessment is an alternative methodology of assessing pupil's achievement and improving the success of pupils.

2.12. The Methodology of Instruction

There can be no teaching learning process without the systematic selection and application of methods and techniques in the overall strategy of implementing curriculum. An individual reviewing written material on the area of instruction could come up with varied classification of instructional methods, such as teacher-centered Vs student-centered methods, direct instruction Vs indirect instruction, conventional Vs non-conventional methods and traditional Vs modern methods of instruction. Out of the abovementioned classifications of instructional methods, the most popular and dominantly used by many educators is the teacher-centered Vs the student-centered instructional methods (Miller & Linn, 2005).

2.12.1. Teacher-Centered Method

The learning process depends on the talking of the teacher where the learner becomes a passive listener. Moreover, it inhibits active participation of the learner and encourages him/her to be submissive. Being dominated by teachers lecture, the teacher - centered approach creates many problems to learners. According to World Bank (1997), in teacher - centered methods, the emphasis is on theory rather than practice and the successful students are those who can display their knowledge of the facts that have been feed in to them. Addition to this, in this kind of education there is little time for practical activities, discussions, group work, experiments or other alternative methods. Since the emphasis is on memorizing the maximum amount of information, there is no time for activities (Plass, 1998).

2.12.2. Student-Centered Method

In this approach students have a chance to interact, to discuss, to debate and ask question, explore, experiment and observe their own knowledge through active participation. The underlying assumption here is that learning becomes meaningful when learners use it and relate it with their lives. Students learn in educational institutions is useful only when they can apply the same in everyday life. Research shows that the teaching guided by a student-centered perspective can enhance students' motivation to learn and more important to their actual learning and performance (Deci & Ryan, 1991).

According to Temechegn Engida (2001), learning in a student-centered method setting is not purely individualistic. Rather, students learn through cooperation, active involvement and participation. The central issues of student-centered instruction are methods of teaching which fosters reflection, autonomy and active learning. Student-centered methodology emphasizes the process rather than the product and is activity-based on different teaching strategies.

2.13. Factors Affecting the Implementation of Student-Centered and Assessment Methods

i. Teachers' Training

The way teachers are trained can strongly affect the whole educational process, particularly the implementation of the student-centered and assessment methods. A teacher training is one of the means if not the only to create and develop teaching competencies. International experiences suggest that learning complex skills, such as those required to promote active learning requires proper initial training followed by periodic reinforcement to sustain changes in teaching behavior (World Bank, 1997).

Thus, to implement the student-centered method properly, a pre-service teacher training becomes very important. If teachers are properly trained and implement the skills they acquire in the professional career, they are likely to influence their students.

ii. Teachers Attitude

The factors related to teachers may include inadequate professional skills, poor subject matter, unfair evaluation and lack of interest in their profession, punctuality and respect for students. These may result in developing negative attitude and it becomes difficult to make student-centered method practical. Positive teachers' attitude exists when teachers have confidence in their ability to teach and committed to teaching and cooperate with each other (Fuller *et al.,* 1999). Teachers are committed to teaching learning and care about their students, when they set high standard of working behavior and model themselves. Teachers are co-operative when they plan school activities and teach collaboratively and when they

share ideas with each other and when teachers and administrators work together on whole school issues (Heneveld & Craig, 1996).

iii. Students Attitude

For learning to take place effectively and for students to become successful, they should be ready and motivated to learn materials offered by their teachers. Student readiness and motivation refers to the extent to which they are willing to do assignments and participate in practical projects and other tasks (Ayalew *et al.*, 2009). No learning will take place unless the student is willing and committed. No potential will be realized unless the student responds to a challenge. No matter how good the curriculum, how cognitively correct the teaching methods, unless the teacher is able to motivate his/her students to enthuse about their science and make commitment in it, he/she will have given them little of lasting importance (Woolnough,1994).

iv. Resources

According to Namibia (cited in Getahun Workeneh,2002), social environment of a given educational institution, the location, size, shape and construction of the classroom, the presence and effective management of different instructional facilities like furniture, resource centers, laboratory and library services and computer centers have direct bearing on the instructional methods. Availability and effective utilization of resource enters managed by skilled personnel. The presence of well organized and managed library which is stacked with latest, varied and sufficient reading rooms with appropriate seating facilities and the presence of trained person in library science and the presence of laboratories equipped with modern laboratory materials and managed by qualified technicians are important factors for the success of student-centered instruction (Farrnat, 1980).

2.14. The Major Factors Affect Quality Education

I. Learner Characteristics: Learners do not come to the classroom equal. Socio-economic background, gender, disability, race, ethnicity, HIV/AIDS and emergency situations such as conflicts and disasters create inequalities that must be taken into account in policies to

improve quality. The extent to students have benefited from learning opportunities (Joshou, 2012).

II. Context: education tends to strongly reflect society's values and attitudes. Circumstances ranging from a society's wealth to national policies on goals and standards, curriculum and teachers have an influence on quality (Adams, 1993).

III. Inputs: this category includes inadequate material resources (textbooks, learning materials, classrooms, libraries, school facilities) and human resources (managers, supervisors, inspectors and, most importantly, teachers). The indicators are to measure the pupil/teacher ratios, teacher salaries, public current expenditure per pupil and proportion of GDP spent on education directly influence on education quality (Lemlem Telila, 2010).

IV. Teaching and Learning: This dimension involves what happens in the classroom and the school. Pedagogical processes lie at the heart of day-to-day learning. Indicators such as time spent for learning; use of interactive teaching methods and how progress is assessed are among those applied to these processes. School safety, community involvement, expectations and leadership have an indirect impact on teaching and learning (Joshou, 2012).

2.15. School Factors Contributing to Achievement of Education Quality

School factors contributing to the achievement of education quality are considered many. They include the factors related to administrative and facility. These factors are stated as school qualities which include teacher qualities, classroom and instructional materials, facilities and school level organization .Characteristics of the pupils, teachers, teaching conditions, facility (building, texts and materials).

Additional, few elements of the school quality indicated by Bruce (cited in Getahun Workeneh, 2002) later proved as they do have influence on quality of education are mentioned the following elements:

I. Specific material inputs: class size, school size, instructional materials (texts, reading materials and desks), Instructional materials, school building quality, library size and activity and science laboratories (OECD, 2005).
II. Teachers quality: teacher's length of schooling (qualification), in service teacher training, teacher's length of experience, teacher's verbal proficiency, school's percent of full-time teachers and teacher's punctuality and low or absenteeism.
III. Teaching practices/classroom organization: length of instructional programmes, home work frequency, active learning by student's participation and teacher's time spent on class preparation.
IV. School management: quality of principal and school management the basic elements which affect the quality of education and students performance at school level.

Moreover cheng (2001) pointed out that, the school factors that affect on student's achievement in to five elements by combining school level factors with home based factors.

1. School characteristics (type, region, teacher quality, teacher salary and class size),
2. School process (teaching learning process, teacher behavior, pupils' class room activities and pupil teacher interaction),
3. Home characteristics (parental socio-economic status, home possessions, home literacy, ethnicity and personal characteristics),
4. Home process (parental educational support, access and provision of private tuition, economic support to school needs) and,
5. Pupils' academic performance (Aptitude and achievement).

Additional Akhtar (2007) also concluded that, inputs have direct positive impact upon quality education as the following point.

i. Physical school facilities, expenditure per pupil, method of instruction, instructional time, teacher's personal and demographic character and teacher's education and experience.
ii. Teacher's qualifications and certification, teacher's ability and achievement, teacher's experience and teacher's expectations of students.

2.16. The Key Role of Teachers in Achievement of Education Quality

According to Fuller and Dellagnelo (1999), although at national district, school and communities levels should determine the qualities that a specific education system seeks in good teachers. A list of generally held perspectives from good teachers would include; sufficient knowledge of subject matter, fluency in the language of instruction, ability to reflect on teaching practice and children's responses, ability to modify teaching/learning approaches as a result of reflection, ability to communicate effectively and ability to work with others and to build good relationships within the school community.

2.16.1. Quality Awareness and Self-Evaluation of Teachers

According to OECD (2005), the most importance for teachers' are ability to improve the quality of education and to reflect on their own teaching, critically examine the methods used and looking for alternative ways of teaching. To create increased quality awareness among teachers and help teachers to improve their teaching methodology and skills may be of crucial importance to improve quality in education. Evaluation is a general term used to describe any activity where the quality of provision is the subject of systematic study.

2.16.2. Teacher Competence and School Efficiency

As Bruce (cited in Getahun Workeneh, 2002) pint out that, whether a teacher uses traditional or more current methods of instruction, efficient use of school time has a significant impact on student learning. Teachers' presence in the classroom represents the starting point. Many teachers face transportation and housing obstacles that hinder them from getting to school on time and staying until school hours are over. Many teachers must hold second jobs, which may detract from the time and energy they expend in the classroom.

Furthermore, Fuller *et al*., (1999) the opportunity to learn and the time on task have been shown in many international studies to be critical for educational quality. Some schools that have been able to organize their schedules according to children's work and family obligations have seen greater success in student persistence and achievement. General the quality of schools and the quality of teaching of the individual teacher is to make more

efficient use of the available time of its teachers and its pupils.

2.16.3. Ongoing Professional Development

Professional development can help overcome the shortcomings that may have been part of teachers' pre-service education and keep teachers abreast of new knowledge and practices in the field. The absence of ongoing training for teachers can have a direct impact on student achievement. As Lue (2005), the primary reason for the poor quality of education was the lack of in service teacher training as well as the overall attitude towards teachers. Practically any one could have been employed as a teacher both at the lower and higher grades for there was no checking mechanism to evaluate the applicant's capacity and readiness .In order to correct this deplorable situation, teachers at every level must fit has bee determined; teacher-training institutions have been strengthened and enriched and teacher advancement or promotion scales have been set and are under implementation. Training is offered both in the evenings and during summer vacations. Therefore, in Ethiopia 100% of the teachers at all levels have been academically qualified grade 1-4 with diploma cluster, grade 5-8 with diploma liner ,grade 9-12 have been first degree .including that all teacher will receive professional licensing will in hence implement quality education (MOE,2011).

2.16.4. Continuing Support for Student-Centered Learning

Teacher education both pre-service and in-service should help teachers develop teaching methods and skills that take new understandings of how children learn into account. Just as curriculum should be child-centered and relevant, so should instructional methods. The limited view of teaching as presentation of knowledge no longer fits with current understandings of how and what students learn. Instead, instruction should help students build on prior knowledge to develop attitudes, beliefs and cognitive skills as well as expand their knowledge base. Teaching styles in many places, however, remain traditional, teacher-centered and fairly rigid or even authoritarian (MOE, 2009).When Ethiopian teachers were interviewed about the degree to which their teaching practices were learner-centered and relevant to student's lives, about half said they link lessons to the daily life of pupils at least once a week. Almost two-thirds, however, said they never or rarely ask

pupils what their interests are or what they would like to learn. Greater understanding of student-centered learning can be encouraged the students through the education (Carron & Chau, 1996).

2.16.5. Teacher Feedback Mechanisms.

Good teachers are skilled not only in instructional methods, but also in evaluation and assessment practices that allow them to gauge individual student learning and adapt activities according to student needs. This process should include both performance assessment and assessment of factual knowledge. Observations in Guinea and India found that teachers are very poorly trained in evaluation techniques and the reality is far from the continuous evaluation procedures recommended by official programmes (Carron & Chau, 1996). Indeed, many teachers and educational systems continue to rely almost exclusively on traditional paper-and-pencil tests of factual knowledge that tend to promote rote memorization rather than higher order thinking skills (Colby, 2000).

2.16.6. Time Spent for Instruction

Allocated instructional time is very important. The time allocated for teaching should be used for teaching purposes. If students learn within allocated instructional time properly, their achievement will increase.

According to Bruce (cited in Getahun Workineh, 2002:48) the following importance of using instructional time is stated.

> *It is the real number (rather than the paper number) of hours of instructional time that is important. There are many countries where officially there may be say, 240 school days per year, but in effect 30 are given free because of local public holy days, visiting dignitaries, and teacher absence, (for whatever cause, e.g., illness, death or marriage in the family, teacher attending courses, etc); thus the real number of days is much less. Teacher attendance at school is another important problem. In some countries measures have to be taken (involving, for example, the community or the parents in the management of school) so that teachers actually turn up in schools for the lessons they have to teach.*

2.16.7. Teachers' Working Conditions

Teachers' working conditions can affect the achievement of quality education. Many aspects of school life and educational background go into teachers' perceptions of their employment. Additional, the condition of infrastructure, availability of textbooks, learning materials and class sizes all can influence the teacher's experience as educator .The effective teachers are highly committed and care about their students and they need supportive working conditions to maintain these positive attitudes (Willms, 2000).

2.16.8. Administrative Support and Leadership

The quality of administrative support and leadership is another critical aspect in school processes, both for students and teachers at a more macro level, ensuring financial resources for education, especially for recurrent budgets is a necessity. Teachers need governments who are supportive of education systems Renchier (cited in Getahun Workineh, 2002). Organizational support for teaching and learning takes many forms, including such measures as advocating for better conditions and professional development, respecting teachers' autonomy and professionalism and developing inclusive decision-making processes. Such support has been shown to have impact on student learning. Further, many heads of schools continue to have extensive pedagogical responsibilities in addition to administrative ones (Mulford, 2006).

2.16.9. Professional Ethics

The professional ethics of teachers' in teaching is becoming a more and more complex task. Teachers meet a large number of children and young persons from different backgrounds. In many education systems teachers have also been given more and more responsibilities. All these developments underline the questions related to the responsibilities and duties of teachers. This has also been reflected in a growing discussion on professional ethics among teachers. In this context it is of special importance to relate the professional ethics of teachers to the Convention of the Right of the Child. Several articles in the convention have direct implications for the professional ethics of teachers. It is important that the teaching profession through its organizations discuss and clarify how the provisions of the convention

should be incorporated into the ethics and professional standards of the teaching profession (OECD, 2005).

2.16.10. Professional Freedom

The professional freedom of the teacher is a crucial importance in rising quality of education. Professional freedom does not mean that the teacher can do whatever he or she likes but that the teacher, who knows the students, is the person best equipped to decide which methods to use in order to create an optimal learning situation. As OECD (2005) stated that, professional and academic freedom for teachers is also a crucial importance in achieving teaching that is independent of any political, economic, ideological or religious influence, in order to preserve young peoples' right to and democratic exercise of critical creativity. How the teaching is done in the classroom should never be prescribed by persons outside the classroom reality local administrators and politicians might not be aware of the need to respect the professional freedom of teachers. The teaching profession should enjoy academic freedom in the discharge of professional duties. Since teachers are particularly qualified to judge the teaching aids and methods most suitable for their pupils, they should be given the essential role in the choice and the adoption of teaching material, the selection of textbooks and the application of teaching methods, within the framework of approved programmes and with the assistance of the educational authorities (UNESCO, 1996).

2.16.11. Teachers' Motivation

Motivation is provided for an effort done by an individual or group. Of course, the type of motivation provided varies from one form of effort to another. Teachers as changing agents who always work to bring a desire behavior on students should use this instrument, i.e., motivation to encourage their learners and hence reach the desired goal.

Brown (cited in Getahun Workineh, 2002) stated that, teachers who know students names, recognize their efforts and provide academic support encourage educational and student development. Those who do not care, fail to listen and refuse to recognize individual differences in achievement potential contribute to the alienation of students.

Teachers who do have more contacts with individual student could easily solve the academic problem and other related educational problem. On the other hand, teachers who do not mind to know each of their students in names and in deeds, solve little of students' academic problem. Thus, recognizing individual students in name, and his/her academic problem has significant role in motivating students to better achievement (Getahun Workineh, 2002).

2.17. Nature and Scope of School Principals

The school principal serves as the educational leader, responsible for managing the policies, regulations and procedures to ensure that all students are supervised in a safe school learning environment that meets the approved curricula and mission of the school. Achieving academic excellence requires that the school principal work collaboratively to direct and nurture all members of the school staff hired by the board of directors and to communicate effectively with parents. Inherent in the position are the responsibilities for scheduling, curriculum implementation, extracurricular activities, personnel management, emergency procedures and facility operations (Ayeni & Akinola, 2008).

2.17.1. Job Functions and Responsibilities of School Principals

According to George (2010), educational management should be the following quality components:

I. Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior.
II. Manage, evaluate and supervise effective and clear procedures for the operation and functioning of the school consistent with the philosophy, mission, values and goals of the school including instructional programs, extracurricular activities and discipline systems to ensure a safe and orderly climate, building maintenance and program evaluation, personnel management, office operations and emergency procedures. Ensure compliance with all laws, board policies and civil regulations.
III. Establish the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the school's philosophy, mission statement and instructional goals.

IV. Supervise the instructional programs of the school, evaluating lesson plans and observing classes (teaching, as duties allow) on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development.

V. Establish procedures for evaluation and selection of instructional materials an equipment, approving all recommendations.

CHAPTER THREE

THE RESEARCH METHODOLOGY

According to Abiy, Alemayehu, Dinel, Melese and Yilma (2009), the methods or procedures section is really the heart of the research. Therefore, one must decide exactly how he/she is going to achieve his/her stated research objectives, i.e., what new data is needed in order to shed light on the problem one wants to study and how he/she is going to collect and process the data. The activities should be described with as much detail as possible and the continuity between them should be apparent. Thus, this section of the study consists of the research design, methods and sources of data, samples and sampling techniques, data collection instruments, procedures of data collection and methods of data analysis.

3.1. The Research Design

A descriptive survey was employed with the intention to get the general picture of the current status of quality education in secondary schools of Ilubabor Zone. In supporting this idea, Abiy et al., (2009) descriptive survey is used to gather data at a particular point in time with the intention of describing the nature of existing condition or identifying standards against which existing conditions can be compared or determining the relationships that exist between specific events. Moreover, the descriptive survey is more effective in assessing the current practices in its natural setting. The selection of descriptive survey was due to the assumption that it is helpful to obtain precise information concerning the current status of quality education and also to gain detailed data from large number of respondents and arrive at valid general conclusion.

3.2. The Research Method

The method employed in this research is both quantitative and qualitative research method. Since the research is survey method it more emphasizes quantitative research approach. Using multiple approaches can capitalize on the strengths of each approach and offset their different weaknesses and provides a better understanding of research problems than either approach alone. It could also provide more comprehensive answers to research questions going beyond the limitations of a single approach (Creed, Freeman, Robinson &Woodley,

2004). It is also practical in the sense that the researcher is free to use all methods possible to address a research problem (Creswell, 2006). Furthermore, to confirm, cross-validate or corroborate findings within a study.

3.3. Sources of Data

The source of information was only primary data sources. Primary data sources were used to get first hand information concerning the current status of quality education in secondary schools in Ilubabor Zone. Primary data were collected from teachers, external supervisors, secondary school principals, and deputy principals, grade 10 students through interview, document analysis and questionnaire which consist of open and closed- ended items. The decision to use these groups of respondents as a source of primary data was the expectation that they have a better understanding and information about the current status of quality education in secondary schools. As to complement and supplement results from the primary data sources, documents were also examined. The school records that indicted teacher's academic qualification and different trainings, student's dropout rate, repetition rate, cumulative mark list (both classrooms and national exam) and different relevant school reports.

3.4. The Study Area Description

Ilubabor Zone is one of the 18 Zones Oromia Regional State which is found in the south-western part of Ethiopia. It has a total area of approximately16, 555 km^2 and lies between longitudes 33^o 47' W and 36^0 52' E and latitudes $7^0$05' S and $8^0$45' N. It is bordered to the south by Kefa Zone, to the north by West Wollega, to the east by Jimma Zone and to the West by Gambella Regional State. Illubabor Zone has 24 Woreda and 2 Towns. Agriculture especially coffee production is the backbone for the communities of the Zone. Mettu is the Zonal capital and is located 600 km way from Addis Ababa. (***Source: Geographical information system)***

A study population is the entire group of people to which a researcher intends the results of a study to apply (Aron, Aron & Coups, 2008). Therefore, the population of the study is all academic staff in 28 general secondary schools specifically, secondary school teachers

(1012), principals (28), deputy principal (33), secondary school external supervisors (24) and grade 10 students (10282).

3.5. Sample and Sampling Techniques

To obtain the necessary sample units, purposive and simple random sampling techniques were employed. From the total of 28 secondary schools 8(30%) were taken as a sample by using lottery method of simple random sampling technique. This technique provides each school independent and equal chance of being selected for the study. As to this technique, Abiy *et al*. (2009) describe that its utilization gives an opportunity for each element to have an equal and nonzero chance of being selected. All secondary schools in Ilubabor Zone have relatively similar standards since the study was conducted in the government secondary school. The researcher believed that the sample size of 8 secondary schools is representative and would help to draw well-founded generalization at the end of the study.

The eight selected secondary schools are found in seven woredas (Mettu town, Mettu woreda, Bilo Nopha woreda, Halu woreda, Bedele town, Alle woreda and Hurumu woreda) of Ilubabor Zone. The total populations of teachers in the sample schools were 283.The sample size 94 of teachers was taken by using simple random sampling technique. The number of teachers in each school varied due to the number of students as well as the broadness of the community served by the school. Thus making proportional allocation to teachers in each school, equalize the representativeness of the larger as well as the smaller secondary schools for the study. To determine the total sample size of teachers to be drawn from the selected schools, the researcher used the following derived formula of William (1977:75): For details information see appendix F.

$$\boldsymbol{Ps} = \frac{\boldsymbol{n}}{\boldsymbol{N}} \boldsymbol{X} \ \textit{No of teacher in each school}$$

Where, *Ps = Proportional allocation to size*

n = Total teachers' sample size (94)

N = Total number of teacher in the eight selected sample school (283)

After determining proportional allocation to size of teachers to each school, the researcher employed lottery method of simple random sampling technique. The procedure employed to select sample teachers was;

1st the name of all teachers in 8 schools of 28 schools were written in alphabetical order

2nd the names of the teacher were written on ticket and rolled

3rd the rolled ticket were put in a dish

4th the ticket was picked up until the necessary samples were obtained

With regard to students, there were a total of 2570 in sample secondary schools. Out of these students, 129 (three students-two male and one female)students representative were purposefully selected from each section assuming that these students can represent all students and have better understanding and can provide relevant information about the school practices than the others students. The sampled secondary schools have 43 sections.

Seven secondary school external supervisors, eight school principals and eight deputy principals were selected by using purposive sampling because of their work positions it was assumed that they could give adequate information about the current status of quality of education in their respective schools. In general, 246 individuals were included into the sample. The next table indicates the summary of total study population and the sample of study.

Table -1: Population and Samples Size

No	Name of school	Teachers		Grade 10th students		
		population	samples	No of section	Population	samples
1	Mettu secondary school	29	10	4	168	12
2	Abdi Bori secondary school	67	22	7	556	21
3	Bilo Noph secondary school	20	6	2	130	6
4	Ouka secondary school	21	7	3	184	9
5	Gore secondary school	41	14	7	363	21
6	Bedele secondary school	47	16	11	701	33
7	Burusa secondary School	21	7	2	128	6
8	Hurumu secondary school	37	12	7	340	21
	Total	283	94	43	2570	129

3.6. Data Collection Instruments

In this study, the qualitative and quantitative data were obtained by using different tools. These were questionnaire, interview, observation and document analysis.

i. Questionnaire

Both closed and open-ended question items were prepared in a way they could answer the basic questions of the study. This is because a questionnaire can enable the researcher to solicit large amount of information from a large number of respondents. In line with this, Abiy *et al.,* (2009) states that questionnaires are extremely flexible and can be used to gather information from large numbers of people. For closed-ended question items five-point Likert- type scale ranging from 5(strongly agree) to 1(strongly disagree) was utilized. Because a Likert -type scale enables the researcher to evaluate the extent to which a person

agreed or disagreed with the question. The questionnaire was prepared for both teachers and students in English language because English is used as a medium of instruction at high school level. However, the students questioner was carefully translated in to respondent language (Afan Oromo) to enable student's respondents answer the questions easily and comfortably by understanding the question. A total of 223 copies of questionnaires were prepared and distribute to 94 teachers and 129 students with similar concepts.

The questionnaires had two parts. The first part of the questionnaire deals with the respondents' background information like sex whereas second part consists of the question items that focused on input, process and output.The questionnaires were dispatched and collected by data collectors under the immediate supervision of the principal investigator.

ii. Interview

The interview is a process of communication in which the interviewee gives the needed information orally in a face-to-face situation with the interviewees. Based on this theoretical knowledge, in this study, semi structured interview was used to gather in-depth qualitative data regarding to the status of quality education from 8 school principals, 8 deputy principals and 7 secondary school external supervisors. To strengthen the data obtained through questionnaires as well as it can be adjusted to meet many diverse situations. The interview guide line was prepared in English and presented in Afan Oromo .Conducting the interview by Afan Oromo helps to communicate freely and collect sufficient data from the respondents. Lastly, the data collected were translated into English language.

iii. Document Analysis

To strengthen the data obtained through questionnaires, interview and observation, document analysis was used in this study. Accordingly, document related to students' dropout rate, repetition rate, cumulative mark list (both classrooms and national) and pupil teacher ratio, student textbook ratio, class size and qualified teacher were assessed.(see Appendix D)

iv. Observation

According to Abiy *et al.,* (2009), observation refers to the process of observing and recording events or situations. To supplement and triangulate the information gathered through questionnaires and the structured interview, the researcher used non-participant observation. The observation focused on the availability plasma TVs and school facilities (libraries, laboratories, pedagogical center, computer lab room, pupil-class ratio and toilets) observation checklist was used for this purpose. (See Appendix E**)**

3.7. Procedures of Data Collection

To answer the research questions raised, the researcher went through a series of data gathering procedures. Accordingly, questionnaires, interview questions, observation and document analysis check list were prepared in relation to the research questions. These helped the researcher get authentic and relevant data from the sample units. Letter of support was received from Jimma University and Zone Education Department (for additional letters to woreda and schools).To make the data more valid and reliable, the draft instruments were pilot tested in one secondary school before the actual study was carried out. Consequently, the questionnaires were dispatched independently according to the time schedule given for each selected secondary school. The questionnaires were collected by data collectors. Likewise, interview was conducted with principals, deputy principals and secondary school external supervisors by arranging convenient time with them. Observation and document analysis were made by the researcher himself. Finally, the data collected through various instruments from multiple sources were analyzed and interpreted.

3.8. Methods of Data Analysis

Both descriptive and inferential statistics were used to analyze the data collected through questionnaire. The quantitative data collected from teachers and students through closed ended questionnaire were processed and analyzed using several sets of statistical tools. Accordingly, Percentage, two ways Chi-square, Mean and Standard Deviation were used to analysis the data and to make it easy for further interpretation. The quantitative data which were gathered through closed-ended questionnaires were cleaned, coded and entered into a

computer and analysed by using SPSS. Items that were developed in five points scale (strongly disagree, disagree, undecided, agree and strongly agree) were condensed into three scales (disagree, undecided and agree) during analysis since the initial purpose was to give participants more freedom to respond. For the purpose of easy analysis and interpretation, the mean values of each item and dimension were interpreted as follows. The availability of inputs, process, outputs and the counted challenges to provide a quality of education with a mean value of ≤1.49 as very low level of available, 1.50-2.49 as low level of available, 2.50-3.49 as moderate level of available, 3.50-4.49 as adequately available and ≥4.50 as very high adequately available.

The data collected from the semi structured interview, non-participant observation, document analysis and open ended question items were analysed and interpreted qualitatively. The hand written notes of interview and observation were transcribed; categorized and compiled together into themes, summary sheets were prepared and translated in to English. The result of document analysis and open-ended questions was summarized and organized with related category.To this end, analysis and interpretations were made on the basis of the questionnaires, interviews, observation and document analysis. Finally, the overall course of the study was summarized with findings, conclusions, and some possible recommendations.

Table -2: Tools for Data Analysis

Types of data	Statistical techniques	Purpose
Quantitative	Percentage	To state data of respondents' characteristics and to compare the trend over item or among categories
	Mean	To express sort of an average or typical value of the items and which help to summarize that series interims of the average value
	Standard deviation	To show the dispersion of each response from its average mean.
	Chi-square	To observe the statistical significance of the difference among the opinions of the two respondents (teachers and students).
Qualitative	Narration	To analyse qualitative data related to the quality of education

3.9. Validity and Reliability Checks

Checking the validity and reliability of data collecting instruments before providing to the actual study respondents are the core to assure the quality of the data (Yalew Endawoke, 1998).The instruments were developed under close guidance of the supervisors and a pilot testing was carried out on 20 teachers and 20 students of Metu comprehensive secondary school who later on were excluded from the actual study. The objectives of the pilot study was to: (1) assess the practicality and appropriateness of the questionnaire and provide an indication whether the items need further refinement; (2) obtain teachers suggestions and views on the items; (3) determine the level of difficulty of the items and (4) assess the reliability of the questionnaire.

Then, certain modifications were made in the wording and sequence of the question items based on the feedback obtained from the pilot test.Moreover,5 items were modified 2 unclear questions were removed.The result of the pilot testing was statistically computed by the SPSS computer program. The Cronbach Alpha Model was used for analysis. Based on the pilot test, the reliability coefficient of the instrument was found to be (76.7%) and, hence, was reliable. That is the instrument was found to be reliable as statistical literature recommend a test result of 0.65 (65% reliability) and above as reliable

(Yalew Endawoke, 1998).Table 3 shows that the results of Cronbach's coefficient alpha were satisfactory (between 0.692-0.989) indicating questions in each construct are measuring a similar concept.

Table-3: Testing Reliability with Cronbach's Coefficient Alpha

No	**Variables**	**No of items**	**Cronbach alpha**
1	Adequacy of educational facilities and infrastructure	7	.850
2	Adequacy of instructional materials	7	.720
3	In service professional training	11	.860
4	Pupil-teachers ratio and pupil-section ratio	3	.751
5	Assessment methods	4	.989
6	Quality of school leadership	7	.705
7	Methods of teaching-learning	5	.692
8	Improvement made regarding to quality of education	5	.759
9	Major challenges that encounter in achieving the quality of education	10	.790
	Average reliability result		0.767

3.10. Ethical Consideration

Research ethics refers to the type of agreement that the researcher enters into with his or her research participants. Ethical considerations play a role in all research studies and all researchers must be aware of and attend to the ethical considerations related to their studies. Therefore the researcher communicated all secondary school legally and smoothly. The purpose of the study was made clear and understandable for all participants. Any communication with the concerned bodies was accomplished at their voluntarily consent without harming and threatening the personal and institutional wellbeing. The school records and information were kept confidential.

CHAPTER FOUR

PRESENTATIONS, ANALYSIS AND INTERPRETATION OF THE DATA

The purpose of this research was to investigate the status of quality of education in government secondary schools of Ilubabor Zone of the Oromia Regional State. Subsequently, this chapter deals with the presentation, analysis and interpretation of data.

To this effect, a total of 223 copies of questionnaires were distributed to 94 teachers and 129 students. The returned questionnaires were 90 (95.7%) from teachers and 123 (95.3%) from students. Moreover, 8 school principals, 8 deputy principals and 7 secondary school external supervisors were interviewed. The data were analyzed in terms of the frequency, percentage, Mean scores and Standard Deviation. Chi-square was also computed to test whether there was significant difference between the responses of the two groups of respondents.

Item scores for each category were arranged under five rating scales. The range of rating scales were strongly agree = 5, agree = 4, undecided = 3, disagree = 2 and strongly disagree = 1. For the purpose of analysis, the above 5 rank responses of closed-ended questionnaires were grouped and labeled into three categories i.e. agree, undecided and disagree. In categorizing the rating scales, the frequency and percentage results of 'strongly agree' and 'agree' were combined into 'agree' and the results of 'strongly disagree' and 'disagree' merged to 'disagree'.

Mean scores and standard deviation were calculated from the responses. For the purpose of easy analysis and interpretation, the mean values of each item and dimension were interpreted as follows. The availability of inputs, process and outputs the to promote a quality of education with a mean value of ≤ 1.49 as very low level of available, 1.50-2.49 as low level of available, 2.50-3.49 as moderate level of available, 3.50-4.49 as adequately available and ≥ 4.50 as high adequately available. Finally, the data obtained from the interview sessions, document analysis and observation were presented and analyzed qualitatively to substantiate the data collected through the questionnaires.

4.1. Characteristics of the Respondents

Overall, the chapter comprises of two major parts. The first part presents the characteristics of respondents in terms of sex, service year and academic qualifications. The second part deals with the results of findings from the data which were gathered through the questionnaire, interview, document analysis and observation.

Table-4: Sex of the Respondents

No	Item	Characteristics	Schools principal		Deputy principals		External supervisors		Teachers		Students	
			No	%	No	%	No	%	No	%	No	%
1	Sex	Male	8	100	8	100	7	100	64	71.1	74	60.2
		Females	-	-	-	-	-	-	26	28.9	49	39.8
		Total	8	100	8	100	7	100	90	100	123	100

The characteristics of the respondents in terms of sex in Table 4 above revealed that (71.1%) and (28.9%) teachers were males and females respectively. From this, one can understand that, the number of females in the teaching profession is much lower compared to males in the sample schools. Among students, (60.2%) and (39.8%) were males and females respectively.

Similarly, all the interviewees' participants were (100%) schools principals (100%) deputy principals and (100%) secondary school external supervisors were males. From this, one can conclude that, female teachers were not in secondary schools the leadership position in the study area. Hence there is a need to encourage to the position of leadership.

4.2. Input Indicators

This category includes material resources (textbooks, learning materials, classrooms, libraries, school facilities) and human resources (managers, supervisors and most importantly, teachers).The resource-input model assumes that adequate facilities and quality resources are necessary for education institutions to achieve diverse objectives and provide

quality services in a short time. Therefore, the education quality indicators may include, more qualified staff recruited, better facilities and equipment, better staff-student ratio and more financial support procured from the central education authority, graduates, parents, sponsoring body or any outside agents.

4.2.1. Qualification and Service Years of the Respondents

Table-5: Educational Qualification and Years of Experience of the Respondents.

No	Item	Characteristics	Schools principal		Deputy principals		External Supervisors		Teachers	
			No	%	No	%	No	%	No	%
1	Qualification	B.A/B.Sc degree	8	100	8	100	6	85.7	90	100
		M.A/M.Sc	-	-	-	-	-	-	-	-
		College diploma	-	-	-	-	1	14.3	-	-
		Total	8	100	8	100	7	100	90	100
2	Service years	1-5	-	-	-	-	-	-	23	25.6
		6-10	3	37.5	5	62.5	3	42.8	24	26.7
		11-15	1	12.5	3	37.5	1	14.2	15	16.7
		16-20	3	37.5	-	-	3	42.8	14	15.6
		≥ 21	1	12.5	-	-	-	-	14	15.6
		Total	8	100	8	100	7	100	90	100

One of the important indicators of quality of education is the number of qualified teachers. According to the new education and training policy, the minimum qualifications for teachers at secondary school (9-12) is that teachers should have obtained first degree in the subject they are assigned to teach (MoE, 1994).

With respect to educational qualification of principals, deputy principals, external supervisors and teacher's item 1 of table 5, (100%) teachers, (100%) school principals and (100%) deputy principals had first degree. However, (85.7%) secondary school external supervisors had first degree whereas, 1 (14.3) had diploma. The educational qualification of teachers was found to be the essential required maximum standard for general secondary

schools. From this, one can deduce that the minimum qualification of teachers appear likely to carry out the teaching – learning process effectively. The academic qualifications, pedagogical training, years' of service/experience and ability or aptitude of teachers have paramount importance to promote quality of education (Lue, 2005).

However, the secondary school principals and secondary school external supervisor in Ilubabor Zone lacked the appropriate qualification (master's degree).Therefore, it could be difficult for secondary schools to offer quality education if the competencies of secondary school leadership were found to be low in regarding to playing their roles and accomplishing their responsibilities properly.

As depicted in item 2 of table 5, teachers' experience (service year) were as follows (25.6) of teachers were between the service year range of 1-5 years, (26.7 %) were between the experience range of 6-10 and 15(16.7 %) were between the experience range of 11-15 years. As well as, the remaining respondents, (15.6%) and (15.6 %) of teacher were between the range of 16-20 and above 21 years of experience respectively. The work experiences of teachers imply that all most equal distribution ratio in the Zone. This system was good opportunity for promoting education quality. Because qualified, experienced and knowledgeable teachers are significance for students' achievement. Therefore, it creates the chance to share experience among them.

Moreover, regarding the service year of interviewees,(37.5%), (12.5%), (37.5%) and (12.5%) of the school principals respectively have served 6-10, 11-15, 16-20 and $\geq$ 21years of work experience respectively. However, (62.5%) and (37.5 %) deputy principals have served respectively 6-10 and 11-15 years. The rest (42.8%), (14.8%) and (42.8%) of the secondary school external supervisors had served respectively 6-10, 11-15 and 16-20 years. This indicated that, the school principals, deputy principals and secondary school external supervisors were assigned from well experienced teachers. Therefore, they are in good position to critically identify the challenges encountered to promoting quality of education.

4.2.2. Adequacy of Educational Facilities and Infrastructure

Both teachers and students were asked to rate the adequacy of facilities and infrastructure in secondary school which are important for teaching learning process. For the respondents questionnaires which have five rating-scales were dispatched. The result was summarized in the following table.

Table-6: Adequacy of Educational Facilities and Infrastructure in Secondary Schools

No	Items	Respondents	Agree		Undecided		Disagree		Total		Computed χ^2
			No	%	No	%	No	%	No	%	
1	Well-equipped science laboratory with chemicals and equipment	Teachers	14	15.5	5	5.5	71	78.8	90	100	7.508
		Students	18	14.6	2	1.6	103	83.7	123	100	
2	Well-equipped and up-to-date library	Teachers	24	26.6	4	4.4	62	68.8	90	100	9.366
		Students	32	26.6	-	-	91	73.9	123	100	
3	Sufficient chairs in the classrooms	Teachers	73	81.1	1	1.1	16	17.7	90	100	8.794
		Students	100	81.3	1	0.8	22	17.8	123	100	
4	Sufficient water supply	Teachers	22	24.5	6	6.7	62	68.9	90	100	9.019
		Students	42	34.1	3	2.4	78	63.4	123	100	
5	Well organized offices for school administration and staff for teacher s	Teachers	11	12.2	1	1.1	78	86.6	90	100	3.564
		Students	15	12.1	2	1.6	106	86.1	123	100	
6	Separate and clean toilets for both boys and girls	Teachers	49	54.2	9	10.0	32	35.5	90	100	9.264
		Students	33	26.8	18	14.6	62	50	123	100	
7	Well-equipped pedagogical center	Teachers	26	28.8	13	14.4	49	54.4	90	100	10.728
		Students	53	43	6	4.8	74	60.1	123	100	

Key: The table value χ^2=9.487 at 0.05 significant levels with four degrees of freedom

Quality of school facilities provides students with a functional, clean, and safe environment to learn the curriculum. In contrast, overcrowded and poorly maintained facilities make it difficult to sustain a focus on learning and erode valuable instructional time (Joshua, 2012).

With item 1 of table 6, respondents were asked to rate the degree of their agreement on the adequacy of well-equipped science laboratory with chemicals and equipment in secondary school. The majority (78.8%) and (83.7 %) respondents reported that there is not well-equipped science laboratory with chemicals and equipment in the schools. On the other hand, (15.5%) and (14.6 %) respondents agreed with the statement of the item that is the presence of science laboratory in their school.

In line with this, it was also evident from observation that, from eight sample schools only five secondary schools have the laboratory class with the lack of up-date chemicals and equipment. But, the rest three secondary schools have no science laboratory at all. Therefore, it is possible to conclude that, the problem was more serious concerning the facilities and qualities of laboratories in the sampled secondary schools. Thus, it may have impact on the achievement of students.

In their reaction to item 2, of table 6, (68.8 %) and (73.9%) respondents indicated their disagreement on the well-equipped and up-to-date library. Where as, (26.7%) of and (26.6%) respondents agreed on the presence of well-equipped and up-to-date library in their schools. Information from observation and interview held with majority of the interviewees were indicated that teachers have no separate reading rooms and hence they only borrow books and take to their homes. If few teachers want to refer dictionaries and some reference books, which cannot be get the opportunity. The data signifies that teachers and students did not obtain the opportunity to read up dated reference books in the library. In general, secondary schools in Ilubabor Zone had the limitations of up dated library to support the effective teaching learning process.

As it can be seen from item 3 of table 6, respondents expressed their response whether or not the sufficient chairs present in the classrooms. Accordingly, (81.1%) and (81.3%) respondents reported that agreed. However, (17.7%) and (17.8%) respondents reported that disagreed. The majority of the respondent agreed on the availability of chairs in the classrooms. In line with this, it was also evident from the observation that the enough of chair in the classroom of secondary schools.

In regards to the availability of sufficient water supply in school compound on table 6 of item 4, the respondents had different opinions. However, (68.9%) and (63.4%) respondents indicated that disagreement that is no sufficient water in their school, but, (24.5%) and (34.1%) respondents agreed. This indicated that, the majority of respondents remarked that the lack of enough water in the schools. When pupils leave the school and walk significant distances for getting clean drinking water, for example, they may not always return to class so this may influence their achievement and increase the dropout as well.

With item 5 in table 6, respondents were asked to give their opinion whether or not there exist well organized offices for school administration and staff for teachers. Accordingly, (86.6%) and (86.1%) respondents replied that, the lack of separated administration office and furnished staff for teachers. The rest (12.2%) and (12.1%) respondents reported that agreed on the availability of school administration. On the open-ended questions most of the respondents provided their responses that, even deputy principal have no office and thus they sit together with teachers in the same room. The above result shown that, there was lack of conducive working environment for teachers and administrative. This condition creates unattractive school environment and impact the effectiveness of the teaching learning process.

On the other hand, respondents to item 6 of the same table pointed out that the, (54.2%) and (26.8%) respondents reported that, there are separated and clean toilets for both boys and girls in the school. Whereas, (35.5%) and (50 %) respondents said that disagreed. The data from observation indicated that, even if the toilet were available it was not clean due to the absence of water. From the above evidences, one can conclude that the separate toilets for both boys and girls are available but the issue of cleanness was still in problem in secondary schools of Ilubabor Zone.

As has been illustrated in table 6 above, the computed Chi-square values, $\chi^2 = 7.508$, $\chi^2 = 9.366$, $\chi^2 = 8.794$, $\chi^2 = 9.019$, $\chi^2 = 3.564$, and $\chi^2 = 9.264$ for items 1, 2, 3, 4, 5 and 6 respectively are lesser than the table value $\chi^2 = 9.487$ at significant level of 0.05 with four degree of freedom, which shows there is no significance difference among the response of respondents.

In the seventh item of table 6, (54.4%) and (60.1%) respondents respectively confirmed that there was no well-equipped pedagogical center in their secondary school. Where as, (28.8%) and (43%) respondents reported that well-equipped pedagogical center was available.

The computed chi-square value for the item, χ^2 =10.728 is greater than the critical value of chi-square χ^2 = 9.487 at alpha level 0.05 with four degrees of freedom. This implies that there is a statistically significant difference between the opinions of teachers and students respondents on the issue of well-equipped pedagogical center mentioned on the item. Moreover, it was also evident from observation and interview that, there was pedagogical center but the available materials is not sufficient.

In general, the Adequacy of educational facilities and infrastructure in secondary schools of Ilubabor Zone are in low status. The school facilities and infrastructure has great power in influencing the achievement of students, because when students learnt through practical or demonstration technique they grasp more knowledge than the theoretical one. Supporting this, as noted in the literature, MoE (1994) set the minimum standard facilities each school should have: separate latrine facilities for boys and girls, adequate water supply point for washing and drinking, counseling services for personal education related problems and adequate library and laboratory facilities appropriate to the level of education and sufficient play ground.

Additional, as noted in the literature Lockheed and Verspoor (cited in Semaw, 2009) suggested that, school infrastructure does influence the quality of various elements of the educational process. The size and organization of classrooms can also influence the instructional method of teachers, for instance, arranging seating in a circle to enable maximum interaction instead of lecturing children sitting in rows. Children‘s learning is influenced by the availability of textbooks and learning materials, the space and furniture available for studying. The availability of toilets affects attendance and absenteeism amongst girls, for example. A clean water supply encourages attendance amongst both boys and girls.

4.2.3 Adequacy of Instructional Materials in Secondary Schools

Teachers were asked to provide information on the availability of instructional materials to their respective schools. For the respondents questionnaires which have five rating-scales were dispatched. The result was summarized in the table below.

Table-7a: Adequacy of Instructional Materials

No	Items	Teachers=90								mean	SD
		Agree		Undecided		Disagree		Total			
		No	%	No	%	No	%	No	%		
1	Sufficient syllabus books	10	11.1	10	11	70	77.8	90	100	2.05	.987
2	Sufficient teachers guide books	16	17.9	7	7.8	67	74.5	90	100	2.22	1.139
3	Different supportive manuals for teaching	9	10	3	3.3	81	90	90	100	1.81	.781
						Over all mean				2.029	.586

Scale: ≤1.49- very low level of available
1.50-2.49 -low level of available
2.50-3.49– moderate level of available
3.50-4.49 – sufficiently available
≥4.50– very sufficiently available

With regard to item 1 of table 7, (77.7%) respondents disagreed on the availabilities of sufficient syllabus books in their school. However, (11.1%) respondents stated that agreed on the availabilities of syllabus books in their schools. This reflects that teachers had not got enough opportunities to prepare their plan based on the syllabus books and to lead the teaching process with the objective of their daily lesson. The mean score of the item1 was 2.05 with a standard deviation of 0.987.From the data, it can be concluded that sufficient syllabus books in secondary schools of Ilubabor Zone was low level of available. Thus it may hinder the teacher to prepare effective plan to promote the students academic achievement.

In regards to sufficient teachers guide books on item 2 of table 7, the respondents had different opinions. However, (74.5%) respondents disagreed on the sufficient teacher's guide books presence in the school, but (17.9%) respondents indicated agreed on the availabilities of teachers guide books in their schools. The mean score of the item 2 was 2.22

with a standard deviation of 1.139. From the data it can be concluded that, the sufficient teachers guide books in secondary schools of Ilubabor was low level of available.

In response to item 3 of table 7, respondents were emphasized their agreement on the availability of different supportive manuals for teaching. Based on the data obtained, (90%) and (10 %) of respondents disagreed and agreed respectively confirming the availability of different manual for teaching. The mean score of the item 3 was 1.81 with a standard deviation of 0.781. From the finding of the above, it could be concluded that the availability of different supportive manuals for teaching was found to be low in secondary schools of Ilubabor Zone.

The over all mean was 2.029 and a standard deviation of 0.586.Thus, the result indicated the scarcity of adequate instructional materials in secondary schools of the study area. To conclude the above table, there were the shortages of syllabus books, teachers guide books and different reading materials for supporting the teaching process in secondary schools of Ilubabor Zone.

The instructional materials can have a positive impact on student achievement. Particularly, effectively guides the teachers that include information on what to teach and how to teach it, diagnostic tests that help teachers monitor student learning and modify the daily lesson accordingly, suggestions on how to manage the classroom, and activities for classroom use. They also help teachers boost student learning to higher cognitive levels by suggesting practical exercises and questions.

Teachers and students were asked to provide information on the availability of instructional materials to their respective schools. For the respondents questionnaires which have five rating-scales were dispatched. The result was summarized in the table below.

Table-8b: Adequacy of Instructional Materials

No	Items	Respondents	Agree		Undecided		Disagree		Total		Computed χ^2
			No	%	No	%	No	%	No	%	
1	Sufficient textbook for individual students	Teachers	67	74.4	11	12.2	12	13.3	90	100	12.114
		Students	96	78	3	2.4	24	19.5	123	100	
2	Sufficient of reference books	Teachers	22	24.4	1	1	67	74.4	90	100	4.754
		Students	27	21.9	5	4	91	73.9	123	100	
3	Computers lab for both teachers and students	Teachers	6	6.6	4	4.4	80	88.9	90	100	6.159
		Students	14	11.3	5	4	104	84.5	123	100	
4	Plasma TVs	Teachers	15	16.6	5	5.5	70	77.7	90	100	8.287
		Students	33	26.8	3	2.4	87	70.7	123	100	

Key: The table value χ^2 =9.487 at 0.05 significant levels with four degrees of freedom

One of the important approaches to provide quality education is the availability of at least basic instructional materials. With respect to this, on item 1 of table 8, (74.4%) and (78%) respondents indicated that there are sufficient textbooks for the individual students. On the other hand (13.3%) and (19.5%) respondents feel unsatisfactory with the availability of text books. However, data from document analysis indicated that the ratio of text books is not 1:1 per student. Additional information conduct interview from the interviewees because of textbooks changed in to new method same of textbook ratio distributed 1:3 especial for grade 9th students. Overall, the availability of students textbook in secondary schools of Ilubabor Zone is insufficiently available. Thus, it may strong effect on the students' academic performance. Instructional materials such as text-books and reference books are thought to be essential inputs in influencing student's achievement or academic performance.

The curricula materials, textbooks and teacher guides have frequent acquaintance with learners and teachers. Particularly, textbooks have a major daily influence on what is taught in schools. According to Sadker (1988), "students spend from 70 to 95 percent of classroom time using textbooks and teachers base more than 70 percent of instructional decisions on them". This shows that textbooks are important to deliver the intent of the curriculum at all levels. Textbooks are central to schooling at all levels". Truly, when textbooks are available, instructional time is not wasted. Consequently, learning achievements are promoted.

The computed Chi-square value, $\chi^2 = 12.114$ is exceeds the table value of chi-square, $\chi^2 = 9.487$ at alpha level 0.05 with four degrees of freedom. This shows that there is a statistically significant difference between the views of teachers and students.

With regard to item 2 of the same table 7 indicated, (74.4%) and (73.9%) respondents disagreed on the sufficient of reference books in their school. But the rest (24.4%) and (21.9%) respondents respectively agreed on the sufficiently availability of reference books. The data obtained from observation indicated that the schools library were not full field with necessary reference books for both teachers and students. To conclude this result, shortages of extra reading materials in the schools were observed. But to enable quality of education, it is essential to provide reference books for both teachers and students. Therefore it may influence the achievement of the school goal regarding to assuring quality education.

Moreover, as displaying item3 in the same table, (89.9%) and (84.5%) respondents respectively remarked that, the service provided for students and teachers to utilized computer and internet access in the school was not adequate. Only slight, (6.6%) and (11.3%) respondents stated that agreed with the availability of computer services.

With regard to open-ended questions, respondents suggested the students only learn computer theoretical in classroom. However, computers lesson is nothing without the laboratory. Additionally, from observation among eight sample schools only four secondary schools have room with none functional computers but the rest four schools also had not computer room at all. To conclude the above data, the availabilities of computer service in secondary schools of Ilubabor Zone had limited access. Thus it may influence the students

from learning computer even if MoE distributed manual regarding to computer course to be given at secondary school level.

Finally, with item 4 of the same table asked the availability and the functionality of Plasma TVs to provide the daily lesson. Accordingly, (77.7%) and (70.7%) respondents reported that disagreed. However, (16.6%) of teachers and (26.8%) of students were agreed with the issue.

Information from observation, the fact what may appreciated the Zone is all classroom had plasma TVs. However, all of plasmas were not functional to transmit the lesson equal in all classroom at the same time. From the findings, it is possible to say that, the students didn't obtained similar lesson at the same day due to problems in the functionality of Plasma TVs in all classrooms.

As has been illustrated in table 8 above, the computed chi-square values, χ^2 =4.754, χ^2 =6.159 and x^2=8.287 for items 2,3, and 4 respectively are lesser than the table value χ^2=9.487 at significant level of 0.05 with four degree of freedom, which show there is no statistically significance difference among the response of respondents.

So, based on the above analysis, it can be said that the availabilities of instructional materials in secondary schools of Ilubabor Zone had limited access. The instructional materials were essential inputs for secondary schools. However, the shortages of the instructional materials may influence students' academic achievement.

Additionally, Ayini (2012), the quality of learning materials available within an educational institution has positive relationship with the quality of teaching and learning activities which in turn leads to the attainment of goals set.

4.2.4. Contents of In- Service Professional Training

Secondary school teachers were asked if they had attended in service professional training program whose contents include .Teachers were asked to rate a five rating-scale were dispatched. The result was summarized in the following table.

Table-9: In- service Professional Training Opportunities

No	Items	Teachers N=90									
		Agree		Undecided		Disagree		Total		Mean	SD
		No	%	No	%	No	%	No	%		
1	Training on teaching-learning methods	11	12.2	7	7.8	72	80	90	100	1.96	1.03
2	Improving teaching language skill	17	18.8	8	8.9	65	72.2	90	100	2.60	1.14
3	Cary out continuous assessment practice	9	10	9	10	72	80	90	100	2.02	.917
4	Active learning methods training	6	6.6	3	3.3	81	90	90	100	1.80	.796
5	Skill in instructional planning(daily lesson and annual lesson plan)	16	17.8	11	12.2	74	82.3	90	100	2.05	1.16
6	Training on how to motivate and encourage students in the classroom	11	12.2	7	7.8	72	80	90	100	2.06	1.01
7	Professional code of ethics	9	10	1	1.1	89	88.9	90	100	1.96	.892
8	Action research skills	5	5.5	2	2.2	83	92.2	90	100	1.73	.845
9	Training on continuous professional development(CPD)	51	56.7	1	1.1	38	42.3	90	100	2.62	1.40
10	Computer application skill	6	6.7	1	1.1	83	92.2	90	100	1.60	.858
11	Academic and subject matter knowledge	24	26.7	5	5.6	61	67.8	90	100	2.35	1.30
	Over all mean									2.07	.609

Scale: ≤1.49- very low level of available
1.50-2.49 -low level of available
2.50-3.49– moderate level of available
3.50-4.49 – sufficiently available
≥4.50– very sufficiently available

On item 1 of the above table 9, teacher's responses on the opportunities to offered training on teaching-learning methods and (80%) respondents disagreed. This indicated that, they were not attending on training in their schools. However, (12.2 %) respondents agreed with this idea. The mean score of the item1 was 1.96 with a standard deviation of 1.032 which is in the range of low level available. This implies that teachers were not benefited from in service professional training particularly trainings that promote the teachers teaching-learning methods.

Similarly, on item2 in table 9, (72.2%) of respondents remarked that disagreed regarding in service professional training opportunities offered on improving teaching language skill. The rest (18.8) respondents agreed on the issues. Hence, the mean values of responses of teachers were found to be 2.60 with a standard deviation of 1.14. The data indicated that the access of language training for teachers which is found in moderate level. But the data obtained from interview and open ended questions indicating that, training opportunities on English language skill development was given only for language teachers, even all language teachers in the study area did not attend the opportunity. From the above finding, it could be concluded that, training opportunities offered on improving teaching language skill was found to be low.

In their response to item 3 of the same table, (80%) respondents confirmed that on the job training opportunities given for teachers concerning continuous assessment practice was found to be unsatisfactory. But, (10%) respondents agreed on the training availability on continuous assessment practice. Accordingly, the mean values of responses of respondents were 2.02 with a standard deviation of 0.917this indicated the range of low level of available. Thus, from the above analysis, it could be concluded that the opportunity of teachers offers training on continuous assessment practice was low in secondary schools of Ilubabor Zone.

With item 4 of table 9, the respondents' agreement or disagreement to the extent to the, training opportunity offered on active learning methods. Accordingly (90%) respondents disagreed and (6.7%) respondents indicated their agreement. The mean score of teachers' awareness on active teaching learning method was rated 1.80 with a standard deviation of 0.796 this indicated that the range of low level of the issue. From the result, it can be said that teachers have limited access to get training on active learning method thus it influence the teachers to had insufficient knowledge about the significances of active learning methods.

As it can be seen on item 5 of table 9, respondents were asked whether or not the training opportunity offered on skill in instructional planning (daily lesson and annual lesson plan), accordingly (82.3%) respondents replied their disagreement, but (17.8%) respondents

reported that agreed. Accordingly, the mean values of the respondents found to be 2.05 with a standard deviation of 1.16 which was found in low level on the issue. Therefore, it can be concluded that teachers' knowledge regarding to the objectives, contents and significances of instructional planning was unsatisfactory.

In the same table item 6 shown that, (80%) of teachers asserted that the training on how to motivate and encourage students in the classroom was not given. Whereas (12.2) of respondent stated that agreed. The mean score of teacher responses towards the item is 2.06 with a standard deviation of 1.01 which is found in the range of low level. Therefore, the result implied that teachers were less committed to motivate and encourage students in the classroom in secondary schools of Ilubabor Zone. Since they did not obtained training on how to motivate the good achievement and behavior of students.

With regard to item 7 in the same table, (88.9%) respondents shown their disagreement and (10%) respondents responded with agreement in relation to the provision of training on professional code of ethics to boost teachers' professional growth. The mean score of the item was 1.96 with a standard deviation of 0.892 which was within the range of low. The result shown that, the opportunity of teachers was offered on professional code of ethics found to be low level in secondary schools of Ilubabor Zone. Training on professional code of ethics for teachers is very important because teaching is becoming a more and more complex task. Teachers meet a large number of children and young persons from different backgrounds. In education systems teachers have been given more and more responsibilities in modeling and shaping students knowledge and behavior.

With regarding to item 8 in the same table, in service professional training opportunities offered on conducting action research and improving teachers skills, respondents were requested whether action research skills training opportunities were their to solve the instructional problems. Thus, (93.2%) of teachers were disagreed which indicated that training opportunity obtainable for teachers were limited. However (5.5%) of teachers were agreed with the issue mentioned above. The mean score of this item indicated 1.73 with a standard deviation of 0 .845 which inclined to low level. This shown that teachers were not adequately provided opportunities to participate on how to conduct action research and solve

immediate problem concerned the schools and their instructional issues. This implies that teachers in secondary schools had limited of understanding about how to conduct action research.

With regard to item 9 in table 9, (42.3%) and (56.7%) respondents revealed their disagreement and agreements respectively, on trainings given to improve teachers continuous professional development (CPD) in their respective school. The mean score of this item indicated 2.62 with a standard deviation of 1.402 which inclined to moderate level. This shown that teachers were adequately provided opportunities to be introduced with the objectives, contents and the goal of CPD in order to understand the concept and the nature of school based CPD. This implies that teachers in secondary schools understanding the objectives of continuous professional development. This helps that the teachers' clearly understands the objective, contents and goals of continuous professional development and has a positive impact on curriculum, pedagogy, as well as teachers' sense of commitment and their relationships with students.

In item 10 of table 9, (91 %) respondents revealed that on the job training opportunities given to academic staff concerning computer application skill were not available sufficiently. On other hand, (6.6%) respondents agreed. Accordingly, the mean values of the responses of teachers were found to be 1.60 with a standard deviation of 0.858 which indicated low. This exposed that almost all of teachers not offered the opportunity of computer training in secondary schools of Ilubabor Zone.

In the last item of table 9, respondents requested whether academic and subject matter knowledge training opportunity offered to up grade themselves or not. The majorities, (67.8%) respondents disagreed and (26.7%) respondents contended their agreement. The mean score of the respondents is 2.35 with a standard deviation of 1.309. Thus, from the above analysis, it could be concluded that the opportunity of teachers offers experience sharing regarding to subject matter was low in secondary schools of Ilubabor Zone.

On the open-ended questions most of the teachers provided their responses the schools should not create the opportunity to learn teachers from other who has similar subjects and from near by school teachers in the form of experience sharing with each subject.

The overall rating mean score for all items were 2.07 with a standard deviation of 0.609.Thus, it can be concluded that, in-service professional training opportunities offered for secondary school teachers of Ilubabor Zone was found to be low level.

In addition to this, the interview discussed with interviewees indicated that the school based supervisors were not capable enough to facilitating to offer the job training opportunities for teachers and no budget allocation for the purpose of in-service training for teachers.

To make a teacher competent in their profession, pre-service training alone can not be enough. A continuous professional development should be put in place to help teachers to became perpetually learners and be promoting of their day-to-day professional accomplishments. Therefore, the absence of ongoing training for teachers can have a direct impact on student achievement. Supporting this, as noted in the literature Lue (2005) pinpointed the primary reason for the poor quality of education was the lack of in-service teacher training as well as the overall attitude towards teachers.

4.2.5. Pupil-Teachers Ratio and Pupil-Section Ratio

A comparison of pupil-teacher ratio and pupil-section ratio also provides clear ideas about the performance of the education particularly with the quality of education. The following table presented the summarized data.

Table-10: Pupil-Teacher Ratio and Pupil-Section Ratio

No	Items		Respondents Teachers'=90	
			No	%
1	What is the average pupil-teachers ratio?	A. 1:20-30	15	16.7
		B. 1:31-40	29	32.2
		C. 1:41-50	19	21.1
		D. ≥1:51	27	30
2	What is the average pupil-section ratio?	A.1:30-40	4	4.4
		B.1: 41-50	15	16.7
		C.1: 51-60	12	13.3
		D. ≥61	59	65.6
3	In your opinion, the desired optimum class size will be:	A, 30-40	39	43.3
		B, 41-50	39	43.3
		C, 51-60	5	5.6
		D, ≥61	7	7.8

While responding to item1of table10, (32.2%) respondent asserted that the overall teacher/student ratio in their secondary school was found to be approximately "1:30-40. Additional, (30%) respondents pointed out that it was approximately1:51and above. However, (21.1%) and (16.7%) respondents stated that, the teacher/student ratio is1:41-50 and1:20-30 respectively. The data obtained from interview the teacher/student ratio in secondary schools of Ilubabor is 1:40. Therefore, from the view point of the majority of respondents, one can deduce the number of teacher- student ratio was match with the national standard. In the current education and training policy, the recommended student/teacher ratio is 1:40 in secondary schools (MoE, 2010). This indicated that achieving standards for teacher-students ratio was one that promoted the quality of education.

Item 2 of table10, (65.5) respondents described that, the average class size in their secondary school is found to be ≥61. Similarly, (16.7%) and (13.3%) respondents reported that the class size of the secondary school is 41-50 and 51-60. Furthermore, the interviewees result discussed that the average class size is 61-70. From this data the majority of teachers and interviewee remarked that the class size in their secondary school is large. Therefore, it would be difficult for teacher to manage the classroom, to check students' performance, to use active learning and continuous assessment. In relation to this assumption, as indicated in

the literature, Nardos (as cited in Ousman, 2009) stated that class size should allow the teacher to observe pedagogical principles such as knowing ones students by name and attending to the particular needs of each student. As a result, students' academic performance and achievement may influence and this intern results in decline of quality of education. In the current education and training policy, the recommended that the student/section ratio is 1:50 in secondary schools (MoE, 2010). From the data it's possible to conclude that the classroom-student ratio was found to be higher than the national standard of 50 per class.

With item 3 of table10, respondents were further asked to recommend the desired optimum class size from their point of view in order to create favorable conditions for the smooth functioning of teaching – learning process. Accordingly, the majority of teachers (43.3%) and (43.3%) of respondents given their opinion that, to make the teaching-learning process effective in the study area, the average class size would be "30-40"and the maximum would be 41-50 respectively, thus, it help the teacher to check his/her students' academic progress continuously. On the other hand, (5.6%) and (7.8%) respondents suggested that "51-60"and above 61 students per class respectively, should be the desired optimum class size.

Furthermore, the interview discussed with interviewees that, balanced students per teacher and per classroom would enable to improve quality of instruction and raise students' achievement. Therefore, the majority of respondents and interviewees agreed that the classroom in secondary schools of Ilubabor Zone is over crowded and thus, they were not convenient to secure quality of education. To support the above finding, Ousman (2009) stated that, if the class size is too large, the teacher could not perform any of these activities effective or could not perform them at all. Therefore, the quality of education will be reduced.

4.3. Process Indicator

A process is the transformations of a set of inputs, which may be include materials, actions, methods, people and operations into desired outputs, in the form products, information, services, skills or results. Any process can be analyzed by an examination of the inputs and outputs. This will determine the action necessary to improve quality of education. Defining

the scope of a process is vital; it will determine both the inputs and the ensuing outputs of quality of education.

4.3.1. Implementation of Continuous Assessment in Secondary Schools.

Secondary school teachers were asked to measure the extent to which continuous assessment has been implemented in secondary school. Each of the four item was assessed using a five rating-scale were dispatched. The result was summarized in the following table.

Table-11: The Assessment Methods

No	Items	Respondents	Agree		Undecided		Disagree		Total		Computed χ^2
			No	%	No	%	No	%	No	%	
1	Continuous assessment (tests, quiz, attendance, etc) are practiced	Teachers	75	83.3	5	5.6	10	11.1	90	100	22.859
		Students	96	78	1	0.8	26	21.1	123	100	
2	Summative evaluation is given at the end of the semester	Teachers	87	96.6	1	1.1	2	2.2	90	100	8.191
		Students	102	82.9	14	11	7	5.6	123	100	
3	Group work assignment in the classroom	Teachers	40	44.4	3	3.3	47	52.2	90	100	18.940
		Students	52	42.2	5	4	66	53.6	123	100	
4	Individual assignment	Teachers	63	70	12	13	15	16.7	90	100	10.033
		Students	81	65.8	7	5.6	35	38.4	123	100	

Key: The table value χ^2=9.487 at 0.05 significant levels with four degrees of freedom

In regard to item 1 of table 11, (83.3%) and (78 %) respondents remarked their agreement. The result indicated the teachers were used continuous assessment in the form of tests, quiz and attendance. While (11.1%) and (21.1%) respondents rated their disagreement. The above results shown that continuous assessment was dominantly used by teachers to evaluate the competence of the secondary schools students. The result from document analysis indicated that, out of 70% continuous assessment (in the form of tests, quiz and attendance) and 30% summative evaluation were used by teachers to assess students' academic performances.

With regard to item 2 in the same table, (96.6%) and (82%) respondents replied that summative evaluation was given at the end of the semester whereas (2.2%) and (5.6%)

respondents disagreed respectively. The computed chi-square for the item, χ^2 = 8.191 is less than the critical value of chi-square, χ^2 = 9.487 at alpha level 0.05 with four degrees of freedom. This shows that there is no a statistically significant difference between the opinions of the two groups. This result indicated that, teachers effectively used the summative evaluation to determine end-of-course achievement of their students for assigning grades or certifying them.

Moreover, item 3 of the same table asserts that, (52.2%) and (53.6%) respondents disagreed with teachers give group work assignment in the classroom for their students, whereas (44.4%) and (42.2%) respondents suggested their agreement on the issue mentioned above.

As response to item 4 of the same table indicated that, (70%) and (65.8%) respondents expressed their agreement on the existence of individual assignment assessment in secondary schools. However, (16.7%) and (38.4%) respondents stated disagreed. From the findings, thus, one recognized that teachers employ individual assignment to evaluate each student performance.

A Chi-square test was calculated to check whether the opinion difference exists between the two group respondents, the computed chi-square value, χ^2=22.859, χ^2= 18.940 and χ^2= 10.033 for items 1, 3 and 4 respectively, are larger than the table value χ^2=9.487 at 0.05 significant level with four degree of freedom. This shown that there are significance difference among the response of the two groups of respondents concerning the issue.

Another source of information to the above issue was an interview conducted with the interviewee stated that, most teachers used continuous assessment (tests, quiz, and attendance, checking exercise books, classroom participation and same of teachers also give a value for class attendance) and summative evaluation was given at the end of the semester. They also mentioned that, group work assignment and individual assignment in the school are the most common practices in secondary schools of Ilubabor Zone. These evaluation systems may help the student in increasing the promotion rate to the next grade. Supporting this, as noted in the literature, (Broadfoot *et al.,* 2002) pinpointed that, continuous

assessment is an alternative methodology of assessing pupils' achievement and improving the success of pupils.

4.3.2. Quality of Leadership in Secondary School

Secondary school teachers were asked to rate the school principals leadership and management capabilities, seven capacity or quality criteria have been listed to which the teachers were asked to respond. Each of the items was measured along a five rating-scale were dispatched. The results were summarized in the following table.

Table-12: The Quality of Secondary School Leadership

No	Items	Teachers N=90									
		Agree		Undecided		Disagree		Total			
		No	%	No	%	No	%	No	%	mean	SD
1	Capacity in technical management-leading, organizing, budgeting and controlling	9	8.9	10	11	72	80	90	100	1.85	1.01
2	Communication in align with school goals and objectives	10	11	10	11	70	77.7	90	100	2.23	.900
3	Ability of resource mobilization and communication with different stakeholders	5	5.4	4	4.4	81	90	90	100	1.95	.517
4	Ability to creation of school pedagogical centers	2	2.2	4	4.4	84	93.3	90	100	1.95	.517
5	Ability to manage human resource	9	11	1	1	80	88.9	90	100	1.60	.715
6	Ability to conduct action research and problem solving	3	3.3.	1	1	86	95.6	90	100	1.86	.501
7	Ability to create open, transparent, collegial and positive work environment	9	10	8	8.9	73	81.1	90	100	2.11	.929
	Over all mean									1.94	.350

Scale: ≤ 1.49 – very low level of available
1.50-2.49 – low level of available
2.50-3.49–moderate level of available
3.50-4.49 – sufficiently available
≥ 4.50 – very sufficiently available

While responding to item 1 of table 12, (80%) respondents stated disagreed on the capacity of school principal regarding technical management skills. However, (8.9%) respondents indicated their agreement on the capacity which mentioned above.

The mean score of the item was 1.85 with a standard deviation of 1.01 which is within the range of low level. Therefore, it is possible to conclude that the leadership capacity in technical management skills like leading, organizing, budgeting and controlling was limited. This may influence the proper planning and implementation of the prepared plan in the school and thus it has strong impact on achieving school objectives.

Item 2 of the same table deals with the ability of school leaders related to communication in aligns with school goals and objectives. In reaction to this, (77.7%) respondents replied their disagreement. However, (11.1%) respondents agreed. The mean score of the responses was 2.23 with a standard deviation of 0.900 which is within the range of low. From the finding, it is possible to say that school-leadership ability regarding to communication in aligns with school goals and objectives were unsatisfactory.

Furthermore, item 3 of table 12 depicted that, the responsibility of leadership and managements in mobilizing resources to fulfill educational facilities was rated. Accordingly, (90%) and (5.4%) respondents disagreed and agreed respectively. The mean value was 1.95 with a standard deviation of 0.517. This indicated that the competencies of the school leaders in mobilizing resources and communication with different stakeholders so as to facilitate the teaching – learning process was not promising.

While responding to item 4 of table 12, regarding to the ability of school leadership in creation of school pedagogical centers, respondents were requested whether leader endeavor to achieve this task or not. Thus, (93.3%) and (2.2%) respondents shown their disagreement and agreement respectively. The mean score of the responses was 1.95 with a standard deviation of 0.517 which is within the range of low level. This result implied that, the contribution of leader' to facilitating and creating the pedagogical centers to make the school as center of excellence is found to be less in implementation.

In reaction to item 5 of table 12, respondents were requested whether or not school leadership have ability to manage human resource to carry out the teaching- learning process effectively. As a result (88.9%) and (10%) respondents disagreed and agreed respectively. The mean score of the responses was 1.60 with a standard deviation of 0.715 which is within the range of low level. This result shows that, the ability of school leadership regarding to the ability to manage human resource was not satisfactory.

Item 6 of table 12 indicated, the ability of secondary school leadership to conduct action research and problem- solving were not appreciated by respondents. Accordingly (95.6%) respondents disagreed and (3.3%) respondents agreed with the issues. The mean value found to be 1.86 with a standard deviation of 0.501.Therefore, it could be difficult for secondary school to offer quality education if the teaching – learning process was not supported by action research to solve various problems that hinder the teaching learning process.

On the other hand, item 7 of table 12, whether the school leaders creating open, transparent, collegial and positive work environment or not. Accordingly, (81.1%) and (10%) respondents disagreed and agreed respectively. The mean values of 2.11 with a standard deviation of 0.929. This indicated that the quality of leadership and managements was low in regarding to creating smooth and positive work environment.

Respondents had also reported to the open-ended questions that the above items of leadership responsibilities were expected to have exercised adequately however, the competencies of secondary school leadership were found to be low in regarding to playing their roles and accomplishing their responsibilities properly. Some of the problems mentioned were low relationships with teachers and students, low skills in preparing participator planning and lack of transparency on academic decision-making among the staff.

The overall rating mean score was 1.94 with a standard deviation of 0.350.This result shown that the ability of school leadership was limited regarding to play their role effectively to improved the quality of education in secondary schools. Thus, based on the responses it is

safe to conclude that it could be difficult for secondary schools to offer quality education if the competencies of secondary school leadership were found to be low in regarding to playing their roles and accomplishing their responsibilities properly. In light of this Edwards (2002) stated that, leaders are essential in creating a quality culture and they play a significant role in assuring that the necessary resources are available to support quality of education.

4.3.3. Methods of Teaching in Secondary Schools

Secondary school teachers and students were asked to rate the methods of teaching in secondary school. Each of items was measured along a five rating-scale were dispatched. The result was summarized in the following table.

Table-13: Methods of Teaching

No	Items	Respondents	Agree		Undecided		Disagree		Total		Mean	SD
			No	%	No	%	No	%	No	%		
1	Lecture method (Teacher-centered method)	Students	101	82	7	5.7	15	12.2	123	100	3.04	1.30
2	Students centered method	Students	8	6.5	5	4.1	101	89.4	123	100	1.74	0.84
						Over all mean					**2.39**	**0.78**
3	Lecturemethod(Teacher-centered method)	Teachers	57	63.3	12	13.3	21	23.3	90	100	3.48	1.22
4	Demonstration method	Teachers	38	42.2	10	11.1	42	46.7	90	100	2.97	1.28
5	Questioning and answering	Teachers	11	12.2	6	6.7	73	81.2	90	100	1.8	1.05
6	Role playing	Teachers	26	28.9	11	12.2	70	77.7	90	100	2.1	0.92
7	Group discussion	Teachers	19	21.2	7	7.8	64	71.1	90	100	2.46	1.04
						Over all mean					**2.58**	**0.53**

Scale: ≤ 1.49 – very low level of available
1.50-2.49 – low level of available
2.50-3.49–moderate level of available
3.50-4.49 – sufficiently available
≥ 4.50 – very sufficiently available

In reaction to item 1 of table 13, students were asked whether or not teachers used lecture method (Teacher-centered method).Accordingly, (82.1%) respondents agreed. However, (12.2%) respondents disagreed on the issue. The mean value of this item was 3.04 with a standard deviation of 1.30 which was within the range of moderate level.This showed that lecture method was dominantly used by teachers in the classrooms compared to other methods of teaching.

Similarly, item 2 of the same table, (51%) respondents indicated disagreement. That is the teachers not used students centered method dominantly in the classroom. Whereas (43%) respondents agreed with that teachers used the students centered method. The mean value of this item was 1.74 with a standard deviation of 0.845 which is in the range of low level.

The overall rating mean score was 2.39 with a standard deviation of 0.78.The information obtained from interview reported that, teachers are used lecture method mostly due to large number of students and other related problems. Thus the compiled data displayed that, secondary school teachers are not implementing the students centered teaching method dominantly over lecture method. The effectiveness of secondary schools will be judged by the quality of academic performance achieved by learners and this happens when teachers apply participatory and active learning methodologies in the classroom.

With item 3 of table13, respondents asked whether or not they used lecture method (Teacher-centered method).Accordingly, (63.3%) respondents agreed. However, (23.3%) respondents disagreed on the issue. The mean value of this item was 3.48 with a standard deviation of 1.229 which is within the range of moderate level .This shows that lecture method was dominantly used by teachers in the classroom compared to other methods of teaching.

While reacting to item 4 of table 13, (46.7%) respondents showed their disagreement on using demonstration method. However, (42.2%) respondents agreed with employing demonstration methods in their classroom instruction. The calculated mean score was 2.97 with a standard deviation of 1.280, this indicated that the moderate level. The data entails

that, the teachers were somewhat exercised the demonstration methods in secondary schools of Ilubabor Zone.

With regard to item 5 in the same table, (81.2%) respondents showed their disagreement with the teachers not use questioning and answering method in classroom. The rest (12.2%) respondents also indicated their agreement on the issue mentioned above. The mean values found to be 1.8 with a standard deviation of 1.05 this data shown that the range was found to low level. This depicted that questioning and answering method was not utilized by teachers in secondary schools of the Zone.

On the above items 6 table 13, indicated whether teachers used role playing methods in classroom or not. In this case, (77.7%) respondents contended their disagreement. However, (10%) respondents agreed with issue. The mean value of responses was 2.1 with a standard deviation of 0.92.This implied that the teacher is not exercised role playing in classroom instruction.

With item 7 in table13, respondents requested to give their opinion concerning teachers used group discussion in the classroom. Accordingly, (71.1%) respondents disagreed with the idea but, (21.2%) respondents agreed. The mean value of 2.46 with a standard deviation of 1.04 this result showed that the teachers were not exercised group discussion in secondary schools.

The overall items rating mean score was 2.46 with a standard deviation of 0.53. Thus the result showed that, secondary school teachers were not implementing the students centered teaching method dominantly over lecture method.

Respondents had also reported to the open- ended questions that, lecture method of teaching was being dominantly utilized by secondary school teachers. Likewise, demonstration and questioning and answering methods of teaching were also limited. The respondents also remarked that the main reasons for domination of applying teacher – centered strategies are lack of students' interest, lack of teacher's training, shortages of instructional materials, maximum teaching loads, large class size and lack of administrative supports. In addition to this, interviews conducted with interviewees most classes are characterized by a situation

where students are made to listen to their teachers and copy notes from the blackboard. Learning by doing, problem solving, cooperative learning and group approaches are limited.

The above result indicated that, the level of applying participatory learning styles by secondary school teachers were limited. But research findings showed that the teaching guided by a student-centered perspective can enhance students' motivation to learn and more important to their actual learning and performance (Deci & Ryan, 1991). Consequently, it may contribute for low achievement of students in secondary schools of Ilubabor Zone.

4.4. Output Indicators

This was the most popular definition with policy makers that refers to the short-term measure include cognitive achievement, completion ratios, entrance ratios to next/higher level of education; acquisition of desired skills, attitudes, behaviors, values rates, certification, individual skills, attitudes and behaviors

4.4.1. Overall Improvement has made in Secondary School

To assess the overall quality of education in secondary schools of Ilubabor Zone the following questions were administered to teachers and students. Each of items was measured along a five rating-scale were dispatched .The result was summarized in the following table**.**

Table-14: The Improvement in Secondary Schools.

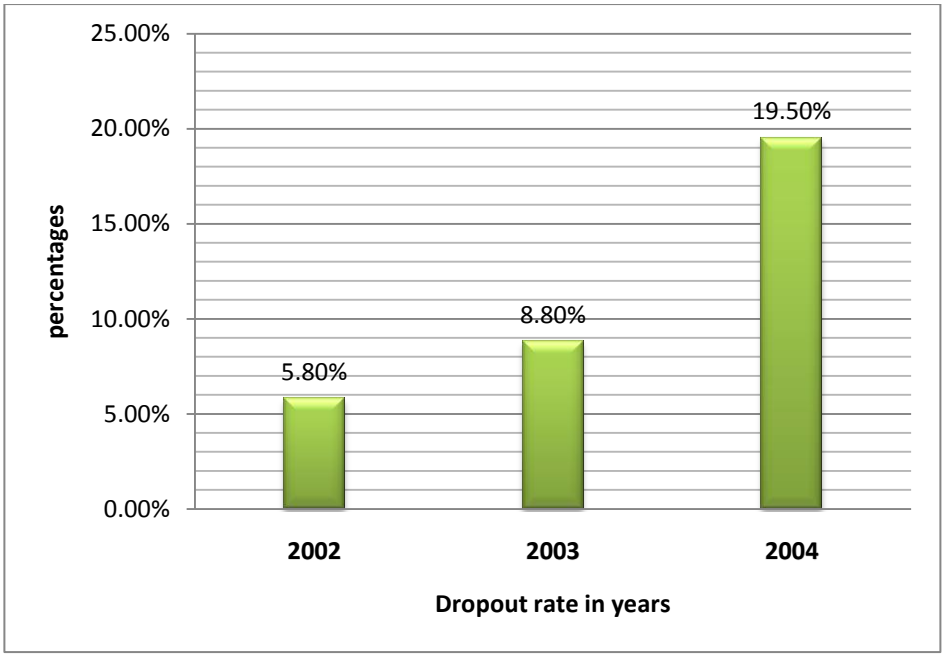
No	Items	Respondents	Agree		Undecided		Disagree		Total		Computed χ^2
			No	%	No	%	No	%	No	%	
1	The improvements has been made in terms of student promotion rate from one grade to the next grade	Teachers	26	28.8	11	12.2	53	58.8	90	100	8.762
		Students	57	46.3	8	6.5	58	47.1	123	100	
2	The improvements has been made in terms of students repetition	Teachers	32	35.5	13	14.4	45	50	90	100	14.185
		Students	43	34	11	8.9	69	56	123	100	
3	The dropout rate of the students has been decreased	Teachers	17	18.8	8	8.8	65	72.2	90	100	18.017
		Students	55	44.7	8	6.5	60	48.7	123	100	
4	The improvements has made in terms of students enrollment/participation	Teachers	50	55.6	9	10	31	34.4	90	100	7.057
		Students	60	48.7	10	8.1	53	43	123	100	

Key: The table value χ^2=9.487 at 0.05 significant levels with four degrees of freedom

With item 1 in table14, respondents were asked to rate their agreement levels on the improvements made in terms of student promotion rate from one grade to the next grade in secondary schools of Ilubabor Zone. Accordingly, (58%) and (47.1%) respondents reported their disagreement. That is the student promotion rate from one grade to the next grade was not improved. On the other hand, (28.8%) and (46.3%) respondents agreed with the statement. The result showed that, there was a limited improvement in secondary schools in term of the student promotion rate from one grade to the next grade. However, the result from document analysis indicated that the (grade9th) student's promotion rate in the classroom little improvement were observed for three years accordingly, 89%, 92% and 93% of students promotion rate in 2001 E.C, 2002 E.C and 2003 E.C respectively .The computed chi-square value χ^2 = 8.762 is lower than the critical value of chi-square, χ^2 = 9.487 at alpha level 0.05 with four degrees of freedom. This implies that there is no statistically significant difference between the opinions of the two groups on this item.

With regard to item 2 of the same table14, to what extent the improvement made in terms of students repetition rate in secondary school. Accordingly, (50%) and (56%) respondents disagreed .In other hand (35.5%) and (34%) respondents agreed on the item. Information

gathered through interview also indicated that, even if a little improvement were observed regarding to students repetition, still many number of students did not promoted from one grade to the next. Additional information from document analysis grade 9th student's repetition rate in Ilubabor Zone is observed for three years accordingly, 11%, 8% and 7% in 2001 E.C, 2002 E.C and 2003 E.C respectively. In relation to this assumption, as indicated in the literature, the level of pupils repeating in classroom also determines the quality of the education system. High repetition rate will indicate a lower quality of schooling. The rate of repetition would also be influenced by variations in the promotion standards of schools (EFA Workshop Group Report, 2005).



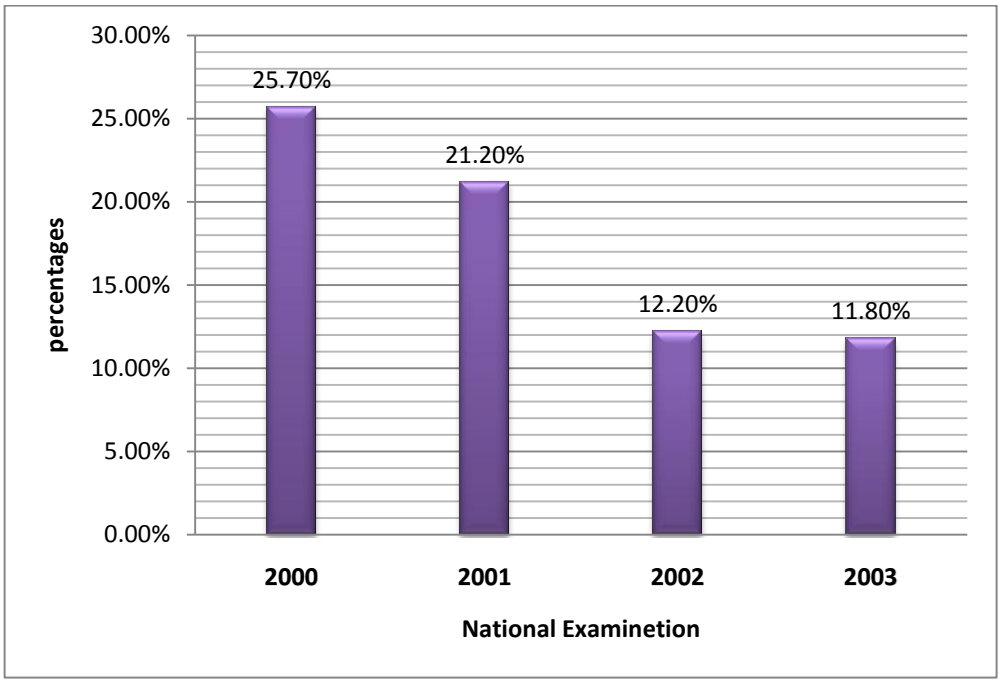
Source: Ilubabor ZED (2005)

Fig.2 The student dropout rate in secondary schools of Ilubabor Zone

With item 3 of table 14, respondents were asked to rate their agreement levels whether or not the dropout rate of the students has been decreased in secondary schools. As a result, the majority, (72.2%) and (48.7%) respondents disagreed with this statement whereas, (18.8%) and (44.7%) respondents agreed with the issue. From the majority of respondents, the study showed that, the dropout of grade 9-10th student's was not improved in the secondary

schools of Ilubabor Zone. On the other hand, form the interview held with school principals and secondary school supervisors indicated that the student's dropout rate in all secondary schools of the Zone were the great challenges to reduce as expected. At the beginning of the year the students were registered however, during the harvest period of coffee products many students leave the school. Additionally, the result from document analysis indicated that, the student dropout rate of secondary schools of Ilubabor was increased year to year.

Regarding item 4 of the same table, (55.6%) and (48.7%) respondents pointed out that they agreed on the improvements made in terms of student's enrollment/participation in the secondary schools. While (34.4%) and (43%) respondent disagreed with the issue. Even if the data showed the students enrollment indicted increased but the obtained information from document analysis the grade 9-10 student's enrollment were declined continuously for three years accordingly, 28585, 27245 and 23723 of students registered in 2002 E.C, 2003E.C and 2004 E.C respectively. Thus, from the above analysis, it could be concluded that student's enrollment/participation in the Ilubabor Zone was decreased for three year respectively. For detail information see appendix G.



Source: Ilubabor ZED (2005)

Fig.3: National examination student's achievement in secondary schools of Ilubabor Zone.

One indicator of school quality is students' scores on standardized or nationally comparable tests of achievement**.** According to the above figure indicated that, the result from document analysis indicated that, the student's result is declined in secondary schools of Ilubabor Zone. For instance, the Ethiopia General Secondary Education Certificate Examination (grade 10^{th}) score the pass mark to the next preparatory class is indicating a reduction for four year respectively that is 25.71%, 21.27%, 12.12% and 11.83% in 2000, 2001, 2002 and 2003 E.C respectively. Thus, from the above result, it could be concluded that the academic achievement in terms of national examination in secondary schools of Ilubabor Zone was declined year to year.

A chi-square test was calculated to check whether the difference opinion exists among the two group respondents, the computed chi-square value, χ^2=14.185, χ^2= 18.017 and χ^2= 19.957 for item 2 and 3 respectively, are larger than the table value χ^2=9.48 at 0.05 significant level with four degree of freedom. This showed that there is significance difference among the response of the two groups of respondents. From the above result, it could be concluded that, the over all quality education of in secondary schools of Ilubabor Zone is declining.

In relation to this assumption, as indicated in the literature education quality if it has achieved the stated goals or conformed to the specifications listed in the institutional plan or programme plans. Typical examples of quality indicators may include students' academic achievements, attendance rate, dropout rate and personal developments, number of enrolled in schools (Anzalone *et al*., 2003).

4.4.2. The Challenges Affecting the Achievement of Quality of Education

Secondary school teachers and students were asked the challenges that affect on quality education in secondary schools. Ten items have been listed to which the teachers and students were asked to respond. Each of items was measured along a five rating-scale were dispatched. The result was summarized in the following table.

Table-15: Factors that Affecting the Achievement of Quality of Education

No	Items		Agree		Undecided		Disagree		Total		computed χ^2
		Respondents	No	%	No	%	No	%	No	%	
1	Low interest of teachers in teaching profession	Teachers	43	47.7	2	2.2	45	50	90	100	3.451
		Students	64	52	5	4	54	43.9	123	100	
2	Low knowledge of teachers in teaching his particularly subject area	Teachers	20	22.2	12	13.3	48	53.3	90	100	10.196
		Students	31	25.2	7	5.7	85	69.1	123	100	
3	Large class size	Teachers	49	54.5	13	14.4	28	31.1	90	100	5.342
		Students	76	61.8	9	7.3	38	30.9	123	100	
4	Lack of pupil interest in education	Teachers	69	76.6	6	6.7	15	16.7	90	100	16.797
		Students	82	66.5	7	5.6	34	27	123	100	
5	Inadequacy of teaching facilities/ materials	Teachers	76	84.4	2	2.2	12	13.3	90	100	11.493
		Students	90	73.1	1	0.8	32	26	123	100	
6	Poor methods of teaching	Teachers	62	68.8	1	1.1	27	30	90	100	14.650
		Students	85	69.1	3	2.4	35	28.4	123	100	
7	Poor school management system to encouraging role model teachers	Teachers	78	86.6	1	1.1	11	12.2	90	100	14.245
		Students	102	82.9	7	5.6	14	11.3	123	100	
8	Lack of teachers training on different issues	Teachers	61	67.8	6	6.7	23	25.6	90	100	8.065
		Students	92	74	2	1.6	29	23.5	123	100	
9	Low participation of parents in the school issue.	Teachers	63	70	5	5.5	22	17.8	90	100	11.192
		Students	87	70.7	10	8.1	26	21.1	123	100	
10	Poor continuous assessment method	Teachers	22	24.4	-	-	68	75.5	90	100	5.634
		Students	22	17.5	3	2.4	98	79.6	123	100	

Key: The table value χ^2=9.487 at 0.05 significant levels with four degrees of freedom

Item 1 of table 15 investigated the interest of teachers in teaching in secondary schools. With regard to this, (50%) and (52%) respondents reported their agreement. However, 45 (50%) and 54(43.9 %) respondents disagreed with the statement. Respondents had also reported to the open-ended questions that the teachers were very interested regarding to their profession, however in terms of different incentive they had low interest when to compare with the others profession. Therefore, it can be asserted that most secondary school teachers in Ilubabor Zone were not very much interested in their profession because lack of motivation.

The computed chi-square value χ^2 =3.451 is lower than the critical value of chi-square, χ^2 = 9.487 at alpha level 0.05 with four degrees of freedom. This implies that there is no statistically significant difference between the opinions of the two groups on this item

In their reaction to item 2 of table 15, (53.4%) and (69.1%) respondents indicated that, the low knowledge of teachers in teaching his particularly subject doesn't affect the delivery of quality of education in secondary school. On the other hand, (22.2%) and (25.2%) respondents were agreed with the issue. The above data shown that, the knowledge of teachers doesn't affecting the student's to have low performance in secondary schools of Ilubabor Zone. Supporting this Lue, (2005) indicated, the most important factor affecting the quality of education is the quality of the individual teacher in the classroom. There is clear evidence that a teacher's ability and effectiveness are the most influential determinants of student's achievement**.** Additional, Darling-Hammond, (1997) stated that, the level of teachers' knowledge of subject is crucial and has been shown to be a good predictor of student achievement.

Item 3 table 15 denoted that, (54.5%) and (61.8%) respondents replied that the large class size in secondary school was greatly affecting the teaching learning process in the school. The rest respondents 28 (31%) and 38(30.9%) respondents disagreed with the statements. The computed chi-square value χ^2= 5.342 is lower than the critical value of chi-square, χ^2 =9.487 at alpha level 0.05 with four degrees of freedom. This implies that there is no statistically significant difference between the opinions of the two groups on this item. Therefore, the majority of respondents and interviewees agreed that the classroom in

secondary schools of Ilubabor Zone was over crowded and thus, they were not convenient to secure effective teaching learning process. To support the above finding, Ousman (2009) stated that, if the class size is too large, the teacher could not perform any of these activities effective or could not perform them at all. Therefore, the quality of education will be declined.

In reaction to item 4, of table 15, (76.6%) and (66.5%) respondents confirmed that lack of pupil interest in education was the most factors that affecting instructional process in the schools. On the other hand, (16.7%) and (27%) respondents answered to disagreed with the item. This data showed that, the interest of students was great factor on the proper practicing of instructional activities and on students' good achievements.

With item 5 in table 15, (84.4%) and (73.1%) respondents reported that, the inadequacy of teaching facilities/materials were the great factors that affecting the teaching learning activities in secondary schools. Whereas (13.3%) and (26%) respondents disagreed with the above issue. This result indicated that, the lack of school infrastructure and facilities were the most influential the quality of various elements of the educational process.

With item 6 of table 15, the respondents' agreement or disagreement to the extent of methods of teaching was affecting the students' achievement. In their response, (68.8%) and (69.1%) respondents indicated that agreed, whereas (30%) and (28.4%) respondents disagreed with the methods of teaching and its influence on students achievement. The reports from interview results from the schools principals and deputy principals indicated that, almost all teachers' used lecture method was the most common practices in their secondary schools. This may the factor for student's low academic achievement.

In response to item 7 of the same table 15, respondents were asked related to poor school management system to encouraging teachers work and the teachers' dissemination of good teaching activities. As a result,(86.6%) and (82.9%) respondents replied that absence of teachers encouragement was the most factor that affecting their instruction. On the other hand, (12.2%) and (11.3%) respondents disagreed with the statements. It's possible to

suggest, the absent of encouragement and role model of teachers was greatly affect the students performance in secondary schools of Ilubabor Zone.

While responding to item 8 of table 15, respondents were asked is the lack of teachers training on different issues was the factors that affecting the students achievement. Consequently, (67.8%) and (74%) respondents agreed that the absent of training on different issues were the most factors that affecting students achievement in their respective schools. Whereas, (25.6%) and (23.5%) respondents disagreed with the above item. From this finding, it is possible to conclude that the lack of different pedagogical training for teachers had its own pressure on the students' achievement.

The computed chi-square value χ^2 =8.065 is lower than the critical value of chi-square, x^2=9.487 at alpha level 0.05 with four degrees of freedom. This implies that there is no statistically significant difference between the opinions of the two groups on this item.

As presented item 9, of table15, (70%) and (70.7%) respondents showed their agreements on the low participation of parents in the school issue. However, (17.8%) and (21.1%) respondents disagreed with the participation of parents on the school issue. It can be conclude that, the parent didn't follow the progress of their students as well as the schools. Therefore, it may serve as a factor that affecting the students achievement in secondary schools of Ilubabor Zone.

Finally item10 of table 15, respondents was asked whether or not poor continuous assessment method affect the students' performance. Consequently, (75.5%) and (79.6%) respondents replied disagreed. Whereas, (24.4%) and (17.5%) respondents agreed with the idea. The above data indicated that, the continuous assessment method was not the strong factors on the student's achievements in secondary schools of Ilubabor Zone.

A chi-square test was calculated to check whether the opinion difference exists among the two group respondents, the computed chi-square value x^2=10.196, x^2=16.797 x^2= 11.493**,** x^2=14.650, x^2=14.245 and x^2=11.192 for item 2,4,5,6,7 and 9 respectively, are larger than the table value x^2=9.487 at 0.05 significant level with four degree of freedom. This shows that there is significance difference among the response of the two groups of respondents.

In the same way, the data obtained through the interviews, from the interviewees indicated that, the most factor that affecting the students achievement in their Zone were lack of schools material inputs such as class size, instructional materials (text books and reading materials), lack of pupil interest in learning, large class size and low participation of parents in the school issue were most influencing elements in determining students' achievement in secondary schools of Ilubabor Zone. Problems observed in the above table also had their own contribution to reduce the quality of education of secondary schools of Ilubabor Zone.

In relation to this assumption, as indicated in the literature Bruce, (as cited in Getahun Workeneh, 2002). School factors contributing to the achievement of education quality are considered many. They include the factors related to administrative and facility. These factors are stated as school qualities which include teacher qualities, classroom and instructional materials, facilities and school level organization .Characteristics of the pupils, teachers, teaching conditions, facility (building and materials).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This part of the study deals with the summary of the major findings, conclusion drawn on the basis of the findings and recommendations which are assumed to be useful in alleviating problems related to improving and ensuring the quality of education with particular reference to secondary schools of Ilubabor Zone.

5.1. Summary

Quality is the heart of education. It influences what students learn, how well they learn and what benefits they draw from their education. Whether a particular education system is promoted or not, quality of education can be judged in terms of input, process and output. The input indicators focus on instructional materials (textbooks, reference books, syllabus, teacher's guide, computer and plasma TV), school facilities (classrooms, libraries, laboratories, water supply, sufficient chairs and pedagogical center) human resources (instructional leadership and most importantly, teachers), and pupil-teachers ratio and pupil-section ratio. The process indicators include quality of leadership and management system and methods of teaching and assessment whereas the output indicators focus on the dimensions which can be expressed in terms of academic achievement (specifically, examination result of the students) and students' participation and retention ratios. The main purpose of this study was to assess the status of the quality of education in secondary schools of Ilubabor Zone in terms of input, process and output indicator .To address this purpose, the following basic research questions were raised:

1) To what extent are educational facilities, infrastructures and qualified personnel available to improve the teaching learning process?
2) What mechanisms are being employed by school leadership and teachers to carry out the teaching-learning process effectively?
3) Are the school leaders competent enough to facilitate effective teaching learning process?

4) To what extent the student's achievements has been improved?
5) What are the major challenges that secondary schools encounter in achieving the quality education?

Consequently, 94 teachers and 129 students were selected as a sample by using simple random and purposive sampling techniques respectively. Seven secondary school external supervisors, eight principals and eight deputy principals' were taken as a sample through purposive sampling technique. Data were collected from different sources through questionnaire, semi-structured, interview, observation and document analysis. Two hundred and twine three questionnaires were distributed (94 for teachers and 129 for students) out of which 95.7% were returned. Interview was also conducted with the secondary school external supervisors, secondary school principals and deputy principals. Moreover, checklists were used for document analysis and the observation.

The quantitative data gathered though questionnaires were analyzed using frequency, percentage, and mean and standard deviation. The chi-square test was also utilized to check whether there was significant statistical difference between the opinions of the respondents. The qualitative data gathered through the open-ended question item, interview, document analysis and observation were analyzed qualitatively by narration. Based on the analysis of the data, the following major findings were obtained:

- It was found by the study that all of the school principals, deputy principals and external supervisors were males.

5.1.1. Input Factors

- The finding of the study revealed that the sample teachers, principals and deputy principals have first degree. All most all (85%) of secondary school external supervisors also had first degree.
- With regard to service year of the respondents, the majority teachers (68%) had 1-15 years teaching experiences .Whereas (31%) teachers had 16-20 years of service. Similarly, the majority of the teachers, principals, deputy principal and secondary

school external supervisors had served for six years and above which implies that they are rich in experience.

- The study showed the inadequacy of educational facilities and infrastructure in secondary schools of Ilubabor Zone. The majority of respondents reported the shortage of well-equipped science laboratory, library and organized pedagogical center.
- The finding of the study indicated the insufficiency of such instructional materials as reference, textbooks, computers, syllabus books and teacher's guide books and different supportive manuals in the secondary schools of Ilubabor Zone.
- The findings of the study revealed that in- service professional training opportunities for teachers in secondary school of Ilubabor Zone were found to be low. The majority of respondents indicated that the teachers did not get sufficient professional training relating to such thing as teaching-learning methods, improving teaching language skill, continuous assessment, active learning methods, instructional planning and technique to motivate and encourage students in the classroom, computer application skill and on professional code of ethics.
- Pupil-section ratio was found to be >1:61 which implies that the class size is large in secondary school of Ilubabor Zone.

5.1.2. Process Factors

- The implementation of continuous assessment was found to be satisfactory in secondary schools of Ilubabor Zone.
- The quality of leadership and management of secondary schools with respect to discharging their responsibilities and duties was found to be unsatisfactory. The respondents complained that secondary schools leaders were incompetent enough to play their role. Respondents revealed that their leader, lacked capacity in technical management-leading, organizing, budgeting and controlling, communication in line with school goals and objectives, resource mobilization and communication with different stakeholders, ability to establish school pedagogical centers, ability to manage human resource, ability to conduct action research and ability to create open, transparent, collegial and positive work environment.

- As has been pointed out, the majority of respondents' including interviewee expressed that teacher- centered method as in use by teachers which is quite contrary to the policy requirement which is students centered method.

5.1.3. Output Factors

- The overall quality of education in secondary schools of Ilubabor Zone was found to be unsatisfactory. The findings of study revealed that the student promotion rate from one grade to the next grade was not improved, the repetition rates of students were increased, the dropout rate of students was increased and the academic achievement of students in terms of national examination is decreased.
- The results of the study indicated that the students' enrollment/participation is not in good situations in secondary schools of Ilubabor Zone.
- Regarding to the challenges that hinder the achievement of quality education in secondary schools teachers, students, school principals and supervisors confirmed which the presence of a number of factors that affect students achievement some of were(1) low interest of teachers in the teaching profession(2) large class size (3) student is lack of interest in learning(4) inadequacy of teaching facilities/materials(5) traditional methods of teaching (6) poor school management (7) teachers' lack of continuous professional training on different issue (8) and low participation of parents in the school activities.

5.2. Conclusions

Based on the findings, the following conclusions were drawn.

5.2.1. Input Related Conclusions;

1) With respect to educational qualification, the result showed that all teachers, principals, secondary school external supervisors and deputy principals had first degree. Thus, the educational qualification of teaching staff was found to meet the standard set by the MoE for general secondary schools. The secondary school principals and secondary school external supervisory in Ilubabor Zone, however, had lacked of appropriate qualification (master's degree). This, therefore, can influence the promotion of quality

education.

2) Concerning educational facilities, a shortage was observed. For instance, well-equipped science laboratory, well-equipped and up-to-date library, adequate water supply, well organized Offices for school administration and teachers and well-equipped pedagogical center were seriously lacking. To conclude, the educational facilities and infrastructure in secondary schools of Ilubabor Zone were found to be inadequate. This lacking of school facilities can, without doubt, influence the quality of education.
3) As shown in the findings, instructional materials in secondary were insufficient and do not promise the quality of education. Reference books, computer, syllabus books, and teachers' guides and different other supportive manuals were found to be shortage of the required level.
4) The majority of the teachers' responses indicated that they were not offered in-service professional training opportunity. This consequently could have a negative impact on the overall attitude of teachers which in turn could seriously influence the quality of education.
5) The number of students was large in classroom, higher than the national standard (61-70).Consequently it would be difficult for teachers to manage the classroom, to check students' performance, to use active learning method and continuous assessment. As a result, students' academic performance and achievement was found to be low and this, in turn led to the decline of quality of education.

5.2.2. Process Related Conclusions;

1) As shown in the findings, teacher-centered method of teaching namely the lecture method was dominantly used by the teachers. The implication, thus, is that the secondary school teachers were not implementing the students centered method of teaching. The effectiveness of secondary schools would be judged by the quality of academic performance achieved by learners and this happens when teachers apply participatory, active learning methodologies in the classroom.
2) The respondents included in the interviewees emphasized that the secondary schools leaders were incompetent enough to accomplish their role. Thus, there was lack of

professional qualification to ensure academic excellence. This was not up to providing quality of teaching learning.

3) Formative continuous assessment focuses on monitoring learning progress while the teaching – learning process is going on. Most of teachers use continuous assessment (tests, quiz, attendance, etc) to assess their students' academic performances in secondary schools of Ilubabor Zone.

Generally, student's achievement, in particular and quality education in general was found to be low in Ilubabor Zone. As the findings revealed that various factors contributed for low secondary school student's achievement in the Zone. Some of which were lack of infrastructure, educational facilities, instructional materials, in service professional training, class size, incompetent leadership, failure in implementing the students centered methods and others. These factors led to lowest in rank as compared to get the lowest rank other Zones of Oromia Regional State in terms of the performance of education.

The main implication of the study is that a Zone educational expert, woreda education Office, school principals and other concerned partners need to give serious attention for the factors identified in this research to improve students' academic achievement as well as enhance quality education in the Zone. Unless attentions are given to these challenges, the academic achievement of students in the Zone will continue declining. All these influence the people of the Zone and limit the development of both Ilubabor Zone in particular the Region and the country in general.

5.3. Recommendations

Based on the findings and conclusions drawn the following recommendations were forwarded.

5.3.1. Input Related Recommendations

1) It was revealed by the study that both secondary school principals and supervisors of Ilubabor Zone lacked a required qualification as per the standard set by MoE (master's

degree).Therefore, Zone Education Department and Werade education Office are advised to either assign those who have MA degree or upgrade the educational level of the already existing principals in a variety of mechanisms like allowing them to attend Masters class during summer in Educational leadership in Jimma University or other Universities.

2) The availability of educational facilities and instructional materials in secondary school are very essential to improve quality of education. However, the finding revealed that the there was shortage of educational facilities and instructional materials in secondary schools of Ilubabor Zone. Thus, the management of secondary schools is advised to try and equip their schools with necessary educational facilities and materials by generating resources through mobilizing local communities, preparing a project and submitting it to voluntary private owners and NGO's etc.
3) To make teacher's professionally competent, different strategies like induction or monitoring, collegial supervision and in-service trainings are recommended. However, the study showed that the teachers were not competent enough in playing their roles and discharging their teaching responsibilities due to such things as lack of in service professional training opportunities. For a teacher to remain professionally competent, pre-service training alone can not be enough. A continuous professional development need to be put in place to help teachers become perpetual learners and effectively perform their day-to-day professional tasks. Hence, it is advisable that the school principals, head of departments, the Woreda Education Office and Zone Education Departments arrange various training and discussion opportunities to capacitate teachers.
4) Class size is one of the common educational indicators for efficiency and quality of education. The majority of respondents suggested that the number of students per class was large (61-70), in which case it is difficult for teachers to manage the classroom, to check students' performance, to use active learning and continuous assessment. As a result, students' academic performance and achievement become low and this, in turn, results in the decline of quality of education. Therefore, to alleviate this problem, it is recommended that the ZEB, WEO and school officials in collaboration with NGOs and other voluntary partners build extra classroom, recruited extra teachers and mobilize the

community to support school with finance and materials.

The researcher feels that political leaders have acceptance by the community than school teachers and principals. Thus they need to be part of the effort of improving the awareness of the communities and get them involve in the school activities.

5.3.2. Process Related Recommendations

1) When the learning process depends on the talking of the teacher where the learner becomes a passive listener, the learner becomes submissive. As shown in the findings, teacher-centered methods of teaching mainly lecture methods were dominantly used by secondary school teachers of Ilubabor Zone. This implies teachers' level of understanding and skills in applying participatory/active learning styles. Thus, the ZEB, WEO and school Officials are advised to create opportunities for teachers to obtain necessary trainings on student-centered teaching-learning methods.
2) Leaders are essential in creating a quality culture. They play a significant role in assuring that the necessary resources are available to support quality of education. As shown in the findings, the secondary school leaders were incompetent to accomplish their role. Hence, the leaders of secondary schools need to have built their capacity through experience practice sharing, independent studies and others.
3) Finally, to better address the problems, it can be suggested that further studies need to be conducted in this area with regard to quality education including all level of school and with all quality education models.

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APPENDICES

APPENDIX A

Jimma University

Institute of Education and Professional Development Studies

Department of Educational Planning and Management

Questionnaire to be Filled by Teachers

General Directions:

The main purpose of this questionnaire is to gather relevant data to assess the status of quality education in secondary school of Ilubabor zone. The response you provide will have constructive and paramount importance for the successful accomplishment of this study. So, you are kindly requested to give your genuine response. Your response will be used only for academic purpose and remain confidential.

N.B

1. No need to write your name on this questionnaire.

2. Please, follow the general directions given under each part.

Thank you in advance for your co-operation

Part I: Personal data

Please, write your personal background on the space provided.

1. School_____
2. Sex: Male□ Female□
3. Educational level of qualification

a. MA/MSc ☐ B. BA/B. ed ☐

c. College diploma ☐ d. Other (please, specify_____

No	Teaching Experience year's	1-5	6-10	11-15	16-20	21 Above years
4						

Instruction: please put your options by marking with **"√"** on the space provide for each closed-ended item from the given rating scales. Give brief description of your opinions for open ended questions. Your responses for each item should be focused on your school context.

PART II

INPUT INDICATORS

1. How do you rate the degree of your agreement on the adequacy of **educational facilities** and **infrastructures** of your school? Use "✓ " mark to the corresponding answer.

Key: 5= Strongly Agree 4= Agree 3= Undecided 2= Disagree 1= strongly disagree

No	**Types of Facilities and Infrastructure**	**Rating Scales**				
		5	4	3	2	1
1.1	Well-equipped science laboratory with chemicals and equipment					
1.2	Well-equipped and up-to-date library					
1.3	Sufficient chairs in the classrooms					
1.4	Sufficient water supply					
1.5	Well organized offices for school management and staff for teacher s					
1.6	Separate and clean toilets for both boys and girls					
1.7	Well-equipped pedagogical center					

1.8 Please, enumerate if other insufficiency of educational facilities are faced in your schools --------

2. How do you rate the degree of your agreement on the adequacy of the following **instructional materials** in your school? Use tick ("✓") mark to the corresponding answer.

Key: 5= Strongly Agree 4= Agree 3= Undecided 2= Disagree 1= Strongly Disagree

NO	**Types of Instructional Materials**	**Rating Scales**				
		5	4	3	2	1
2.1	Sufficient syllabus books					
2.2	Sufficient teachers guide books					
2.3	Sufficient textbook for individual students					
2.4	Sufficient of reference books					
2.5	Different supportive manuals for teaching					
2.6	Computers lab for both teachers and students					
2.7	Plasma TVs					

2.8 What is the other scarcity that your school faces regarding instructional materials? ----------

3. How do you rate the degree of your agreement on the **in service professional training** opportunities offered in your school for academic staff? Use a "✓" mark to the corresponding answer.

Key: 5= strongly agree 4= Agree 3= Undecided 2= Disagree 1= strongly disagree

No	**Contents of Training**	**Rating Scales**				
		5	4	3	2	1
3.1	Training on teaching-learning methods					
3.2	Improving teaching language skill					
3.3	Cary out continuous assessment practice					
3.4	Active learning methods training					
3.5	Skill in instructional planning(daily lesson and annual lesson plan)					
3.6	Training on how to motivate and encourage students in the classroom					
3.7	Professional code of ethics					
3.8	Action research skills					
3.9	Training on continuous professional development(CPD)					
3.10	Computer application skill					
3.11	Academic and subject matter knowledge					

3.12 Please, enumerate if other training opportunities were offered ----------

3.13 What is the teacher/students ratio in your school?

A, 1:20-30 □ B, 1:31-40□ C, 1:41-50□ D, above 1:51 □

3.14. What is the average class size in your teaching class?

A, 30-40 □ B, 41-50 □ C, 51-60 □ D, above 61 □

3.15 If you answer for question no 9 is D what are some of the expected outcomes on achievement of quality education in the teaching learning process? ----------

3.16 In your opinion, the desired optimum class size will be:

A, 30-40 □ B, 41-50 □ C, 51-60 □ D, above 61 □

PART III

PROCESS INDICATORS

1. Please, rate the degree of your agreement on the **assessment methods** that you use to evaluate your students academic achievement; use tick ("✓") mark to the corresponding answer.

Key: 5= strongly agree 4= Agree 3= Undecided 2= Disagree 1=strongly disagree

No	**Methods of Assessment**	**Rating Scales**				
		5	4	3	2	1
1.1	Continuous assessment (tests, quiz, attendance, etc) are practiced					
1.2	Summative evaluation is given at the end of the semester					
1.3	Group work assignment in the classroom					
1.4	Individual assignment					

1.5 What other methods do you use to assess your students' achievement other than paper pencil test? Please, enumerate: --------- ----------

2. How do you rate the degree of your agreement on **the quality of leadership in your school**? Use tick "✓" mark to the corresponding answer

Key: 5= strongly agree 4= Agree 3= Undecided 2= Disagree 1=strongly disagree

No	**Quality of school leadership**	**Rating Scales**				
		5	**4**	**3**	**2**	**1**
2.1	Capacity in technical management-leading, organizing, budgeting and controlling					
2.2	Communication in align with school goals and objectives					
2.3	Ability of resource mobilization and communication with different stakeholders					
2.4	Ability to creation of school pedagogical centers					
2.5	Ability to manage human resource					
2.6	Ability to conduct action research and problem solving					
2.7	Ability to create open, transparent, collegial and positive work environment					

2.8 What other major leadership and management problems do you observe in your school? ---------

3. How do you rate the degree of your agreement on the **methods of teaching-learning** that you use in the classrooms? Use (" ✓ ") mark to the corresponding answer.

Key: 5= Strongly Agree 4= Agree 3= Undecided 2= Disagree 1=Strongly Disagree

NO	Teaching Methods	**Rating Scales**				
		5	4	3	2	1
3.1	Lecture method(Teacher-centered method)					
3.2	Demonstration method					
3.3	Questioning and answering					
3.4	Role Playing					
3.5	Group discussion					

6.7 What other teaching-learning methods process teacher use in classroom? ----------

PART IV

OUTPUT INDICATORS

1. How do you rate the degree of your agreement on **the improvement made** regarding the following issue Use (" ✓ ") mark to the corresponding answer.

Key: 5= Strongly Agree 4= Agree 3= Undecided 2= Disagree 1=Strongly Disagree

No	**Items**	**Rating Scales**				
		5	4	3	2	1
1	The improvements has made in terms of student promotion rate from one grade to the next grade					
2	The repetition rate of the students has been decreased					
3	The dropouts rate of the students has been decreased					
4	The improvements has made in terms of students enrollment/participation					

6. What other improvements has made in your school regarding the quality of education? --------

PART V

CHALLENGES ENCOUNTERED IN EDUCATION QUALITY

5. How do you rate the degree of your agreement on which **major factors that affecting the achievement of quality education** in your school? Use tick Mark "✓" to your corresponding answer.

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

No	**Challenges of Quality of Education**	**Rating Scales**				
		5	4	3	2	1
5.1	Low interest of teachers in their profession					
5.2	Low knowledge of teachers in teaching his particularly subject area					
5.3	Large class size					
5.4	Lack of pupil interest in learning					
5.5	Inadequacy of teaching facilities/ materials					
5.6	Methods of teaching					
5.7	Poor school management system					
5.8	Lack of teachers training on different issues					
5.9	Low participation of parents in the school issue					
5.10	Poor continuous assessment method					

5.11 What are the other challenges in your school concerning the achievement of quality education?-

5.12 What are the possible solutions?

APPENDIX B

Jimma University

Institute of Education and Professional Development Studies

Department of Educational Planning and Management

Questionnaire to be Filled by Students

General Directions:

The main purpose of this questionnaire is to gather relevant data to assess the status of quality education in secondary school of Ilubabor zone. The response you provide will have constructive and paramount importance for the successful accomplishment of this study. So, you are kindly requested to give your genuine response. Your response will be used only for academic purpose and remain confidential.

N.B 1.No need to write your name on this questionnaire.

2. Please, follow the general directions given under each part.

Thank you in advance for your co-operation

Part I: Personal Data

Please, write your personal background on the space provided.

1. Name of the School----------
2. Grade ----------
3. Sex : Male ☐ Female ☐

Instruction: please put your options by marking with **"√"** on the space provide for information in each closed-ended item from the given rating scales. Give brief description of your opinions for open ended questions. Every response is given based on your school context.

PART II

INPUT INDICATORS

1. How do you rate the degree of your agreement on the adequacy of **educational facilities** and **infrastructures** of your school? Use "✓ " mark to the corresponding answer.

Key: 5= Strongly Agree 4= Agree 3= Undecided 2= Disagree 1= strongly disagree

No	**Types of Facilities and Infrastructure**	**Rating Scales**				
		5	4	3	2	1
1.1	Well-equipped science laboratory with chemicals and equipment					
1.2	Well-equipped and up-to-date library					
1.3	Sufficient chairs in the classrooms					
1.4	Sufficient water supply					
1.5	Well organized offices for school management and staff for teacher s					
1.6	Separate and clean toilets for both boys and girls					
1.7	Well-equipped pedagogical center					

1.8 Please, enumerate if other insufficiency of educational facilities are faced in your schools --------

2. How do you rate the degree of your agreement on the adequacy of the following **instructional materials** in your school? Use tick ("✓") mark to the corresponding answer.

Key: 5= Strongly Agree 4= Agree 3= Undecided 2= Disagree 1= Strongly Disagree

NO	**Types of Instructional Materials**	**Rating Scales**				
		5	4	3	2	1
2.1	Sufficient textbook for individual students					
2.2	Sufficient of reference books					
2.3	Computers lab for both teachers and students					
2.4	Plasma TVs					

2.8 What is the other scarcity that your school faces regarding instructional materials? ----------

PART III

PROCESS INDICATORS

3. Please, rate the degree of your agreement on the **assessment methods** that most of you use to evaluate your students academic achievement; use tick ("✓") mark to the corresponding answer.

Key: 5= strongly agree 4= Agree 3= Undecided 2= Disagree 1=strongly disagree

No	**Methods of Assessment**	**Rating Scales**				
		5	4	3	2	1
3.1	Continuous assessment (tests, quiz, attendance, etc) are practiced					
3.2	Summative evaluation is given at the end of the semester					
3.3	Group work assignment in the classroom					
3.4	Individual assignment					

1.5 What other methods teachers use to assess your students' achievement other than paper pencil test? Please, enumerate: --------- ----------

4. How do you rate the degree of your agreement on the **methods of teaching-learning** that teachers use in the classrooms? Use (" ✓ ") mark to the corresponding answer.

Key: 5= Strongly Agree 4= Agree 3= Undecided 2= Disagree 1=Strongly Disagree

No	Teaching Methods	**Rating Scales**				
		5	4	3	2	1
4.1	Lecture method(Teacher-centered method)					
4.2	Students centered method					

6.7 What other teaching-learning methods process teacher use in classroom? ----------

PART IV

OUTPUT INDICATORS

5. How do you rate the degree of your agreement on **the improvement made** regarding the following issue Use (" ✓ ") mark to the corresponding answer.

Key: 5= Strongly Agree 4= Agree 3= Undecided 2= Disagree 1=Strongly Disagree

No	Items	Rating Scales				
		5	4	3	2	1
5.1	The improvements has made in terms of student promotion rate from one grade to the next grade					
5.2	The repetition rate of the students has been decreased					
5.3	The dropouts rate of the students has been decreased					
5.4	The improvements has made in terms of students enrollment/participation					
5.5	High academic achievement has made in terms national exam					

6. What other improvements has made in your school regarding the quality of education? ----------

PART V

CHALLENGES ENCOUNTERED IN EDUCATION QUALITY

6. How do you rate the degree of your agreement on which **major factors that affecting the achievement of quality education** in your school? Use tick Mark "✓" to your corresponding answer.

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

No	Challenges of Quality of Education	Rating Scales				
		5	4	3	2	1
6.1	Low interest of teachers in their profession					
6.2	Low knowledge of teachers in teaching his particularly subject area					
6.3	Large class size					
6.4	Lack of pupil interest in learning					
6.5	Inadequacy of teaching facilities/ materials					
6.6	Methods of teaching					
6.7	Poor school management system					
6.8	Lack of teachers training on different issues					
6.9	Low participation of parents in the school issue					
6.10	Poor continuous assessment method					

6.11 What are the other challenges in your school concerning the achievement of quality education?

5.12 What are the possible solutions?.

YUNIVARSITII JIMMAA

INISTIITIYUSHIINII BARNOOTAA FI DAGAAGINA OGUMMAA

MUUMMEE KAROORAA FI HOGGANSA BARNOOTAA

(Sagantaa Barnoota Digrii Lammaffaa)

Gaafannoo (Questionnaire) Barattootaan kan guutamu.

Jaalatamtoota deebistoota: Kaayyoon gaaffii kanaa rakkoowaan qulqullina barnootaa godina Iluu Abbaa Booraa keessa jiruu qorachuuf oddeeffannoo funaanuudhaafi, milkaa'ina qorannoo kanaatiif haqummaafi dhugummaan odeeffannoo atti keennituu gahee guddaa qaba. Kanaafuu, gaaffilee gaafatamtuuf deebii sirrii fi haqa ta'e akka keennituu kabajaan sii gaafachaa odeeffannoon atti keennituu kaayyoo qorannoo kanaaf qofa akka oolu sin hubachiisa.

Hub: Maqaa kee bareessuun hin barbaachiisu.

Gargaarsa Keessaniif baay'ee galatoomaa!

Kutaa I. Ragaa dhuunfaa

Qajeelfama I. Ragaa dhuunfaa keessan armaan gaditti guutaa

1. Maqaan mana barumsaa----------

2. Kutaa----------

3. Saala Dhira □ Dubara □

Qajeelfama II. Gaaffilee armaan gaditti dhiyaataniif qajeelfama dubbisuudhaan deebii gaafiidhaaf sirrii ta'a jettan saanduuqa armaan gadii keessaa filachuudhaan mallattoo (√**)** fayyadamuun deebii keessanii keennaa. Akkasumas bakka duwwaa isiniif kenname irratti odeeffannoo barbaachiisa kenna.

Qajeelfama III. Mana barumsa keessan keessa dhimmoota armaan gadii sanduuqa kessatti tarreeffaman keessaa kan mana barumsa kee qofa ilaalu filannoon sadarkaa shaniiniin kaa'ame jira. Kan waligaltu keessaa tokko filadhuutii mallattoo"√"kan irraati kaa'ii.

Hub; 1=Tokkollee hinjiruu 2=Ga'aa miti 3=Hinbeeku 4= Jira 5= Sirritti jira

Lak.	**Gosoota meeshaalee (Types of facilities and infrastructure)**	Sadarkaa filannoo				
1		5	4	3	2	1
1.1	Manni barumsaa keessan mana yaalii saayinsii ummaamaafi keemikaalota gahaa qabaa?					
1.2	Manni barumsaa keessan mana kitaaba mijaataa qabaa?					
1.3	Teessoon ga'aan kutaa barnoota keessan keessa jiraa?					
1.4	Bishaan qulqulluun mooraa mana barumsaa keessan keessa jiraa?					
1.5	Manni fincaanii kan dhiiraafi durbaan adda ba'ee jiraa?					
1.6	Kutaan haandhuura gabbisa barnootaa meeshaalee gutuu waliin jiraa?					
1.7	Birroo ga'aan bulchiinsa mana barumsaaf iistaaffi ga'aan barsiisotaaf jiraa?					
2	**Meeshaalee baruufi barsiisuuf oolan (instructional materials)**	5	4	3	2	1
2.1	Kitaabni gosa barnoota hundaan barattoota hundaa walga'ee jiraa?					
2.2	Kitaabni wabiif oolan ga'aan mana kitaaba keessa jira?					
2.3	Manni koompiitaraa itti shaakaltan jiraa?					
2.4	Mana barumsaa keessan keessa Pilaazmaan gahaan ni jiraa?					
3	**Tooftaalee madaallii kutaa keessaa(Methods of assessment)**	5	4	3	2	1
3.1	Barsiisonni keessaan madaallii walitti fufaan isiniif kennaa jiruu?					
3.2	Barsiisonni keessaan madaallii walii galaa dhuma samisteeraa (final exam) irraatti isiniif kennaa jiruu?					
3.3	Barsiisonni keessaan hojii garee adda addaa isiniif keennaa jiruu?					
3.4	Barsiisonni keessaan hojii dhuunfaa adda addaa isiniif keennaa jiruu?					
4	**Tooftaalee baruufi barsiisuu(Teaching methods**)	5	4	3	2	1

4.1	Barsiisonni barumsa barsiisaa giddu galeeffateen barsiisaa jiruu?					
4.2	Barsiisonni barumsa barattoota giddu galeeffateen barsiisaa jiruu?					
5	**Fooya'insaa M/barumsaa keessatti mula'aattee(improvements)**	5	4	3	2	1
5.1	Darbiinsi Barattootaa kutaadha gara kutaatti darbaanii fooyyaa'ee jiraa?					
5.2	Qabxiin qormaataa Biyyoolleessaa Barattoonni gaalmeessaan fooyyaa'ee jiraa?					
5.3	Kuufaatiin barattootaa M/barumsaa keessatti xiqqaachaa jiraa?					
5.4	Haarcaattiin barattootaa M/barumsaa keessatti xiqqaachaa jiraa?					
5.5	Hirmaanaan barattoota fooyyaa'ee jiraa?					

Hub 5=Baay'ee Ol'aanaadha 4=Ol'aanaadha 3=Hinbeekuu, 2=Gad'aanaadha, 1=Baay'ee gad'aanaadha

6	**Hudhaalee qulqullina barnootaa(Challenges encountered in education quality)**	Sadarkaa filannoo				
		5	4	3	2	1
6.1	Feedhiin Barsiisonni ogummaa isaanii irratti qaban.					
6.2	Dandeettiin Barsiisonni gosa barnoota irratti qaban					
6.3	Barattoonni daree tokko keessatti baratan lakkofsaan					
6.4	Feedhiin Barattoonni barumsaaf qaban					
6.5	Meeshaalee barnootaa M/barumsaa keessaa jiruu					
6.6	Ga'umsi bulchiinsa mana barumsaa qabu onnachiiftuu barsiisotaaf kennuu					
6.7	Tooftaan baruufi barsiisuu kan barattoota giddu galeeffate M/barumsaa keessatti kennamu					
6.8	Maddaalliin walitti fufaan barsiisotaan M/barumsaa keessatti kennamu					
6.9	Leenjii barsiisotaaf dhimmoota adda addaa irraatti kennamu					
6.10	Hirmmaannaa uumataa dhimmoota adda addaa irraatti					

7**. Gaaffilee armaan gaditti tarreeffamaniif haala gaaffii irratti hundaan'uudhaan yaada Dabalataa fi furmaataa kenni**

7.1. Meeshaalee fi fasiilitti mana barumsaa ilaalchisee rakooleen jiran

a. Yaada dabaltu ----------

b. Furmaata ----------

7.2. Meeshaalee baruufi barsiisuuf oolan ilaalchisee rakoolee jiran

a. Yaada dabaltu ----------

b. Furmaataa ----------

7.3. Tooftaalee Madaallii barsiisaan fayyadamu ilaalchisee rakooleen jiran

a. Yaada dabaltu ----------

b. Furmaata ----------

7.4. Tooftaalee baruufi barsiisuuf ilaalchisee rakooleen jiran

a. Yaada dabaltu. ----------

b. Furmaata ----------

7.5Fooya'insaa M/barumsaa keessatti mula'aattee ilaalchisee

a. Yaada dabaltu----------

7.6. Rakooleen qulqullina barnoota waliin walqabatan ilaalchisee

a. Yaada dabaltu ----------

b. Furmaata----------

APPENDIX C
Interview

Jimma University

Institute of Education and Professional Development Studies

Department of Educational Planning and Management

Interview for Principals and Deputy Principals

Part I: General information and respondents' personal data

1. School _____ Sex _____
2. Level of Education:_____
3. Experience years ----------

Part. II

1. How does your school make educational facilities available?
2. What is the average class size in both grades 9^{th} and 10^{th} in your school?
3. What are the average teaching staff /student ratio in your school?
4. How the management and instructors make any effort to evaluate the teaching – learning process such as methods of teaching and assessment techniques?
5. What can you say about students' academic achievement, in terms of promotion rate from one grade to the next grade?
6. What are the major challenges in your school concerning to bring quality of education?
7. What are the possible solutions?

Jimma University

Institute of Education and Professional Development Studies

Department of Educational Planning and Management

Interview for external supervisors

Part I: General Information and Respondents' Personal Data

1. School _____ Sex _____
2. Level of Education: _____
3. Experience years _____

Part. II

1. What does the Woreda education office support with respect to educational facilities, infrastructures and techniques look-like?
2. How does your school ensure the competency of teachers to bring about quality education?
3. Does your school offer on the job training opportunities to improve the quality of academic staff?
4. What are the major challenges in your school concerning to bring quality of education?
5. What are the possible solutions?

APPENDIX D

Jimma University

Document analysis and Observation

Institute of Education and Professional Development Studies

Department of Educational Planning and Management

Document Analysis

This study is aimed at an assessment of the current status of quality of education in secondary school of Ilubabor Zone. Therefore, the observation will focus on assessing, student's performance, dropouts**,** repetition and Indicators (Average) others related with quality of education

Zone----------Woreda……school ----------

Checklist I

I. Evaluation of students' achievement in classroom and E.G.S.E.C.E.

Grade	Student average achievement in classroom (%)									Grade 10th student achievement in E.G.S.E.C.E.								
year	2001 E.C			2002E.C			2003 E.C			2001E.C			2002 E.C			2003 E.C		
sex	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
9-10																		

II. Evaluation of students' dropouts and repetition

Grade	Students dropout in%									Students repetition in %								
year	2001 E.C			2002 E.C			2003 E.C			2001 E.C			2002 E.C			2003 E.C		
sex	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
9-10																		

III. Indicators (Average)

No	Items	10th	9th	Remark
1	Pupil teacher ratio			
2	Text books ratio			
3	Class size			
4	% of qualified teacher			

APPENDIX E

Jimma University

Institute of Education and Professional Development Studies

Department of Educational Planning and Management

Observation

This study is aimed at an assessment of the current status of quality of education in secondary school of Ilubabor Zone. Therefore, the observation focus on assessing physical facilities, textbooks, library, laboratory pedagogical resource center and others related with quality of education.

Zone---------- Woreda……school ----------

I. Availability of facilities in the school

No.	Items	Availabl e	Available but not satisfactory	Not availabl e
1	Well-equipped and up-to-date library			
2	Well-equipped natural science laboratory with chemicals and equipment			
3	Computer lab for both teachers and students			
4	Toilets for teachers and students separately			
5	Offices for teaching and administrative staffs			
6	Sufficient Chairs for individual students			
7	Pedagogical resource center			
	Sufficient with all subject			
	Made from local availability			
8	Water supply			

APPENDIX F

Mathematical calculation for determination of sample size for teachers

To determine the total sample size of teachers, the following formula was applied

$$\boldsymbol{Ps} = \frac{\boldsymbol{n}}{\boldsymbol{N}} \boldsymbol{X} \ \textit{No of teacher in each school}$$

Where, *Ps = Proportional allocation to size*

n = Total teachers' sample size (283)

N = Total number of teacher in the eight selected sample school (94)

Based on the above stratified formula, sample size of teachers in each secondary school was computed.

1. Mettu secondary school (teacher population = 29)

   $Ps = \frac{29 \times 94}{283} = 9.6 \approx 10$

2. Abdi Bori secondary school (teacher population = 67)

   $Ps = \frac{67 \times 94}{283} = 22.2 \approx 22$

3. Bilo Nopha secondary school (teacher population = 20)

   $Ps = \frac{20 \times 94}{283} = 6.5 \approx 6$

4. Ouka secondary school (teacher population = 21)

   $Ps = \frac{21 \times 94}{283} = 6.9 \approx 7$

5. Gore secondary school (teacher population = 41)

   $Ps = \frac{41 \times 94}{283} = 13.6 \approx 14$

6. Bedele secondary school (teacher population = 47)

   $Ps = \frac{47 \times 94}{283} = 15.6 \approx 16$

7. Burusa secondary school (teacher population = 21)

   $Ps = \frac{21 \times 94}{283} = 6.9 \approx 7$

8. Hurumu secondary school (teacher population = 37)

   $Ps = \frac{37 \times 94}{283} = 12.2 \approx 12$

The sum of the sample size of the above secondary schools

10+22+6+7+14+16+7+12 = 94

APPENDIX G

Student's enrollments' in secondary schools of Ilubabor Zone

Students enrollments'									
year	**2002**			**2003**			**2004**		
sex	**M**	**F**	**T**	**M**	**F**	**T**	**M**	**F**	**T**
	15366	**13219**	**28585**	**14708**	**12537**	**27245**	**12029**	**11694**	**23723**

Source: (Ilubabor ZED, 2005)