PRACTICES AND CHALLENGES OF SCHOOL IMPROVEMENT PROGRAM IN SECONDARY SCHOOLS OF ASSOSA ZONE

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DECLARATION

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

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Abbreviations/ Acronyms

ACT-Australian Capital Territory

AED-Academy for Educational Development

BEN-E-Basic Education Network in Ethiopia

BGNRS-Benishangul-Gumuz National Regional State

BGREB- Benishangul-Gumuz Region Education Bureau

CSA-Central Statistics Authority

E.C-Ethiopian Calendar

EIC-Education Improvement Commission

EQAO -Education Quality and accountability Office

ESDP-Education Sector Development

GEQIP-General Education Quality Improvement Package

ICT-Information Communication Technology

IQEA-Improving the Quality of Education for All

MDG-Millennium Development Goal

MOE-Ministry of Education

NCREL -North Central Regional Educational Laboratory

OECD-Organization for Economic Co-Operation and Development

PASDEP-Plan for Accelerated and Sustained Development to End Poverty

REB-Region Education Bureau

SEGE-Student Achievement Gap Elimination

SIP-School Improvement Program

TDP-Teacher Development Program

UNDP-United Nation Development Program

Abstract

The purpose of this study was to assess the practices and challenges of school improvement program in secondary schools of Assosa Zone. Hence, it examined the core activities of SIP: preparation made for SIP implementation, teaching-learning practices, safe and health school environment, school leadership and management, and community participation domains, and challenges encountered during SIP implementation in the study area. To accomplish this purpose, the study employed a descriptive survey method, which is supplemented by qualitative research. The study was carried out in randomly selected eight (50%) secondary schools of Assosa Zone. Then, 111 teachers were selected using random sampling techniques particularly lottery method. 40 SIP committee members were included in the study by using census. 75 students' representatives and 6 Woreda and Zone education supervision coordinators were involved in the study by using purposive sampling techniques. Questionnaire was the main instrument of data collection. Interview, document analysis, and observation were also utilized to substantiate the data gained through the questionnaire. Percentage, mean, standard deviation and one way ANOVA were employed to analyze the quantitative data, while qualitative data which was obtained through open ended questions, interview, document analysis, and observation were analyzed using narration. The results of the study revealed that, the preparation made for SIP implementation and SIP domain practices were not satisfactory. Stakeholders were involved in the difficult task of SIP implementation without having prior trainings. Its implementations were also inadequate in enhancing student achievement and reducing educational wastage (repetition and dropout). Furthermore, lack of training and experience sharing session, shortage of budget, and inadequate communication skill of school principals, inadequate monitoring and evaluation, shortage of support from community, lack of participatory decision making, lack of team work and collaboration, lack of school level policy and guidelines, inadequate willingness and commitments of stakeholders, and lack of school facility hinder proper implementation of school improvement program. From the result of the findings, it possible to conclude that, there is gap between policy intentions and actual practices. Finally, recommendations were drawn based on the findings. The point of the recommendations include: training opportunities on school improvement program for stakeholders through seminars, workshops and discussion forums about the program, develop school level policy and guidelines, participatory decision making and create and maintain a properly scheduled and organized formal monitoring and evaluation to enhance the school improvement progress and student achievements. Moreover, suggestions were forwarded to alleviate/solve the factors that hinder proper implementation of school improvement program.

CHAPTER ONE

1. THE PROBLEM AND ITS APPROACH

1.1 Background of the study

Education is a process by which man transmits his experiences, new findings, and values accumulated over the years, in his struggle for survival and development through generations. It enables individuals and the society to make all-round participation in the development of the process by acquiring knowledge, ability, skills and attitudes (MOE, 1994 E.C).

Education is recognized as a key instrument for over all development of every nation. It is a means of change and development. In relation to this, MOE (1994) and Lockheed and Verspoor (1991) argue that, education is a cornerstone of economic and social development. It improves the productive capacity of societies and their political, economic and scientific institutions. In addition to this, it plays a role in the promotion of respect for human rights and democratic values, creating the condition for equality, mutual understanding and cooperation among people. In this regard, quality education is the base for all rounded development of any nation.

So, schools are places where people come together to acquire knowledge. They are formal agencies where citizens are developed. Concerning this, Million (2010) noted that schools are the formal agencies of education where the future citizens are shaped and developed through the process of teaching and learning. According to him, schools need to help students to develop their potential to the fullest level. It prepares students for the future; teach them the skills they need to be successful in life; and motivate them to read, write and think creatively.

Therefore, it play a central role in the realizing these purposes of education, as they are institutions where the formal teaching and learning activity takes place. Hence, what is going on in schools could imply the performance of an education system. In this regard, Macbeth (as cited in Harris, 2005) notes that, improving the micro-efficiency of the

school has been viewed as a means of addressing some of the macro problems of the state and society. So, schools must improve their basic teaching and learning process aiming at helping and improving all students to raise their broad outcomes through school improvement program.

School improvement can be defined as:

> *A systematic, sustained effort aimed at change in learning conditions and other related internal conditions in one or more schools, with the ultimate goal of accomplishing educational goals more effectively (Velzen, Wim G.Van et al. as cited in Dalin, 1998, p.95).*

In supporting this idea, Hopkins *et al. (*as cited in Harris, 2002) school improvement is an approach to educational change that has the twin purposes of enhancing students' achievement and strengthening the schools' capacity for change.

Generally, as indicated above, the ultimate goal of school improvement is to enhance student's progress and achievement. Research shows that this is best achieved when schools extend their own capacity for development. Within the context of school improvement, capacity is the ability to enable all students to reach higher standards. Capacity may be built by improving the performance of teachers, adding more resources, materials or technology and by restructuring how tasks are undertaken. Most capacity-building strategies in schools focus on individual teachers. As Sergiovanni (in Harris, 2002) points out, teachers count in helping schools to be effective. Building capacity among teachers and focusing that capacity on students and their learning is the crucial factor.

Therefore, successful school improvement is dependent upon the schools' ability to manage change and development. As Hopkins (in Harris, 2002) suggests, real improvement is best regarded as a strategy for educational change that focuses on student achievement by modifying classroom practice and adapting the management arrangements within the school to support teaching and learning. This seeks building the capacity for change and development within the school as an organization. Capacity-building is concerned with creating the conditions, opportunities and experiences for

development and mutual learning. Building the capacity for school improvement needs paying careful attention to how collaborative processes in schools are fostered and developed. It implies that individuals feel confident in their own capacity, in the capacity of their colleagues and the school to promote professional development (Mitchell and Sackney, as cited in Harris, 2002).

According to IQEA (as cited in Hopkins. et al, 1994), schools are most likely to strengthen their ability to provide enhanced out comes for all pupils when they adopt ways of working that are consistent with their own aspirations as well as the current reform agenda. In this light, the IQEA approach to school improvement emphasizes on: development in the teaching and learning through the creation of conditions within schools for managing change successfully, school improvement led from within schools and focusing on areas that are seen to be matters of priority, collecting and engaging with evidence in order to move thinking and practice forward, and to evaluate progress, and collaboration among colleagues in partner schools, IQEA (as cited in Harris & Hageman, 2006).

As shown by the MOE (2007), to improve quality of the general education in primary and secondary schools, it designed general education quality improvement package (GEQIP) which consists of six programs or packages. These are: school improvement program (SIP), teacher development program (TDP), school management and, school leadership civic and ethical education program, curriculum improvement program, and information communication technology (ICT) program.

Hence school improvement program (SIP) is a national program developed by the Ministry of Education in 1999E.C, to improve students' results in primary and secondary schools. The objectives of the school improvement program are to: improve the capacity of schools to prioritize needs and develop a school improvement plan; enhance school and community participation in resource utilization, decisions and resource generation; improve the government's capacity to deliver specified amounts of schools grants at the woreda level; and improve the learning environment by providing basic operational resources to schools (MOE, 2008).

The regional government of the Benishangul Gumuz started school improvement program implementation in the year 1999E.C. in all schools of the region. Secondary schools of the region have been practicing SIP by formulating strategic plan that helps them in implementing the program. The SIP implementation consists of four domains, these are: teaching- learning practices, safe and healthy school environment, school leadership and management, and community involvement) which are focuses on students' academic achievement and quality education (MoE, 2007). The achievements due to implementing the SIP are: an increase in educational budget and, consequently, the number of secondary schools and students were increased. Currently, there are 42 secondary schools of which 16 are in Assosa, 7 in Kamashi, and 13 in Metekel Zones and 6 in other Liyu woreda (BGREB, 2003 E.C). However, improving the education quality and making the system efficient has encountered challenges.

On the other hand, when such new programs are introduced to an educational system and began to be implemented, it is worthy to assess the implementation process so as to identify the strengths and weaknesses in the process. The assessment, not only enables schools and educational leaders to identify the strengths and weakness in the implementation of the school improvement programs, but also provides us insight of what measures to be taken to improve the weaknesses and to expand their strengths as well. This in turn helps schools to make best out of the implementation of the programs. Therefore, making an assessment of practices and challenges of SIP seems to be essential in secondary schools of Assosa Zone.

1.2. Statement of the problems

Successful school improvement requires establishing a clear educational vision and a shared institutional mission, knowing how well the school is accomplishing that mission, identifying areas for improvement, developing plans to change educational activities and programs, and implementing those plans or new programs effectively. Therefore, for school improvement efforts to be successful, teachers, parents, community and business partners, administrators, and students must share leadership functions. Similarly, the

principals' role must change from that of a top-down supervisor to a facilitator, instructional leader, coach, and strategic teacher (Senge as cited in Peterson, 1995).

For school improvement to be effective, it requires a high level of commitment amongst staff to innovation and change. Without this commitment, it is clear that improvement efforts are unlikely to succeed. The support and involvement of staff is a critical component in securing meaningful change. An underlying feature of highly successful school improvement is the existence of collaboration and mutual support amongst staff. This will not occur unless efforts are made within the school to build the internal capacity and conditions that best foster and support school improvement (Harris, 2002).

On the other hand, implementation and monitoring are the actual "doing and checking" of the school improvement plan. A primary reason that school improvement plans fail to show success is that they are not kept in the forefront of the school's daily life and work. A plan that is put on the shelf and forgotten or initially implemented but neglected will not contribute to the achievement of the students at the school. The plan needs to be a living document that evolves according to the successes and needs of the students and staff, (SAGE, 2007).

Duffie and Balkon (in Marzano, 2003) also suggest that, in South Africa the initiatives of SIP was faced by lack of material resources; limited capacity of educational leaders; poor participation and lack of safe environment. Similarly, Harris (in Hopkins, 2002) has noted that, the difficulty to change school management and working culture as a problem to the SIP in developing country.

Supporting this, Havelock and Huberman (as cited in Rondinelli et al., 1990) described that, promoting change is difficult under any circumstance, but it is especially challenging in developing countries with uncertain and unstable economic, social and political condition, lack the physical infrastructure and experienced professionals.

Nowadays, SIP is being implemented in all primary and secondary schools of Ethiopia. There are however always expected challenges, whenever new programs such as SIP are being introduced and implemented. These challenges may stem from different sources.

First of all, the fact that new insights fail to put in to practice because they conflict with deeply held internal images of how the world works, images that limit our familiar ways of thinking and acting can be the major one. Resisting change can be considered as the nature of human being which appears that, no one is free from Senge (in Carlson, 1996). Secondly in poor countries, there are financial, social, and technical constraints that put forward undesired influence towards the implementation of new programs.

According to MOE (2006), the appointment of secondary school leaders in Ethiopia is very much based on experience and there is lack of qualified school leaders and it was found that it is less than satisfactory in performing technical management; building school culture and attractive school compound; participatory decision making and school management for teachers and students; creating orderly school environment by clarifying duties and responsibilities; and being skillful in human relations; communicating with different stakeholders. So, the capacities of secondary school leaders could hinder the plan and implementation of SIP. In addition to this, UNDP (2010) stated that one of the most important challenges of GEQIP is how well schools that is school level agents, are able to integrate all the various components of the program and align them on the key performance indicators of the program, namely: increased learning outcomes, completion rates, and secondary entrance.

ESDP IV also revealed that, major investments in improving the number and qualification of teachers and the availability of equipment, student achievement has not sufficiently improved. The gains in access are of little meaning if they are not accompanied by improving student learning. If students do not acquire significant knowledge and skills, Ethiopia will not be able to compete within a global economy. It is necessary therefore to shift attention to quality concerns in general and to those inputs and processes which translate more directly into improved student learning and which help change the school into a genuine learning environment (such as: quality-focused school supervision, internal school leadership, increased student participation, school-community partnerships).

According to Kalayou (2011), effective implementation of SIP in the light of meeting the needs of learners has been mainly affected by factors such as: lack of financial and material resources, low follow up and support of zonal education department and woreda education office, lack of commitment of the schools community for learners and poor cooperation and support of parents and partner organizations.

Frew (2010) also suggested that, the major problems that affected the effective implementation of SIP are; lack of trained special need teachers, insufficient budget and lack of school facilities, limited support of the community, lack of necessary awareness and practical involvement of students in the program. Supporting the above suggestions, Stoll and Fink (1996) also state that, lack of adequate preparation, capacity and lack of commitment are the major problems to SIP implementations.

In light of this the implementation of SIP in Assosa Zone secondary schools of BGRS was not performed effectively as the MoE strategies. Toward these even if access in primary and secondary schools increases, the students result was not improved as expected. This is due to various challenges that inhibit the effective implementation of the program in school level. By analyzing school supervision reports and panel discussion made with key stakeholders on SIP implementation, the regional education office identifies poor planning and its implementation (REB, 2001E.C). This is indicated by various planning procedures used by secondary schools and incorporating all 150 indicators in the schools strategic plan. Therefore, to run the program effectively and in similar way, the regional education bureau in collaboration with key stakeholders decides to focus on 74 selected indicators and distributed in a form of circular for all schools in the region at the end of 4^{th} quarter in 2001E.C. However focusing on half (74) of the indicators did not improve the effective planning and implementation of SIP. In addition, from the researcher own experiences students result was not improved as expected in secondary schools of Assosa Zone.

Furthermore, to the best knowledge of the researcher, there is scarcity of studies which focused on the issue in secondary schools of Assosa Zone. Therefore, all these initiated the researcher to investigate the research on practices and challenges of SIP in secondary

schools of Assosa Zone. Because of these and other factors the researcher attempted to answer the following basic research questions:

1. To what extent adequate preparation was made for effective implementation of the program in secondary schools of Assosa Zone?
2. To what extent SIP domains have been implemented in the schools?
3. What are the major challenges affecting the proper implementation of SIP in secondary schools of Assosa Zone?

1.3 Objective of the study

1.3.1 General objective

The overall objective of this study is to assess practices and challenges of SIP implementation in secondary schools of Assosa zone.

1.3.2 Specific objectives

Specifically, the study has the following objectives:

1. To describe preparation was made for effective implementation of SIP in secondary schools of Assosa zone,
2. To investigate the extent to which SIP domain activities are being implemented in secondary schools of Assosa Zone,
3. To identify the major challenges that hindered the implementation of SIP in secondary schools of Assosa Zone, and
4. To suggest the possible recommendations that help to solve the prevailing problems that the SIP implementation faces.

1.4 Significance of the study

The school improvement program needs to be emphasized by the government and educational experts to make an investigation in identifying the problems that hinder its

practices, and to recommend possible solution. Thus, the results of the study will have the following contributions as specific significances of the study.

a) The research may reveal the strength and weaknesses of practices, challenges and prospects of SIP in secondary schools of Assosa Zone. The essence of this may generate alternatives for the improvement of the schools as well as students achievement,
b) The research results will help to fill the knowledge gap about the approach, build consensus and raise awareness of stakeholders for better implementation and results,
c) It is also hoped that the study would contribute to the improvement of quality education by initiating responsible parties in school improvement program which ultimately ends with the highest learners' achievement.
d) It may help to encourage the PTA, teachers, principals, cluster supervisors, woreda education office experts, and, Assosa Zone education district to take actions against problems faced, and
e) It may kindle other researchers' interest to conduct further study on the topic.

1.5 Delimitations of the study

In order to make the study more manageable, the research has been delimited in concepts or issues, geographically and time. Regarding the concepts, although SIP includes or consists of 150 indicators; this study was delimited to 74 indicators. Because these indicators are selected and implemented by the regional education office with collaborative of primary and secondary school principals, cluster supervisors, teacher's representatives, and Woreda and Zonal education office stakeholders. Geographically the scope of this study was delimited to the sixteen secondary schools of Assosa Zone. Concerning the time, the study was conducted by focusing on practices and challenges of SIP from 2002-2004/05 E.C. of the secondary schools in Assosa Zone.

1.6 Limitation of the study

The study would be more comprehensive, if it included all (150) indicators set by MOE. However, due to BGREB restricted or decided to half (74) of the indicators the student researcher was forced to focus on half (74) of indicators. Consequently, the study might lack to generate sound findings that could address the overall SIP activities in the Zone. In addition the limitation of this study could be the fact that the findings cannot be generalized for all schools in Benishangul Gumuz National Regional State because it focused on only in Assosa Zone secondary schools. Furthermore, there was acute shortage of books or lack of updated related literature and similar research works on the topic, especially in Assosa Zone context impede the researchers from consulting more findings in the literature as well as in the discussion part.

1.7. Operational definitions of key terms

School Improvement Program - the process of improving educational inputs, improving the elements performance and conducting self-assessment based on varied school domains (teaching learning, school leadership and management, safe school environment, and community participation) to develop learning outcomes of students by improving their learning and behavior.

School improvement- To make schools better places for students to learn in.

School Improvement Committee- it is a committee set up from the school community and parents to implement SIP in the school.

Quality- Learners are supported in learning by their families and communities; provide adequate resources (instructional materials and textbooks), good working conditions for students and teachers; teachers use child-centered teaching approaches in well-managed classrooms and schools and skilful assessment to facilitate learning.

Implementation- Implementation is the carrying out, execution, or practice of a plan, a method, or any design for doing something.

Cluster Supervisor- A person (supervisor) to whom authority can be delegated to direct, coordinate, facilitate, improve and evaluate the performance of a group of schools which are geographically closest together to improve the learning outcomes.

Preparation- a preliminary measures that serves to make ready for something or making something for use. On the other hand, it is the gathering of the relevant and necessary resources while planning is the way of how and when the resources will be used to perform the activities.

1.8. Organization of the thesis/paper

This study was organized into five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, delimitations of the study, limitation of the study, and operational definition of terms. The second chapter presents review of relevant literatures. Chapter three presents research design and methodology including the sources of data, the study population, sample size and sampling technique, procedures of data collection, data gathering tools and methodology of data analysis. The fourth chapter deals with data presentation, analysis and interpretation. The final chapter presents summary, conclusions and recommendations of the study.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 The concept of school improvement

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

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

2.2 Definition of school improvement

The school improvement has been defined in different ways by different scholars. However, the definitions have common elements in that SIP targets to improve students' learning out come. According to Hopkins (2005) school improvement is defined as a

distinct approach to educational changes that enhances student's outcomes as well as strengthens the school's capacity for managing improvement initiatives. Hopkins further elaborated that school improvement is about raising student's achievement through focusing on the teaching and learning process and those conditions which support it.

Another definition for school improvement is given by Hopkins et al. (1994); school improvement is an overall approach or a result of specific application of an innovation. It is aimed at changing in order to achieving educational goals more effectively. Also, they discuss on two meanings or, senses, of school improvement. The first is common sense which relates to general efforts to make schools better places. The second is a more technical or specific phrases, School improvement as an approach to educational change that enhances students' outcomes as well as strengthening the school's capacity for managing change.

According to Plan international (2004) school improvement means making schools for learning. This relies on changes at both school level and within classroom, which in turn depends on school being committed to fulfilling the expectations of the children and their parents. In other words, school improvement refers to a systematic approach that improves the quality of schools.

Table-1 Elements of school improvement definitions

Elements of school improvement definitions	Sources: cited in Kirk D. Anerson, 2000
Systematic, sustained to improve outcomes	Van Welzen, 1985
General effort to make schools better	Hopkins et al.1994
Enhances student outcomes and capacity to manage change	Hopkins et al.1994
Ongoing problem solving and improvement as a process	Lofton et al. 1998

In general, the central idea of SIP is a process of sustained activity intended to improve students' learning achievement through different strategies and capacity building efforts.

2.3 Rationale of school improvement program

There are many reasons for such failures in education reform. Among them, the lack of comprehensive analysis and deep understanding of the changing environment and the complex nature of education reforms in a new era of transformation often tightly limit the mindset of concerned parties in policy formulation and reform practices. In policy-making, education leaders and practitioners often ignore the deeper meanings and implications of paradigm shift in education. In practice, they neglect the critical role of leadership to the success of education reform and they often maintain the traditional thinking of management and operation in education (Cheng, 2005).

Also, change usually emerges when there is dissatisfaction with the existing state of affairs. This is also true for educational changes. That is, when there is a sense of unhappiness in the existing operation of schools, Velzen described that; there will be a sustained effort in side of schools to change the conditions for teaching and learning. These changes are directed towards accomplishing new educational goals (cited in Husen and Postlethwaite, 1994).

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

According to plan international (2004), the school improvement program is a plan initiated education program based on long experience of supporting basic education in the

developing world. In other words, school improvement program supports the initiatives of government and others in achieving the goals of education for all by 2015. Specifically, the program aims to ensure support to every aspects of a school vital in creating conducive environment for children, supporting the school based plans, enhances the quality of children's basic education, achieve the enrolment, attendance and completion rates that meet the education for all goals, to promote the active participation of students and community in the school governance to hold individual school management accountable for students enrolment, attendance, learning and successful completion. Plan international has also suggested the core elements which have greater implication by the program elaborating that this programs aims to support schools in addressing core elements such as: ensuring teachers are competent and motivated, promoting active learning methods supported by appropriate teaching and learning aids, promoting active participation of children and parents in school governance, ensuring a safe, sound and effective learning environment establishing a relevant curriculum…. ensuring empowered and supporting school leaders and advocating for supporting supervision.

To this end, schools and educationalists in collaborate, designed to strengthen the schools ability to manage changes, to enhance the work of teachers, and ultimately to improve students achievements. Consequently, educationalists have developed reform programs that aimed at strengthening the schools' capacity to provide quality education for its pupils during the past ten years, which Hopkins termed as a school improvement programs (2002).

2.4 Approaches to school improvement program

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

2.4.1 The 1960's paradigm

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

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

2.4.2 The 1980's paradigm

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

Therefore, the improvement attempts the 'whole school' oriented and school based rather than outside school.

Table-2 the difference between the two approaches

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

Source; Dimmock, C. (1993)

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

2.5 School effectiveness and school improvement

A stream of school effectiveness studies, mostly employing quantitative techniques and large scale samples have provided some guidance as to the characteristics of so-called effective schools. These have generated checklist which, as even the researcher themselves readily accept, represent an oversimplification of a complex process. As indicated in one commonly quoted aphorism, we know what makes an effective school, but we do not know how to make schools effective (Dimmock, 2000).the process of school effectiveness, or managing change, is the core of the so called school improvement movement, to which increasing attention has swung over the past decade.

According to Mortimore (as cited in Bert, et al., 1997), school effectiveness has lead to major shifts in educational policy in many countries by emphasizing the accountability of the schools and the responsibility of educators to provide all children with possibility for high achievement, thereby enhancing the school need for the school improvement. School effectiveness pointed at the need for school improvement in particular by focusing alterable school factor (Murphy, in Bert, et al., 1997).

2.5.1 School effectiveness research

Over the past thirty years the school improvement research field has become a powerful influence in both educational policy and practice. The message that schools make a difference has provided the rationale for various school improvement programs and reform efforts. These have varied in scope and scale but all have been focused upon increasing student performance and achievement. One common way in which governments across many countries have sought to improve schools is through restructuring the education system. Within the United States, in particular, school restructuring has been a central component of educational reform and has dominated school improvement efforts. Yet, the success of restructuring as a means of improving schools remains questionable (Harris, 2002).

Also the aim of school effectiveness research is to explain the difference between schools by means of specific criteria. School effectiveness research explores possible differences in learning output and whether these differences are related to teacher, class or school characteristics. This school effect research is the study of "the scientific properties of school effects evolving from input-output studies to current research utilizing multilevel models" (Reynolds, and Creemers, as cited in Hulpia, 2004).

As Fullan (in Harris, 2002) notes, we have been innovating for student improvement for most of this century yet the extent to which this has resulted in improvement in the life chances of students is debatable. The concentration on system level reform and change has propagated a view of school improvement that is 'top-down' that is concerned with outcomes rather than processes. The preoccupation with 'outcome-led' school improvement has resulted in a drive for greater accountability and system-wide reform

that is premised upon improvement in standards and performance (Harris 2002). In addition to the above idea, the effectiveness research has found its origins from ineffective schools (Edmonds, in Reynolds, et al., 1996). If schools were totally perfect, fulfilling at most the satisfaction of pupils, parents and politicians at a local and national level, nobody would have thought about 'more' or 'less' effectiveness (Reynolds, et al. 1996:1).

> *The extent to which any (educational) organization as a social system, given certain resources and means, fulfils its objectives without incapacitating its means, resources and without placing undue strain upon its members.*

This definition implies that school have different possibilities to accomplish tasks at certain levels of effectiveness within a given resources and means.

2.5.2 Basic differences of school effectiveness and school improvement

It's important to find out whether more successful linking is a realistic option. It is rather obligatory today school effectiveness and school improvement can and learn from each other (Hopkins in Bert, et al., 1997), but the differences between the two may be so large that unlinking seems more rational. This depends, of course, on the actual kinds of differences. Some merely a suboptimal situation, that can easily be changed. For instance, school effectiveness as yet has paid little attention to policy contexts, which are very important for school improvers (Brown, Duffield & Riddell, in Bert, et al., 1997). Also, researchers have not been very devoted on studying school change, while improvers need data on processes and outcomes of change (Evans &Teddlie, as cited in Bert, et al., 1997).

School effectiveness and school improvements have different missions, carrying out a program for research versus carrying out a program for innovation. These missions have very practical implications, such as differences in the time perspectives of activities. For school effectiveness research there is no time limits, while school improvement always is an answer to a question requiring immediate action.

School effectiveness is ultimately directed at developing knowledge based on questions, theories and research results about phenomena in educational practice. It is directed to understand, to know objectively how education works, and to explain its processes and outcomes in terms of stable cause and effects (Hopkins, Ainscow & West, in Bert, et al., 1997). Educational practitioners, policy makers, and school improvers are focused on changes of education (Hopkins as cited in Bert, et al., 1997). They don't focus on the stability of characteristics, but are interested in the possibilities to change them (Hopkins et al., 1994 in Bert, et al., 1997). Making change in education in schools in classrooms always include the cooperation of schools, teachers and society in general. Validated objective knowledge is an important tool for this, but many others factors can influence the cooperation and involvement necessary to carryout school improvement. School improvers always have to deal with changing goals and means and with the subjective knowledge of everyone involved that is the specific cultures of students, teachers and schools (Hargreaves, in Bert, et al., 1997).

Finally, school effectiveness has shifted its focus to student learning and classroom level processes. Recent studies are paying more attention to the actual teaching and learning processes in classrooms and schools. School improvement however, has shown an expanding universe of factors, levels, and participants, for example in the restructuring movement. Traditionally, the school level was the level where most of the improvement actions take place, but now School improvement has expanded, starting out from the school level to encompass other educational levels, such as the school context. This has led to a proliferation of variables and supposedly important factors for improvement, and to the participation of, among others, parents, communities, and school district personnel (Mortimore, 1991and Morphy, 1992, as cited in Bert, et al., 1997). Merging however, changes may not so easy for more basic differences between effectiveness and improvement. These are summarized in the following table

Table- 3 the differences between effectiveness and improvement

School effectiveness	**School improvement**
Program for research	Program for innovation
No time limits	Need for immediate action
Focus on theory and application	Focus on change and problem solving
Searching for stable causes and effects	Dealing with changing goals and means
Searching for objective knowledge	Dealing with subjective knowledge
Strictness in the methodology and analysis	Design/development instead of evaluation
Focus on student learning/ classroom level	Expanding universe of factors and participants

Source: Bert et al., 1997.school effectiveness and school improvement merging

2.5.3 Linking school effectiveness and school improvement

One important reason for linking school effectiveness and school improvement could be that from the start school effectiveness had its roots not only in theory and research but in educational practice as well, school improvement projects introducing effective factors in the schools (Edmonds, in Hulpia, 2004). School effectiveness had led to major shifts in educational policy in many countries by emphasizing the accountability of the schools and the responsibility of educators to provide all children with possibilities for high achievements, thereby enhancing the need for school improvements (Mortimore, in Bert et al., 1997). School effectiveness pointed as need for school improvement in particular by focusing on alterable school factors (Murphy as cited in Bert et al., 1997).

School effectiveness and school improvement have different mission, responsibilities, and priorities. For instance, school effectiveness is essentially a research program that tries to develop a knowledge base of what happens in education, and to support this knowledge base by empirical findings. School improvement is responsible for innovation, for changes towards better schools, and cannot wait for a knowledge base. School effectiveness is a research and theory oriented program, school improvement is a practice

and problem solving oriented program. But more important than the different missions in the common missions that school effectiveness and school improvement still share: a mutual involvement in educational quality and the importance of education. As such, the key questions in both fields are essentially the same and there clearly is a need to integrate school effectiveness and school improvement more strongly (Gray et al., 1996; Reynolds & Stoll, 1996; Stoll & fink. 1996 as cited in Bert et al. 1997).

Also Creamers et al. in Hulpia (2004) suggested that, the discrepancies between the school effectiveness and the school improvement research are positioned at the theoretical level. From a practical point of view both approaches are rather complementary, since both aims at improving the quality of education. School effectiveness research and school improvement research might benefit from one another. However, in reality this relationship is rather troublesome. Furthermore, the take up improvement and effectiveness knowledge by practitioners has been unreliable, partial, and unsystematic. Therefore, the need has grown to adapt findings effectiveness research in function of their use in the context of school improvement.

In general, school effectiveness and school improvement are essential for the further development of educational science and educational practice ultimately depends on the efforts that researchers and improvers will invest it cooperation in any case, an infrastructure for cooperation has been established in recent years. So, school effectiveness and school improvement at least are on the same track (Gray et al., as cited in Bert et al., 1997).

2.6 The school change and school improvement

School improvement is the process of change. The relationship of school improvement and change is explained by Fullan (quoted in Stoll, and Dean Fink, 1996) when he indicates that “successful school improvement… depends on an understanding of the problem of change at the level of practice and the development of corresponding strategies for bringing about beneficial reforms”. Also they pointed out that, the relationship of school improvement and change “Although not all change is improvement, all improvement involves change”. In supporting the above idea, Hopkins

et al (1994) pointed out as the school improvement is a change process that has three over lapping phases. These are initiation, implementation and institutionalization.

Initiation is a decision of starting an innovation and developing a commitment. There are a number of factors related to initiation. These are issues like pressures from within and without the school, the availability of resources and consultancy support and the quality of the school's internal conditions and organization (Reynolds, et al., 1996). Moreover, according to the analysis of Miles (in Hopkins, Ainscow, & West, 1994)) factors that make successful initiation comprise: the innovation that tied to a local agenda and high profile local need; a clear, well structured approach to change; an active advocate or champion who understands the innovation and supports it.

During implementation skills and understanding of change are needed and responsibility is delegated to working groups of teachers. Activities under taken during the implementation phase include: the carrying out of action plans, the development and sustaining of commitment, the choking of progress and the overcoming of the problems (Reynolds, et al., 1996).

Institutionalization is a phase when innovation and change stop to be considered as something new and became part of the school's usual work (Hopkins, et al 1994). The key activities at this stage, according Mailes (in Hopkins, et al., 1994) include: an emphasis on embedding the change within the school's structures, its organization and resources; the elimination of competing or contradictory practices; strong and purposeful links to other change efforts, the curriculum and classroom teaching; widespread use in the school and local area; an adequate bank of local facilitators- advisory teachers for skills training.

2.7 Framework for school improvement

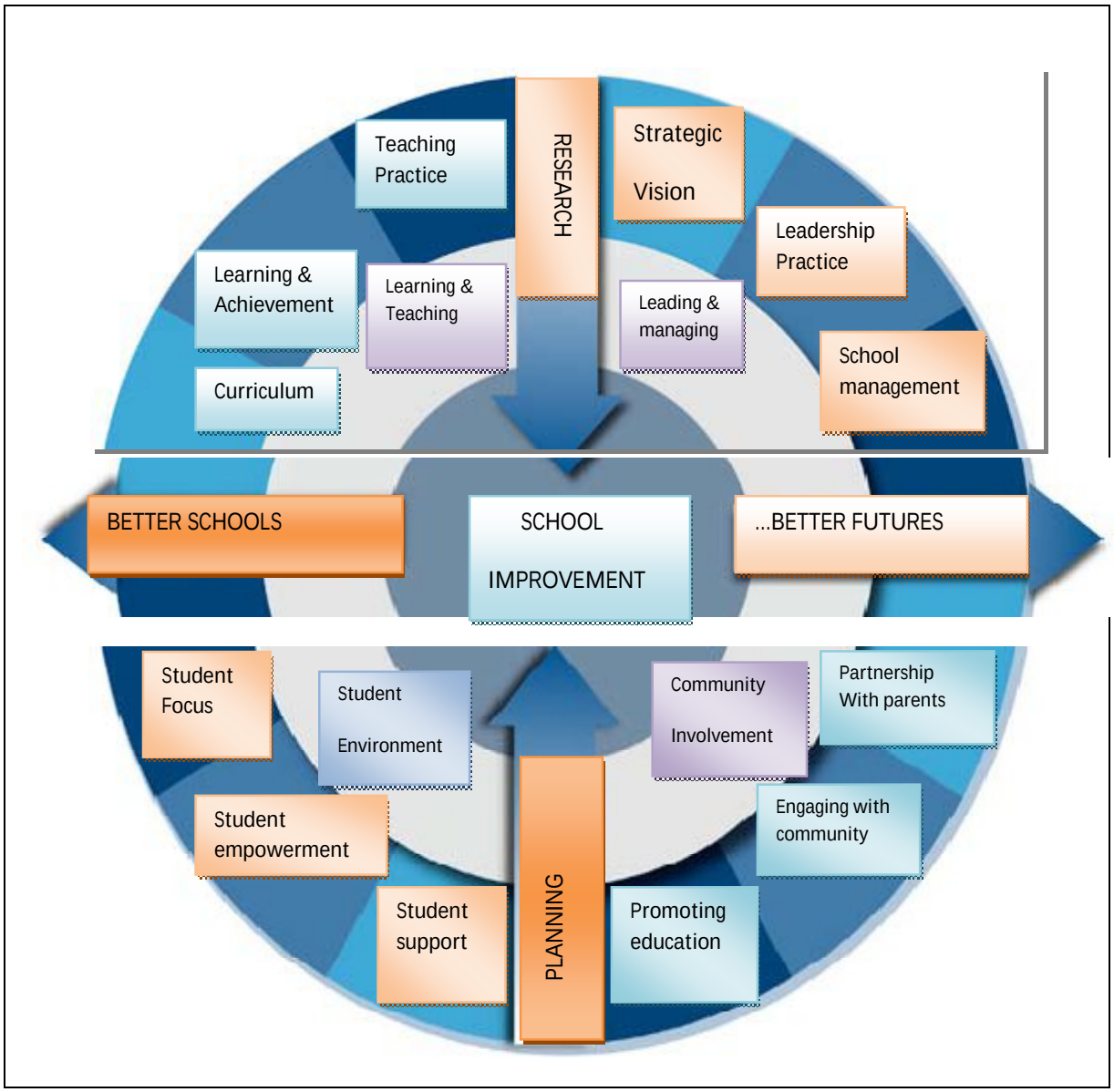
The School Improvement Framework supply the schools with a structure for raising quality, achieving excellence and delivering better schools for better futures. The framework sets up a dynamic relationship between research and planning that will assist

schools to undertake self-assessment, which is context-specific, evidence-informed and outcomes focused (ACT, 2009).

All ACT public schools will use the School Improvement Framework to critically examine their programs and practices. The framework provides a focus through which schools can evaluate the extent to which they are meeting stakeholder expectations, delivering on system priorities and implementing strategic initiatives.

As a result framework will help schools to: make best use of evidence-informed processes and tools to evaluate their performance, self-assess to identify school priorities, develop a four year school plan and an annual operating plan with a focus on improvement over time, establish accountability measures and targets that indicate their improvements and inform further planning report on their progress regularly (ACT, 2009).

Figure 1: The School Improvement Framework



Source: ACT Government (2009): School Improvement Framework

Effective implementation of the School Improvement Framework will see schools developing a cyclic approach to achieving and sustaining school improvement. The progress will be evident across four domains of school improvement: learning and teaching; leading and managing; student environment; and community involvement. The domains represent the four key areas in which school improvement takes place. They describe the essential characteristics of an effective school. They form a structure with which schools can review, question and analyze their systems and processes. School improvement relies on having sound measuring, monitoring and reporting processes in

place for each of the domains. Associated with each domain is a set of three related elements that further inform the nature of research and planning required by a school committed to ongoing improvement? They are the core components of each domain and are designed to guide the school on what they must address in order to achieve sustained success within each domain (ACT, 2009).

The learning and teaching domain describes the context in which the curriculum is delivered. High quality learning occurs when teachers make appropriate decisions about what is taught, how to engage students in meaningful experiences and how progress will be assessed to inform future actions. These elements describe how: Teachers apply their contemporary and professional knowledge to establish highly effective learning environments teachers set expectations, plan for success and assess learning outcomes, and school curriculum design and delivery establishes explicit and high standards for learning.

The leading and managing domain is concerned with communicating a clear vision for a school and establishing effective management structures. Leaders set directions and guide the school community in alignment of its purpose and practice. Effective leadership within the school is collegial, student centered and teacher focused, promoting a collective responsibility for improvement. These elements describe how: school vision is collaboratively developed to be realistic, challenging and futures oriented, leaders use reflective practices to appropriately manage people to achieve improvements to teaching and learning, and the school's leadership team demonstrates effective resource management to achieve results.

The student environment domain describes the promotion of positive and respectful relationships which are stable, welcoming and inclusive. In safe and productive learning environments students willingly engage and participate in the broad range of learning opportunities. They contribute to decisions about their learning and their contributions are valued. These elements describe how: quality learning environments are created to focus on student needs and foster potential skills and interests, schools create opportunities for students to develop into self regulating learners within and beyond the classroom,

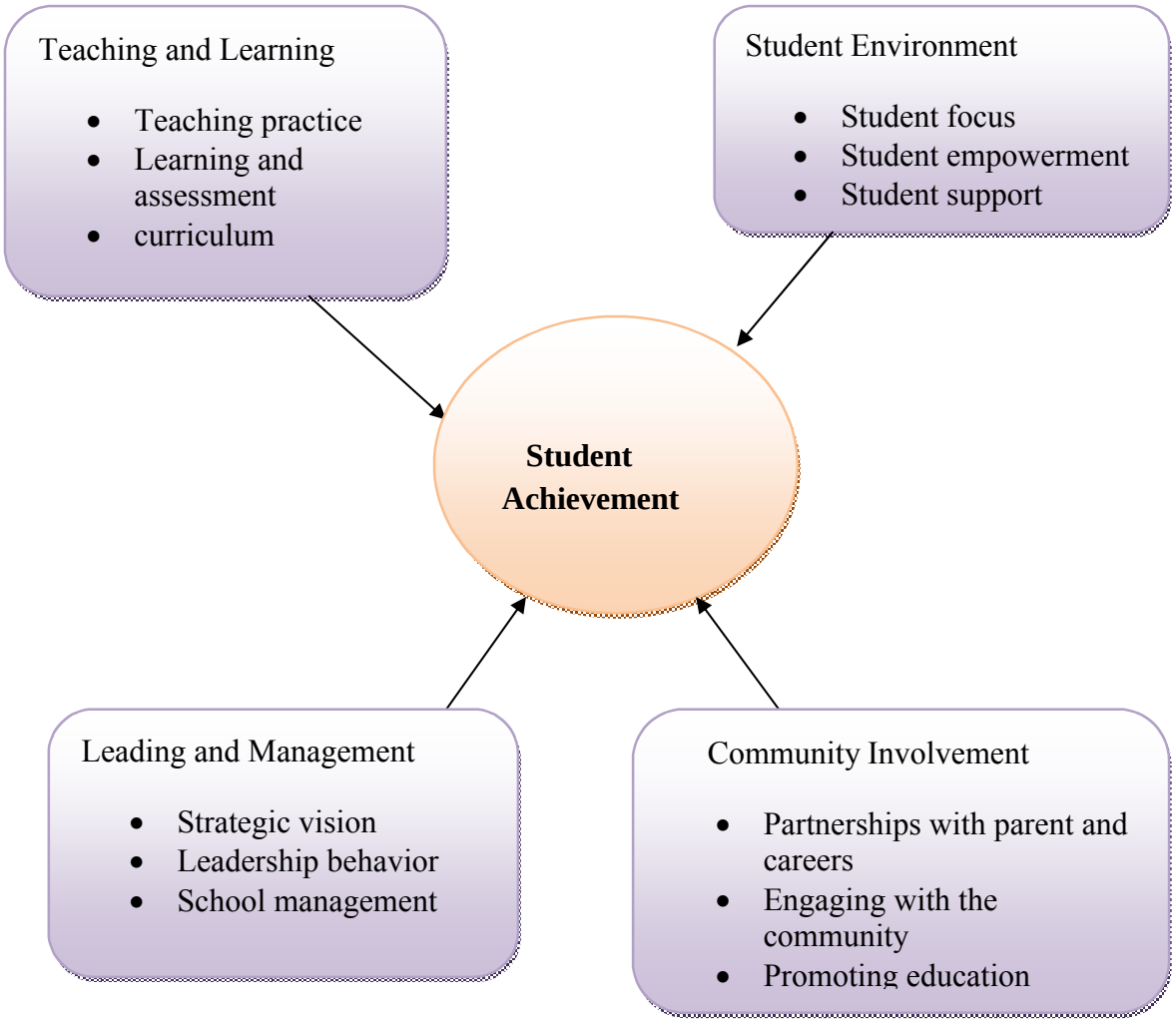
Schools value participation, and encourage student, and expression of new knowledge and understanding.

The community involvement domain describes the development of quality ongoing community partnerships and networks. Schools are responsive to community expectations, value diversity and encourage contribution. Positive futures and cultures of success are promoted as educational outcomes. These elements describe how: schools develop effective relationships with parents/careers to support student engagement with learning, the school enriches the curriculum through partnerships and activities involving the local community and resources the school celebrates successful learning outcomes and promotes its achievements across the wider community (ACT, 2009).

According to MOE, to ensure the quality of education, expertise of ministry of education and the region together by gathering the best experiences from the school of our country and by adopting other countries experiences prepared a framework of school improvement to be implemented by all levels of schools of our country.

In reliability of this, the school improvement framework context is a system which has tools or instruments enables to measure to what extent the schools are achievable using the standards. The framework provides principles that help schools enable to know their level what should do for the future and planned what kind of concrete result they need. Besides the main instruments are: tools that provides schools to evaluate and make decisions of their level according to the main domains of schools; tools that help to make survey research, that uses to collect information from stakeholders and report for essential issues and also using these tools can be able to evaluate, plan, implement, follow up and control, investigate revise and report the implementation of the school improvement program to the all stakeholders (MOE, 1999E.C.).

Figure 2: School improvement domain and its elements in Ethiopia



Source: MOE 1999 E.C: school improvement framework

2.8 The domains of school improvement program

MOE proposed new approach entitled school improvement program. It is developed based on the result of the review of the best practices of the schools all over the country, related literatures and positive experiences obtained from its pilot implemented. The SIP has four domains. Each domain links to each other. These domains refer the focus areas that the program is intending to make intervention in order to improve students' learning outcomes (MOE, 2007).

2.8.1 Learning and Teaching

Student learning is at the heart of school improvement. Learning is not strictly academic, but includes a broad range of knowledge, skills and attitudes from literacy skills to consciousness of and commitment to community and social issues. Learning doesn't just happen. It requires intentional and sustained efforts by teachers and students Stoll & Fink, 1996; Sammons, Thomas & Mortimore, 1997(in Early, et al., 2003). In addition to this, Student engagement has been identified as a precursor to student learning and was measured on two dimensions: 1) Students' relationship with the learning environment (school atmosphere/climate, student voice in decision-making on school direction, student participation in school activities, and student relations with teachers) and 2) Students' relationship to their own learning (motivation to learn, confidence in their own ability to succeed, relevance of courses/curriculum, interest in courses/curriculum).

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

According to Fenstermacher and Richardson, 2000; Fredriksson, 2004; Tattoo, 2000; UNESCO, 2004 (as cited in Leu, 2005) the characteristics of good teachers are: sufficient knowledge of subject matter to teach with confidence knowledge and skills in a range of appropriate and varied teaching methodologies, knowledge of the language of instruction, ability to reflect on teaching practice and children’s responses, ability to modify teaching/learning approaches as a result of reflection, ability to create and sustain an effective learning environment, understanding of the curriculum and its purposes, particularly when reform programs and new paradigms of teaching and learning are introduced, general professionalism, good morale, and dedication to the goals of teaching ability to communicate effectively, ability to communicate enthusiasm for learning to students, interest in students as individuals, sense of caring and responsibility for helping them learn and become good people, and a sense of compassion, good character, sense of

ethics, and personal discipline, and ability to work with others and to build good relationships within the school and community.

So, schools domain of teaching learning process focused on three elements, these are, teaching practice, learning assessment and the curriculum. Therefore, teachers are expected to plan, to make adequate preparation and present learning activities. In addition to this, research has found that the traditional teaching method is extremely inefficient as all students must be taught with the same materials at the same point in time. And students that do not learn quickly enough with this method can quickly fall behind, rather than being allowed to learn at their natural speeds. To address the limitations with the traditional teaching method, the MOE is strongly encouraging all teachers to use a range of active learning methods in the classroom, (MOE, 2007).

Teacher effectiveness is expressed most commonly in terms of student academic achievement, an element more easily (and less expensively) measured than some other essential outcomes of good education. Despite this, some research indicates that teachers may not be as concerned with student learning as they are with student behavior and motivation, managing activities and resources, and completing activities within the time available. Although many teachers would dispute this finding, Nuthall (as cited in Leu E., 2005) suggest that teachers believe that student interest and involvement automatically leads to learning, constituting both a necessary and sufficient condition for worthwhile student learning. In addition to this, teaching and learning approaches are central to quality. They include learning time, teaching methods, assessment, feedback, incentives, and class size.

To this end, teachers need to have an adequate academic and professional knowledge. Besides, they are required to apply appropriate teaching methods that help in teaching large and diversified classroom. Here, the preparation and utilization of teaching aids from locally available materials is another concern of teachers. Hence, in order to get teachers in such position, their appointment will be made in such a way that their qualification could fit with the level they are teaching. To enable them adequate trainings will be provided (MOE, 2007).

In order to ensure, whether students acquired adequate knowledge or not, teachers need to conduct timely and continuous assessment. Class works, home works, short tests, individual or group works should be provided timely by teachers. They need to record students results and give timely feedback as soon as possible. As a result, assessment methods are used in each grade to assess student learning, and based on the results, teachers provide extra teaching support, made discussions with parents and evaluate and modify their teaching methods to underperforming students. In addition, the curriculum dealings emphasizes that teachers should give feedback to evaluation in accordance with students age, development level, and interest and it describes the subject that needs special attention in the school improvement endeavors, (MOE, 2007).

Curriculum is the foundation of the education system. The Ministry of Education has published curriculum policy documents that set out expectations for student learning in each grade and subject area. The expectations… describe the knowledge and skills that students are expected to develop and to demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed. To set a goal for improving the way curriculum is delivered, principals, teachers, school councils, parents, and other community members participating in the improvement planning process must understand the expectations set out by the ministry and how well the students in their school are achieving those expectations, (EIC, 2000).

Teachers understand the curriculum (in terms of age, relevance, and integration) and develop and use supplementary materials in the classroom to improve student learning. One of the key responsibilities of teachers is to study the curriculum and develop supplementary materials for use in the classroom. It is important for schools to provide the time and support that teachers need to develop these supplementary materials (MOE, 2007).

In general, school improvement is concerned with raising student achievement and developing other desirable student characteristics by focusing on the teaching/learning process and the conditions that support it. Also teaching and learning focused on active learning, problem solving, learner centered, and discovery approaches in which students

not only acquire information but do something active with it, analyze and use it to create more deep understanding and new knowledge.

2.8.2 Student environment (safe and health school)

According to Estyn (2001), healthy school environment for teaching and learning reflect confidence, trust and mutual respect for cooperation between staff, students, government, parents and wider community is essential for purposeful effort and achievement. Best school leaders encourage good working relationship and overcome the worst effects by contrasting on developing positive environment, high achievement and progress. Also, Townsend (1997) conducted a comparative study between America and Australian schools on factors which mostly help the schools to be effective and concludes that an effective schools primarily characterized by good leadership and staff, good policies and a safe and/or supportive atmosphere in which staff, parents and students are encouraged to work as teams toward common goals.

According to EIC (2000), effective schools share a set of characteristics that add up to an environment that fosters student achievement. By setting goals to improve a school's environment, principals, teachers, school councils, parents, and other community members can make their schools more effective places in which to learn. Effective schools share the following characteristics. These are: a clear and focused vision; a safe and orderly environment; a climate of high expectations for student success; a focus on high levels of student achievement that emphasizes activities related to learning; a principal who provides instructional leadership; frequent monitoring of student Progress; and strong home-school relations.

Also Stoll et al. (2008) suggest that, growing number of educators are focusing their efforts on improving the work environment of teaching. In place of the typical school's norms and practices that isolate teachers from one another, some schools are initiating new norms and practices that encourage teachers to cooperate with one another and with administrators on school improvement. The primary goal of these collaborative schools is effective teaching and learning; other objectives are that teachers will be accorded respect as professionals and that staff harmony will increase.

School improvement is ultimately about the enhancement of student progress, development and achievements, so it not surprising that most research evidence points towards the importance of teacher development in school development. It has been shown that schools that are successful facilitate the learning of both students and teachers. An essential component of successful school improvement interventions is the quality of professional development and learning. Collegial relations and collective learning are at the core of building the capacity for school improvement. This implies a particular form of teacher development that extends teaching repertoires and engages teachers in changing their practice (Hopkins *et al.,* in Harris, 2002). Highly effective school improvement program reflect a form of teacher development that concentrates upon enhancing teaching skills, knowledge and competency. It involves teachers in an exploration of different approaches to teaching and learning. Whether informal or formal, continuous professional development is central to maintaining and enhancing the quality of teaching. Professional development tends to encompass different types of knowledge: research knowledge, information from outside the school (for example from inspection), teachers' personal knowledge, and knowledge teachers construct as a group.

Safe and health school environment expresses the promotion of positive and respectful relationships which are stable, welcoming and inclusive. In safe and productive learning environments students willingly engage and participate in the broad range of learning opportunities. They contribute to decisions about their learning and their contributions are valued. These elements describes how quality learning environments are created to focus on student needs and foster potential skills and interest; schools create opportunities for students to develop self- regulating learners within and beyond the classroom and schools value participation, and encourage students expression of new knowledge and understanding. Therefore, Students have developed a habit of taking responsibilities and leading a disciplined life and motivated to learn and actively participate in lessons. In Addition MOE (2010) suggest that, safe schools needs a collaborative work at the school and community levels to support inclusive education for children and teachers with special needs and also, Parents / guardians of children with special needs are actively involved in the school. So teachers are responsible to use various teaching methods in

order to meet the diverse student needs in the classroom, and sufficient learning and teaching materials are available.

Regarding to school facilities, Schools provide quality school facilities that enable all staff to work well and all children to learn. These school facilities are: a teachers room with desks and storage; a playing area for students; adequate teaching materials; reference materials; a fence around the school grounds; tea rooms; one desk and chair per child; a library; a pedagogical centre; sufficient number of toilets for teachers, girl students and boy students; clean safe water for drinking and hand washing; soap and water at all toilets; hygiene education for all students; daily cleaning of toilets; good management and maintenance of water and sanitation facilities; and, for high schools a laboratory and IT centre (MOE, 2010). Parents can also play an important role in improving and maintaining the school, including the classrooms, the sports field, the tree plantations, the vegetable gardens, the nursery, etc. this can be particularly important if parents feel that their contributions of knowledge, contribute to a building fund, to enable schools to increase their classrooms. This is usually done through a monetary contribution (MOE, 2006).

In general, if the school improvement program to be more effective and produce fruitful work, schools should be an example of a good home. Any frustration condition must be removed from the school environment. Safe and health school should be freely available for each student. Ethical differences, gender bias, rape abduction, discrimination etc are those factors that pollute the school environment. Also, schools principals treat all individuals with dignity and respect; make decisions based on data from stockholders, skilled on problem solving and conflict resolution, finally flexible in dealing with students learning needs.

2.8.3 School leadership and management

Leadership can be defined as providing vision, direction and support towards a different and preferred state-suggesting change (Harris and Muijis, 2005). Also Louis and Miles (in Harris and Muijis, 2005) suggest that successful change leaders consistently articulated a vision for their schools, so that everyone understood the vision, most

importantly; they shared influence, authority, responsibility and accountability with the staff in shaping the vision.

School leadership has become a priority in education policy because it believe to play a key role in improving classroom practice, school policies and the relations between individual schools and the outside world. As the key intermediary between the classrooms, the individual school and the whole education system, effective school leadership is essential to improve the efficiency and equity of schooling (Pont et al., 2008).

School leaders must lead their school through the goal-setting process in which student achievement data is analyzed, improvement areas are identified and actions for change are initiated. This process involves working collaboratively with staff and school community to identify discrepancies between current and desired outcomes, to set and prioritize goals to bridge the gap, to develop improvement and monitoring strategies aimed at accomplishing the goals, and to communicate goals and change efforts to the entire school community. Principals must also ensure that staff development needs are identified in alignment with school improvement priorities and that these needs are addressed with appropriate professional learning opportunities (Waters, et al., 2003).

Day et al. (2010) suggests that the most successful school leaders are open-minded, ready to learn from others, flexible, have a system of core values and high expectations of others, and are emotionally resilient and optimistic. It asserts that these traits enable successful leaders to make progress in schools facing challenging circumstances. The study in particular found out that successful school leaders share certain attributes, such as strong sense of moral responsibility and belief in equal opportunities; belief that every pupil deserves equal opportunity to succeed; respect and value for all people in and connected with the school; passion for learning and achievement; and commitment to pupils and staff. These key attributes are common to almost all effective school leaders.

Also the way in which leaders apply core practices demonstrates their capacity to respond to the context of the school in which they work. The evidence suggests that the school's

context influences the selection and combination of practices used, with disadvantaged schools requiring a greater number of leadership practices in order to effect change. The way in which successful leaders apply these practices will be influenced by a number of factors, including their judgments about the conditions for teaching and learning in the school; the confidence and experience of their staff; and the behavior, aspirations and attainment levels of the pupils the skills and qualification of the leaders (Day et al., 2010).

Research by Price water house Coopers (2007) indicates that due to the breadth and depth of roles and responsibilities of the school leadership, there are a set of key (almost timeless) challenges at the heart of school leadership. This includes: ensuring consistently good teaching and learning; integrating a sound grasps of basic knowledge and skills within a broad and balanced curriculum; managing behavior and attendance; strategically managing resources and the environment; building the school professional learning community; and developing partnership beyond the school to encourage parental support for learning and new learning opportunities.

In our context, school leadership consists of principals, vice principals, school committees composed of teachers, students, parents and different groups of the community as well as educational leaders in different levels that are found out of schools. These bodies are expected to be vanguard in the school improvement program. Since, primarily accountability for the failure of schools and responsibility of suggesting possible solutions lies on the shoulder of the leadership of the school, the school leadership should be organized in decentralized way. Besides proper, timely support and training will be rendered to the leadership (MOE, 2007).

Therefore, the school leadership and management domain is concerned with communicating a clear vision for a school and establishing effective management structures. Supporting this MOE (2010) suggest that structures and processes exist to support shared leadership in which everyone has collective responsibility for student learning and School polices, regulations and procedures are effectively communicated and followed. In addition to this, the schools decision-making and administrative

processes (including data collection and analysis, and communicating with parents) are carried out effectively.

Thus effective leadership within the school is collegial, student-centered and teacher focused, promoting collective responsibility for improvement. These elements describe how school vision is collaboratively developed to be realistic, challenging and futures oriented; leaders use reflective practices to appropriately manage people to achieve improvements to teaching and learning and the school's leadership team demonstrates effective resource management to achieve results.

2.8.4 Community involvement

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

In addition to this, Research tells us that parental involvement is one of the most significant factors contributing to a child's success in school. When parents are involved in their children education, the levels of student's achievement also increases. Students attend school more regularly, complete more homework in a consistent manner, and demonstrate more positive attitudes towards school. They also are more likely to complete high school. Parental involvement helps a child succeed in school and later in life. To ensure parents are informed about and involved in their children's education,

schools must foster partnerships with parents. Because parental involvement is one of the most significant factors in a child's success, it is crucial that all schools set a goal in their improvement plans for increasing it (EIC, 2000).

Communities and PTAs are playing important roles in all aspects of education from raising resources to managing schools. Resources are mobilized for building classrooms and schools. PTAs and community members are active in advising on the benefits of education and in encouraging parents to send their children to school so as to increase access and reduce dropout. Financial resources are raised and used to purchase basic equipment and materials, to hire and even to pay contract teachers. PTA involved in school management, preparing annual plans, follow-up disciplinary cases. Hence, communities are funding new school buildings, building teachers' houses, running non-formal education initiatives, and encouraging girls to go to school and be retained in school until they complete a given education level. However, PTAs and communities still need further capacity enhancement in carrying out quality support to help schools to function as desired (MoE, 2005).

In addition, another role that has grown in recent times to add to the repertoire of tasks to be handled by school leaders is that of collaborating with other schools or communities around them. Schools and their leaders are strengthening collaboration, forming networks, sharing resources, or working together. Moreover, school leaders are becoming more broadly engaged in activities beyond their schools, reaching out to their immediate environment and articulating connections between the school and the outside world (Hargreaves et al., 2008). Educational leadership is also about bringing the community together to contribute to vision sharing and achieving common goals. According to Leithwood et al. (2006), community relationship is building collaborative culture with the stakeholder by festering shared beliefs, sense of common goods, and cooperation through networking the school to the wider community, delegating to achievement of common goals for improved learning outcomes.

According to MOE (2006) school cannot succeed without the support of the parents and community. It is therefore essential for the school principal to develop good relations

with parents especially. The simplest level is to ensure that parents and communities are always informed about what is happening in the school. Parents and communities cannot provide the necessary support for learning without a good understanding of what the school actually does. Thus, the school should communicate regularly with the community, and should receive both positive and negative feedback at regular intervals. The period for such communications should be agreed upon, and should be regular such as once a month, or once a term. It is important to consider what school responsibilities can be shared with the parents.

School improvement planning can only lead to genuine and profound change if schools have at least a minimum level of resources to work with. Without such resources, the school improvement program could become de-motivating. This can be improved when parents and local communities actively participating in school improvement planning and implementation (MOE, 2010). Quality improvement depends strongly on the actions which the school staff and the surrounding community undertake. School staff will therefore be given the necessary tools (such as guidelines on school improvement plans), the necessary resources (through a school grant system) and relevant training to help them prepare their own plans and take relevant action in response to whatever challenges they have identified. The combination of these strategies is expected to lead to a significant improvement in student achievement.

Development of a healthy sense of community may be necessary for the long-term success of school-improvement activities. These activities can be quite disruptive in a school, often leading to changes in established roles and relationships and challenging fundamental assumptions about teaching and learning. Unless a sound fabric of interpersonal relationships can be woven as improvement activities are planned and launched, potential benefits of these activities may be lost to tension and dissension. Therefore, school community involvement domain describes the improvement of community partnership and networks. Schools are responsive to community expectations, value diversity and encourage contribution. Positive futures and success are promoted as educational outcomes. MOE (2010) suggest that, Teachers meet with parents when necessary, and at a minimum twice per semester, to provide quality reports and to discuss

their child's learning achievement and schools successfully mobilize the community to provide resources to support implementation of the School Improvement Plan. In addition to this schools are active in communicating and promoting the importance of education in the community. The word active indicate that school work on five key activities. These are: return children to school that have dropped out; retaining children in school who are at risk of dropping out (e.g. orphans); enrolling children who have never been to school; promoting the importance of education in the community for development; and, providing free adult literacy education classes for community members MOE (2010).

Also, School communities will be responsible for the allocation of resources under the SIP components. In addition, parent teacher associations (PTAs)/ school improvement committees (SICs) will be involved in the school self-assessment and improvement processes in their respective school and the issuing of school grant.

2.9 The school improvement program initiatives in Ethiopia

In Ethiopia, with the intention to improve the quality of education, much effort has been exerted. Due to a great effort exerted to implement the education and training policy, various promising results were registered. For instance, during beginning of the program many efforts were made to assess the experience of the best promoting schools within the country and the experience of the other countries. Different guidelines and frameworks were developed and awareness raising training was conducted at different level (MOE, 2007). However, school improvement program is a very widespread phenomenon and a wide variety of improvement efforts can be create. To be of any importance for school effectiveness, school improvement should use the school effectiveness knowledge base, and be directed to the application of this knowledge as a focused intervention, emphasizing implementation, emphasis outcome, and evaluation techniques to practices school improvement program. As already noted, through, significant improvement like access to education has been occurred. But, still there are problems related to access, quality, equity, relevance as well as leadership and management that require critical interventions, if the education is to be an instrument for the realization of the goals set by the ministry of education.

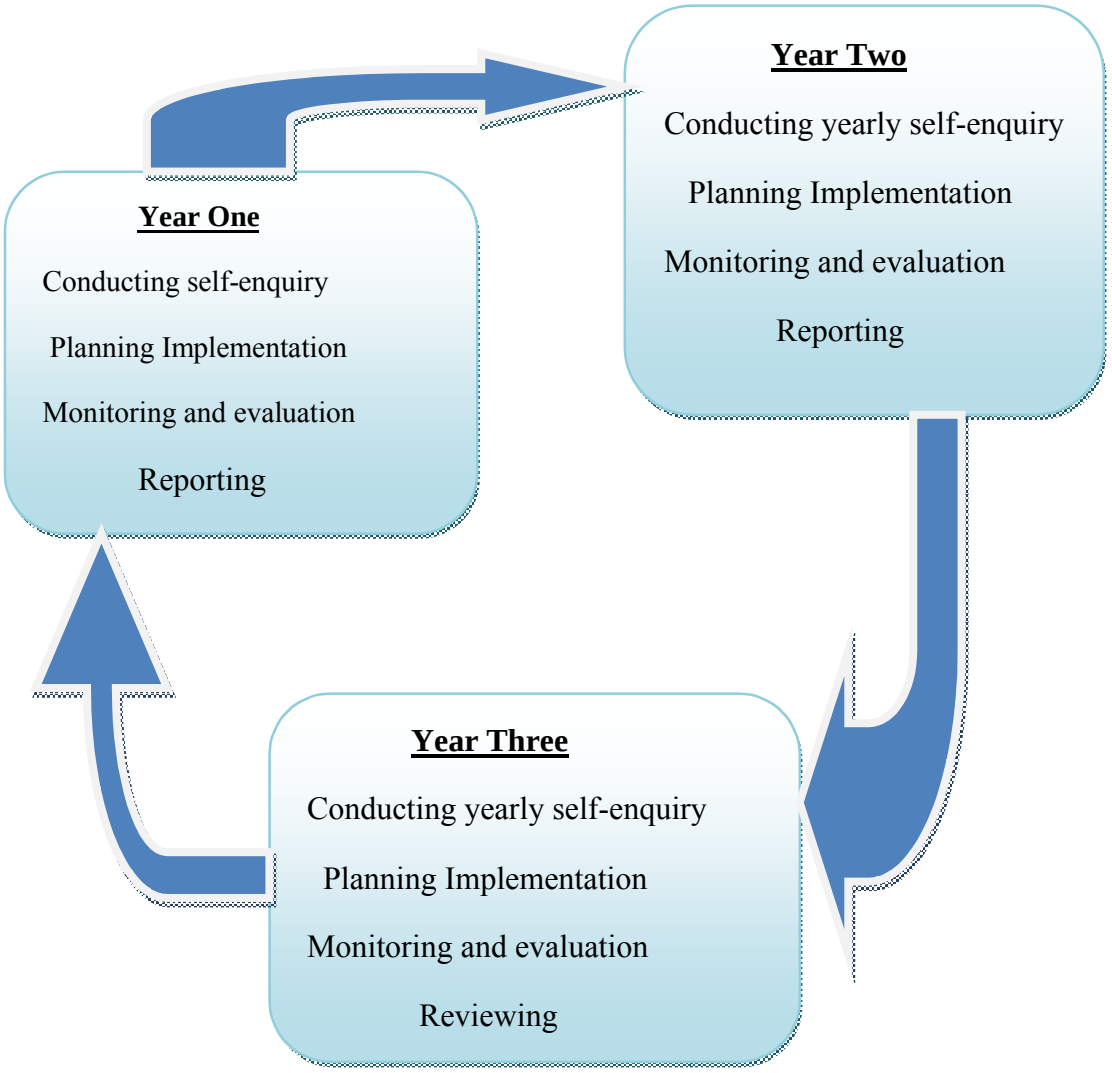
Accordingly, the MOE has developed the six general education quality improvement package (GEQIP) such as: i) school improvement program(SIP), ii) teacher development program (TDP), iii) school management and school leadership, iv) civic and ethical education program, v) curriculum improvement program and vi) information communication technology (ICT) program. School improvement initiatives have developed as strategies to the strong government commitment to improve the quality of general education at all levels. Hence, the implication is that Ethiopia is to meet its EFL and MGD enrolment and completion targets, the quality of schooling must improved through employing different innovation strategies and the ministry of education, in collaboration with Regional Education Bureaus, to ensure the equitable provision of quality education (MOE, 2007).

2.10 The school improvement cycle

MOE has also developed school improvement cycle, a system consists of several tools and processes by which schools able to conduct self-enquiry, develop strategic plan, implement the plan, monitor and control the progress and report to the stakeholders.

The SIP framework identified that, the process of SIP is not only continuous, and cyclical but also modified on the basis of information obtained from both external evaluation and self-enquiry which the school itself conducted at the end of each year as well as at the end of three years. The strategic plan of school improvement program covers three years. There are activities to be performed as per years. The following figure briefly depicts activities to be performed within three years.

Figure 3 school improvement cycle



Source: MOE, 1999E.C.School improvement framework

In the first year of the SIP such major activities as: preparation, collection of information, system survey, deciding performance level of the school, designing SIP plan, implementation of the plan, monitoring and evaluation as well as reporting are conducted by participating all stakeholders (parents, students and teachers etc). In the second year, schools evaluate the improvements achieved in line with the goals set and priorities identified. To this end, new issues or priorities that might be considered will be identified and modification of the plan will be made. Besides, standards on which self-enquiry was not conducted in the first year will be selected and finally, report will be prepared and presented. In the third year, while the implementation is on effect, schools monitor those

improvements observed through self-enquiry. Moreover, external bodies evaluate the performance of schools and provide them with the feedback. (MOE 1999, E.C)

2.11 School improvement planning

Planning for improvement is a disciplined process through which a school communities and board reflect on relevant information about both context and achievement and design strategies for enhancing those areas that can be positively influenced. The true measure of improvement planning effectiveness, of course, is the degree to which improvement planning, implementation and monitoring produce positive change in student achievement and growth over time (EQAO, 2005). When board and school staff develops improvement plans collaboratively with representatives of their school communities and school councils, they are more likely to engender a sense of shared responsibility and shared commitment to bringing about the required changes. Therefore shared responsibility and decision making are the cornerstones of successful planning. EIC (2000) suggest that, a school improvement plan is also a mechanism through which the public can hold schools accountable for student success and through which it can measure improvement. One of the first steps a crucial one in developing an improvement plan involves teachers, school councils, parents, and other community members working together to gather and analyze information about the school and its students, so that they can determine what needs to be improved in their school.

The improvement plan should incorporate the following key components, to be effective. These are: a review of the previous improvement plans (before the creation of a new improvement plan, all stakeholders should be given the opportunity to re-examine the data that have been gathered throughout the year and to discuss the effectiveness of the previous improvement plan); strategies(selecting the strategies that will make a difference to student achievement is a critical); indicator of success(it provide schools and board with standard against which they can measure their progress toward a goal); timelines for status updates (timelines must allow for data collection and analysis, reflection, implementation, professional development, status updates and revisions); resources required(both staff and community members need to understand the implication of

improvement planning on budgets); roles and responsibilities(clearly assigning responsibility will ensure that each strategy of the improvement plan has a "champion" to support its implementation) and performance targets(precise target- setting requires that the school and the board determine the level of student achievement expected) (EQAO, 2005).

According to MOE (2007) the purpose of school improvement is about improving students learning and their learning outcome at higher level. Hence, schools primarily need to conduct self-enquiry on the weaknesses and strengths of their current performance. This gives them the actual current picture and a basis for future improvement. Self-enquiry is an essential means for schools to create a sense of responsibility and accountability for students learning and to practically show their accountability to their stakeholders, to assess the extent to which they are satisfying the needs of their students and the impact of their services as well as future directions of improvement. The first stages of the school improvement planning process: creating a school improvement planning team that is school improvement committee; assembling and assessing information about student achievement, the school environment, and parental participation (that is, the context for the plan); and establishing priorities for improvement through a series of activities.

Therefore, school principal play a crucial role in these early stages. He/she facilitate the formation of a planning team, which will be responsible for establishing priorities, and they ensure that the information required for effective planning such as aggregate report card marks, the results of assessments conducted by the SIP committee and a summary of responses to the parent survey is collected and made available to the committees. Also, Principals should make every effort to inform teachers, school council members, parents, and other community members about the improvement process in a way that welcomes their participation (MOE, 2007).

All participants should have a positive attitude towards the process and understand that they must work as a team. Scheduling meeting times for the planning team that are acceptable to both staff and parents may be a challenge. One solution is to organize

parallel processes, whereby staff meets during after school staff meetings and parents meet in the evening. The advantage of this arrangement is that it allows more parents to participate. To ensure that one group does not make decisions without hearing the views of and having a discussion with the other group, certain teachers could volunteer or be delegated to participate in both the after-school staff meetings and the evening parent meetings. The school improvement planning team has the task of analyzing data and information about the level of student achievement in the school, the effectiveness of the school environment, and the level of involvement of parents in their children's education. Based on their analysis, team members make decisions about areas that need to be improved (priorities). Therefore, the ultimate goal of their activity is on improving the learning outcomes of students and to do this, cooperation and team spirit are essentials.

After the school priorities are once identified SIP Committees can design the school improvement plan. They use format during developing this plan. The format includes, goals, objective, priorities, implementation strategies, timeline, responsibility for implementing strategies, monitoring and evaluation and ways of modification of the plan or opportunities for revision. Once, the SIP committee has developed the plan and get the approval of all stakeholders, the next stage is about organizing various task forces that are responsible for the development of action plan for each domain. In the formation of taskforces, the principal should encourage parents, teachers, students and other stakeholders to take active part. Besides, the principal need to encourage the involvement of department heads, PTA members, students' council, in the development of the action plans. She/he should create ways through which taskforces exchange information with SIP committees. The taskforces, while developing action plans, need to consider various issues. These are: setting goals, identifying most import priorities, designing strategies, identifying indicators, setting timeline, *and* assigning responsible bodies.

In the preparation of goal statements, taskforces need to revise issues raised in the self-enquiry. The revision enables them to analyze the information on which the priorities are identified. And the goal must be that can be achieved within a specific period of time, and call for the active involvement of stakeholders that can move the schools to the higher level of performance. To sum up, goals must be SMART, and stated in simple and clear

language. The achievement of a given goal is realized, when particular attention is provided to the most important priorities. Hence, taskforces need to consult the school data so as to identify the most important priorities. The strategies designed must get an approval of all stakeholders in effectively addressing the domains. Indicators identified must be in the position to measure students' learning outcomes and teachers' teaching performances. Setting timeline-activities in the plan must be presented with the specific period of implementation time. They can be planned in semester, year or three years and should get the approval of principals, teachers, SIPC and PTA.

Assigning responsible-bodies-responsibilities of performing particular activities should be assigned to particular bodies: PTA's, principal, teachers and students. Status up date-in order to ensure continuous and sustained school improvement, update strategy must be considered. Revision of the plan-evaluation of the implementation conducted by the end of each year, as a result revision of priorities, and timelines can be made. Hence, the action plan taskforce need to consider the revision techniques (MOE, 2007).

The school plan will include: a statement of school context, purpose and profile; identified priorities; improvement targets (including student performance targets); major actions (particularly whole school strategies); a timeframe; and expected outcomes.

An annual operating plan sets out how the school plan will be progressed in that year. The operating plan is developed after reviewing the school plan and identifying the priorities and objectives that will be the focus for the year. Operating plans are internal to the school and should be developed by school staff. Typically they include: the priorities and improvement targets in the three-year plan being addressed that year; specific strategies that will be employed; who is responsible for implementing the strategies; a timeframe for implementation; resources allocated to the strategies; and ways that the implementation will be evaluated.

Planning should also occur at the classroom level. Classroom planning is central to school improvement as it is what teachers do in their classrooms that impact most directly on student achievement (MOE, 2007).

2.12 Conditions for school improvement program

It is difficult to plan and implement any school activity within a state of turmoil and unstable conditions. Those in charge of preparing and putting into action school improvement plan need to feel that they are working in a state of relatively stable environment.

School needs sustainable approaches that build internal and external capacity for improvement. Capacity is a well-worn term, we take it to mean the ability within schools to learn continuously in order to respond creatively to rapidly changing and unpredictable socio-political environments and local variables and vicissitudes, with holding fast to shared principles and values. This requires schools to have confidence in their own values and purposes and to develop ways of working that celebrate human diversity whilst being inclusive of every one's need and promoting learning for all (Durrant and Gary, 2006). It requires knowledge about the complex relationship between students, professional and organizational learning and also about process of change. This learning and change depends on teachers, supported in turn by principals, drawing on a web of internal and external support. According to Frost and Durrant (as cited in Durrant and Gary, 2006), schools aspiring to be learning community must therefore include 'collegial decision making' in notions of capacity building.

According to Hussen and Postlethroaite (1994), there are factors that influence any educational change in general, and school improvement in particular. These are: (a) the internal context of the school and (b) the external context of the school.

2.12.1 Internal /school level/ condition for school improvement

Hopkins and Harris (1997) suggest that, without a clear focus on the internal conditions of the school, improvement efforts will quickly become marginalized.

The school internal conditions are the internal features of the schools, arrangement which enable school to get work done (Hopkins, 2002). Also as suggested in Hopkins (2001), internal conditions are a set of intervening variable operating at the school and classroom level and referred as enabling conditions or capacity that allows the process to affect the

product high level of students' achievement. So school will not improve, unless they have the capacity to do so. Hence, to enable school to provide better education and work effectively on strategies that enhances student achievement; it needs to fully arrange all these enabling conditions and other related conditions which support it.

According to Hopkins and Harris(1997), the condition that support improvement efforts and therefore represent the key management arrangements, can be broadly states as: a) a commitment of staff development; b) practical efforts to involve staff, students and the community in the school policies and decisions; c) transformational leadership approaches; d) effective coordination strategies; e) proper attention to the potential benefits of enquiry and reflection; and f) a commitment to collaborative planning activities.

Therefore, taken together these conditions results in the creation of opportunities for teachers to feel more powerful and confident about their work. In addition, the central condition is that if we take the enhancement of pupil outcomes seriously, then the work on the internal conditions of the schools has to complement that on development priorities related to classroom practice (Hopkins, Beresford, Ainscow, West and Harris in Hopkins and Harris, 1997).

2.12.1.1 School based staff development

Staff development is inextricably (impossible to separate) linked to school improvement. In the quest for school improvement, powerful strategies are required which integrate these two areas in a way that is mutually supportive. Staff development attention to school- focused in-service has been endorsed in national policy in England and Wales. Schools are therefore, expected to have a policy for staff development, and with time and resources allocated to support its implementation. Powerful strategies that link staff development to school improvement need to fulfill two essential criteria. First, they need to relate and enhance on-going practice in the school, and second, they should link to and strengthen other internal features of the schools organization (Hopkins, 1994).

In-service training at school level is one of the means to achieve professional development of teachers. The school leaders and supervision committee can deliver the training to all teachers of the school. Through the training, teachers could share useful ideas and experiences, acquaint with new teaching methodologies and curriculum innovations, develop mutual support and stand for common goals. To attain those activities, training programs have to be participatory. In addition, programs have to be supported by variety of teaching materials. Moreover, sharing experiences and communal problem solving activities should be central to the training program (Lue, 2004)

Schools that aim to build capacity and to generate professional learning communities will need to provide regular opportunities for teachers to engage in meaningful professional development. Professional development is continuous learning that it is the sum total of formal and informal learning pursued and experienced by the teacher, often under conditions of challenge. If the use of new practices is to be sustained and changes are to endure in schools, then teachers need to be able to engage in professional development that is collaborative and meaningful. Working collaboratively not only reduces the sense of isolation many teachers feel, but also enhances the quality of the work produced. Working as part of a professional development community helps focus attention on shared purpose and the goals that lead to school improvement and dynamic change (Harris & Muijs, 2005).

To promote a staff development to a systematic and integrated approach, considering that the professional learning of teacher is central to the notion of school improvement and that the classroom is as important centre for teacher development. Therefore, the range of staff development activities involved in school improvement approaches include:- whole staff in-service days in teaching-learning and school improvement planning as well as curriculum tours to share the work done in departments or working groups; inter departmental meeting to discuss teaching strategies; workshop run inside the school on teaching strategies by school improvement committee members and external support, partnership teaching and pear coaching; the design and execution of collaborative enquiry activities, which are, their nature , knowledge-generating(Hopkins, 2002).

Therefore, to ensure these, school leaders can play a key role in providing and promoting in-service professional development programs for teachers. It is essential that school leaders understand this aspect of leadership as one of their key responsibilities. They can ensure that teacher professional development is relevant to the local school context and aligned with overall school improvement goals and with teachers' needs. To enhance school leaders' capacity to promote staff development, policy makers should emphasize the core responsibility of teacher professional development and consider devolving discretion over training and development budgets to the school level so that school leaders can offer and coordinate meaningful professional learning opportunities for all their teachers (Leithwood et al., 2006).

2.12.1.2 Collaborative planning

It is believe that collaboration is the heart of successful planning and implementation. Supporting this Hopkins (2001) suggest that, collaborative planning is a base to set common goals, resolve differences and to take action. Also the quality of school level planning has been identified as a major factor in a number of studies of school effectiveness. For instance, Purkey and Smith (in Hopkins 1994) describe that both collaborative planning and clear goals as a key process dimensions. Caldwell and Spinks(as cited in Hopkins 1994) also indicate that goal-setting and planning as the two of the phases of the collaborative school management model which, linking this two activities within one cycle of the management process.

According to NCREL (2004), as educators take the journey to bring their students to standards that exemplify world class achievement, they often find themselves embarking on new territory. The journey can be somewhat confusing and frustrating, or it can be clear and rewarding. This adventure is best undertaken collaboratively and reflectively.

Collaboration asks members of a school community to join in ongoing problem-solving ventures pooling their knowledge, talents, and ideas. In school systems, district and building leaders join teachers, support staff, and parents in teams to explore improvement issues. Easier said than done, successful collaboration requires leadership skills in

creating numerous and diverse partnerships, sustaining a vision, focusing on group problem-solving, using conflict resolution, and compromising.

Also, according to Smylie, (2010) one popular collaboration structure is teacher teams. Schools are recognizing that teachers should be working together in teams as opposed to working individually in isolation in their classrooms. High performing teams will accomplish four different things: (1) they will clarify exactly what students should know and be able to do as a result of each unit of instruction. We know that if teachers are clear on the intended results of instruction, they will be more effective, (2) they will then design curriculum and share instructional strategies to achieve those outcomes, (3) they will develop valid assessment strategies that measure how well students are performing, and (4) then they will analyze those results and work together to come up with new ideas for improving those results. Regular assessment and analysis of student learning are key parts of the team's process.

Thus, the aim of collaborative planning is, then to secure improvement in the teaching learning process by identifying appropriate educational and organizational goals, and improving the way the necessary changes are managed to achieve these goals.

As indicated by Da Costa, (1993), genuine team-based collaborative work implies more than the simple act of working alongside colleagues. It involves teachers working in a spirit of openness and critical reflection, sharing their experiences, ideas and expertise with each other and engaging in an ongoing process of inquiry that promotes deep team learning. The work of teams is guided by a clear and systematic model of problem-solving and learning, one that encompasses a learning, application, refinement and application cycle.

Effective collaborative teams focus on improving student outcomes. They make their professional learning student centered by analyzing the differences between what students are capable of achieving and actual student performance. They engage directly with the subject matter they teach and how they teach it. Effective teams use research-based information to develop teaching strategies matched to the learning styles of their

students in order to engage them with that subject matter. Teams regularly collect and analyze student learning data to assist in defining the content of their professional learning and also collect information at the teacher and school level to evaluate the impact of their work. They meet regularly for an extended period of time so they have the opportunity to learn, reflect, refine and re-apply their experiences (Bell, Cordingley, Evans & Firth, 2005).

Peer support and collaboration plays many roles. Many teachers are likely to be more comfortable in discussing their practice with peers, where issues surrounding performance encourages honest and open discussion. When there is collaborative input from the partners, continuing peer support can provide a forum for discussion which would access teachers for additional benefits that come in familiarizing teachers with the school context. A supportive, blame-free environment that encourages and facilitates professional dialogue can further benefit peer collaboration and support (Kennedy, 2005).

2.12.1.3 Coordination

Schools produced communication systems, procedures and the way in which groups can be created and sustained to coordinate improved effort across a range of levels. The school's capacity to coordinate the action of teachers behind agreed policies is an important condition in promoting change. Coordination is about getting groups of teachers, and usually groups with different values and goals to contribute to the good of all. The importance of coordination for school improvement is so vital that schools that have a well-coordinated team are likely to have successful implementation of reform programs (Hopkins, 2002).

Therefore, the organizational approach which is most likely to create a positive working atmosphere is the one that emphasizes cooperation. The aim of cooperation must be encourage a more tightly systems within which efforts of individuals are coordinated in order to maximize their impact.

2.12.1.4 Involvement of students

In a research literature there is evidence on effective schools that success is associated with a sense of identification and involvement that extends beyond the teaching staff. This involves the students, parents and other member of the local community. According to Stoll (in Hopkins, 1994), student involvement can occur at organizational level, by involving students in decision making and encouraging them to take responsibility for day-to-day routines; and at the classroom level, when students can be encouraged to take responsibility for their own learning, and though involvement, to learn organizational planning, discussion, decision making and leadership.

Supporting this Baldwin(as cited in Gamage,2006) determine that, when students are given the opportunity to take responsibility for their own learning and become involved in decision making at the school level , they are likely to develop more positive attitude toward the school. This could result in a reduction of negative behavior while achievement level could improve. However, when students are less involved, it is likely that their attitudes to school will be much more negative. Then, when changes are introduced, they may well become barriers to participate. Their resistance may not open and tangible but nevertheless their intuitive reaction may create the negative atmosphere that discourages staff practicing their goals. So to effectively facilitate or enhance student level condition for school improvement, the role of school, parents, students themselves, and other stakeholder needs to be linked or integrated so as to increase their contribution.

2.12.1.5 Leadership

A part from establishing a vision and setting goals, effective school leaders place high emphasis on achieving high level of student learning and provide resources towards the effort to improve the achievements and general well-being of the students (Waters et al., 2004). In practical, these leaders constantly encourage teachers and students to attain higher levels of academic achievements; adopt collaborative planning processes, problem solving and decision-making focus on school improvements while ensuring that all school development programs are geared to make all students learn. Other elements, emphasized by the school leaders in high-achieving school were: discussion of

instructional issues including curriculum and instruction; classroom observations and feed back to teachers; support of teacher autonomy; and risk taking; provision of professional development opportunities together with alternative; protecting instructional time; monitoring student progress data for program improvements; and recognition and celebration of student and staff achievements (Waters, et al., 2004).

Research has shown that school leaders can make a difference in school and student performance if they are granted autonomy to make important decisions. However autonomy alone does not automatically lead to improvements unless it is well supported. In addition, it is important that the core responsibilities of school leaders be clearly defined and delimited. School leadership responsibilities should be defined through an understanding of the practices most likely to improve teaching and learning (Waters, et al., 2004).

Also school effectiveness researches make frequent reference to the important of leadership. For instance, Persell et al. (as cited in Hopkins, 1994) have noted that 'strong responsibilities, dynamic, and energetic' are description often associated with successful school leaders. School effectiveness research provides clear evidence that challenging traditional order and promoting a more dynamic and decentralized approach to leadership has often associated with school improvement. Summarizes the implications of his recent reassessment of the head's leadership role, Jones (in Hopkins, 1994 p.155):

> *giving other people genuine authority does not mean giving up one's own authority; empowering others does not mean enfeebling oneself; encouraging others to give creative leadership does not mean abdicating from having ideas of one's own; giving others real responsibility does not mean leaving them to sink or swim, but rather to support them in developing the best possible way of going forward.*

In other ways, as suggested by Waters, et al., (2004) school leadership makes a difference to student outcomes when it creates the right environment for teachers to improve classroom practice and student learning. Some leadership roles influence teaching and learning more than others are:

A. Supporting, evaluating and developing teacher quality

Teacher quality is the most important school-level determinant of student performance, and school leadership focused on improving the motivation, capacities and working environment of teachers is most likely to improve student learning. School leaders influence teacher quality through: teacher monitoring and evaluation, teacher professional development, collaborative work cultures.

School leader involvement in classroom observation and feedback is associated with better student performance. However, school leaders do not always have sufficient time and capacity to focus on this important responsibility. Policy makers need to address constraints limiting the capacity of school leaders to engage in meaningful teacher evaluation activities, including providing appropriate training.

Providing, promoting and participating in teacher development that is relevant to the local school context and aligned both with overall school improvement goals and teachers' needs is a key responsibility for school leaders which policy makers need to emphasize. Devolving discretion over training and development budgets to the school level enables school leaders to offer and coordinate meaningful professional learning opportunities for all their teachers.

Effective teaching in modern schools is collegial and transparent, cooperative and collaborative, and conducted in teams and larger professional learning communities. School leaders need support and encouragement in promoting teamwork among teachers.

B. Goal-setting, assessment and accountability

School leaders need to have the discretion to set strategic directions, so they can develop school plans and goals aligned with broader national curriculum standards and responsive to local needs. If external accountability is to benefit student learning, "data-wise" school leadership is important. This means developing the skills needed to monitor progress and interpret and use data to plan and design appropriate improvement strategies. Involving other staff in using accountability data can also strengthen professional learning communities within schools, engaging those who need to change their practice to improve results.

C. Strategic resource management

Using human and financial resources strategically and aligning them with pedagogical purposes help to focus school activities on improving teaching and learning. School leaders need access to appropriate financial expertise, for example by appointing someone with budgeting qualifications to the leadership team. Leaders' involvement in teacher recruitment decisions is also important. Being able to select teaching staff is central to their ability to establish a school culture and capacity conducive to better student learning. It is difficult to hold school leaders accountable for learning outcomes when they have no say in selecting their staff.

2.12.2 External conditions for school improvement

2.12.2.1 Environment condition

Every organization exists in an environment with which it is independent. In case of school, the local community, the school district, region, state and the national system can be considered as its environment. It is important to think of school in the context of their environment, requiring the heads of schools to spend more time managing transaction between their school and environments, especially when the authority is developed on to the schools and all relevant stakeholders in the school community are given opportunities to participate (Gamage, 2006).

School leaders have a responsibility to build bridges between different categories of stakeholders enabling them to build trust and place of confidence in each other. School based management is the one of the best approaches to help build mutual understanding and improve the public image of a school. Naturally, participation leads to ownership and commitment, whereby board members as well as the parent will project a good of the school (Gamage, 2006).

2.12.2.2 Capacity building

A recent and concise definition of school improvement refers to raising all students' outcome and focusing on teaching and learning, which also emphasis on improving the

capacity of school management to guide and handle school change process properly (Stoll and Fink, 1996).

However the management of change has thus itself become inadequate or outmoded concept (Harris 2002). Similarly the establishment of an appropriate culture and climate is still a necessary but nonetheless an insufficient condition for success. Contemporary discussions are focusing far more the concept of 'school capacity'. Capacity is the key construct in creating the conditions within to enhance both teaching and learning. School capacity can be defined as the collective competency of the schools as an entity to bring about the effective change. It is now clear that for school improvement, leadership needs to focus on two dimensions: the teaching-learning and the capacity building (NCSL in Harris, 2002).

2.13 Challenges for school improvement program

School improvement program is very complex that it might be hindered by various impediments that challenge the implementation (Stoll and Fink, 1996). These challenges include, "complexity of the program, mobility of teachers and principals, principals coordination problems (ineffectiveness of leadership) and sustaining commitment, low support from top level officials and lack of involvement of the stakeholders."

According to Hussen and Postethwore (1994) Challenges to the school improvement may vary in accordance with the variations with the unique features of schools as well as with the external environment in which schools are operating. One simple example, the size of the school is associated with innovative behavior for that smaller schools apparently lack the resources to engage in significant change. However there are common challenges that most school improvement programs face. These are lack of schedules in schools that permit teachers to meet and work together for sustained periods of time; the demanding nature of teachers work as an increasing number of students arrive at school less well-socialized, less prepared to deal with materials, and more frequently from family settings that are not supportive; the aging and often demoralization of teachers due to declining resources, increasing levels of bureaucratization and the rapid and frequent demands for change that come from central authorities. In addition, an organizational structure with in

which teachers work is less autonomous and more integrated with that of other teachers affects the development of commitment to change. Moreover, the continues transfer of teachers, principals and educational administrators at the local level puts pressure on the program to continuously train new staff who may not serve in schools for long (Plan Sudan, 2006).

Duffie and Balkon in Marzano(2003) also suggest that, in South Africa the initiatives of SIP was faced by lack of material resources; limited capacity of educational leaders; poor participation and lack of safe environment. Similarly, Harris (in Hopkins, 2002) has noted that the difficulty to change school management and working culture as a problem to the SIP in developing country.

Supporting this, Havelock and Huberman (as cited in Rondinelli et al., 1990) described that promoting change is difficult under any circumstance, but it is especially challenging in developing countries with uncertain and unstable economic, social and political condition. Most developing countries lack the physical infrastructure and experienced skill professionals needed to assure successful results.

In Ethiopia, besides the commitment of the country to improve access education, the school improvement program has launched aiming at improving the quality of education through enhancing student learning achievement and outcomes (MOE, 2007). Hence, student achievement is a reason for any educational change. Unfortunately, because of the process of translating policy in to practice is so difficult to achieve. That is why, the implementing of school improvement program is challenging.

Most of the school principal who are in the leading position did not get adequate educational training leadership. Even those who are trained also are not effective in leading the schools. Due to this reason, they lack the ability to design vision and coordinate the school community so as to lead for the attainment of the goals (MOE, 2007).

Schools needs participation of all stakeholder in school plan (strategic and annual plan), but most of the time school plan is prepared by school principals. Therefore, the school

mission and vision is not visible to all stakeholders and the intended student's outcome and ethical-centered activities are not achieved without participation of stakeholder (MOE, 2007). If students feel safe they attend their schooling with interest. So, schools should be conducive for all students (male and female) ethical improvement and academic achievement. Therefore, schools should be prepared based on the needs and interest of students secured their school environment (MOE, 2007).

Due to the lack of commitment of school society, other stakeholder and non-government organizations are not enough to solve the problem of the schools by providing instructional materials and other financial supporting; currently schools lack the required educational inputs (MOE, 2007).

CHAPTER THREE

3. THE RESEARCH DESIGN AND METHODOLOGY

3.1. The research design

In order to identify and clarify the current practices of SIP and thereby recommend constructive ideas, it is necessary to conduct a descriptive research in the schools. This is so because descriptive research sets out to describe what is and it is used to draw valid general conclusion in its natural setting. Concerning this, Best (1970) and Yalew Endawoke, (1998) descriptive research is concerned with: conditions or relationships that exist; practices that prevail; beliefs, points of views, or attitudes that are held; processes that are going on; effects that are felt; or tends that are developing. Accordingly, the research design employed in this study was descriptive survey.

3.2. Research method

In this study, the research methods used were both quantitative and qualitative approaches with more focus on quantitative one. Because focusing on using more quantitative approach is that assessing the current practices and challenges of SIP demands the collection of quantitative data, which can be put to rigorous quantitative data in a formal, structured and rigid manner. The qualitative approach was also incorporated in the study to validate and triangulate the quantitative data.

3.3. Sources of data

Data for this research was collected from primary sources. The primary sources were school SIP committees (school principals; cluster supervisors; PTAs, teacher and student representatives), teachers, students, and woreda and zone education offices supervision coordinators. The decision to use these subjects as a source of data was based on the expectation that, they have a better experience and information about the implementation of SIP activities in secondary schools. Moreover, documents related to the study were examined to make the study valid.

3.4. The study site and population

The site of the population for this study was limited to sixteen secondary schools of Assosa Zone in Benishangul Gumuz Regional State, North Western Ethiopia. Assosa Zone is one of the three Zones in the Benishangul Gumuz Region of Ethiopia. Assosa Zone is bordered on the south by the Mao-Komo special woreda, on the west by Sudan, on the northeast by the Abay River which separates it from Metekel zone, and on the east by the Dabus River, which separates it from Kamashi zone. The largest town in this zone is Assosa. Total number of primary and secondary schools in the zone are 136 and 16 respectively. The numbers of teachers are also 1412 in primary and 237 in secondary schools.

The sixteen secondary schools in the study are: Assosa, Goh, Hoha No-2 , Megele No-2, Ura and Nebarkomoshiga secondary schools(found in Assosa woreda), Bambasi and Ewiket-Fana secondary schools(found in Bambasi Woreda), Horahazab and Dule-Shetalu secondary schools (found in Kurmuk woreda), Homosha secondary school (found in Homosha woreda), Menge and Undulu secondary schools (found in Menge woreda), Shorkole secondary school (found in shorkole Woreda),and Daleti and Budigilu secondary schools (found in Oda woreda). The population that was employed for the study all stakeholders in 16 secondary schools of Assosa zone; specifically, secondary school teachers (111), SIP committee members(45), students representatives(76), Woreda and Zone education supervisions coordinators(6), a total of 238.

3.5. Sample size and sampling techniques

In this study, all SIP committee members (school principals, cluster supervisors, PTAs representatives, student representatives and teacher representatives) of selected secondary schools of Assosa zone were included in the study by using census technique. The assumption behind that is the entire population is sufficiently small, and the researcher can include the entire population in the study. In addition, this helped the researcher to gain adequate and necessary information due to their participation in management and leadership of the process of the school improvement program. Among the five zone experts, the one who was at the position of supervising secondary schools was selected

purposively. Also, from the 15 woreda supervisors, 5 supervision coordinators were selected through purposive sampling. Because they were close to assistance every school activities so that they provide relevant and adequate information's.

Accordingly: 45 SIP committees (8 school principals, 8 PTAs representatives, 8 student's representatives, 16 teacher's representatives from selected secondary schools, 5 cluster supervisors), 5 woreda supervisors (1 from each woreda*)*, and one supervisor from Assosa zone were included.

There are 16 secondary schools in different woreda of Assosa Zone. Amongst these secondary schools 8(50%) were taken as a sample by the researcher personal judgment. The researcher decides to use these schools as a sample is due to the available financial and material resources to conduct the study effectively. The eight secondary schools were also selected through lottery method of simple random sampling technique. Because, most secondary schools in Assosa zone have relatively similar standards in infrastructure, facility, availability of necessary human resources (both administrative and academic), and other. Thus, the researcher believed that, the sample size of secondary schools representative and helped to compose well-founded generalization at the end of the study.

The procedures that were used to determine the sample by simple random sampling technique particularly lottery methods are the following:

Step.1.constracting a sample frame

- All the names of sample secondary schools were alphabetically ordered.
- The number of sample secondary schools to be selected was decided.

Step.2.The names of sample secondary schools were substituted by tickets number.

- Each rolled tickets was corresponded to a names in the sample frame.

Step.3.rolled tickets was mixed well in a packet

- Pick up until all the required number of respondents were identified.

Accordingly, Goh, Hoha No-2, Assosa, Nebarkomoshiga, Ewiket-Fana, Horahazab, Homosha and Menge secondary schools were selected.

To determine the sample size of teachers from the total target populations (221) of Assosa zone secondary schools, the researcher selected 111 (50%) teachers as representatives for this study. The researcher believes that these are representatives' sample, manageable and sufficient to secure the validity of the data. Therefore, the sample size for this study was 111 teachers.

To determine the sample size of teachers for each secondary school, the following stratified formula of William (1977) was utilized.

$$n_h = \frac{N_h n}{N}$$, where, n_h = sample size of school h

N_h = population of school h

n = total sample size (for this study, it is 111)

N = total population of sampled schools (for this study, it is 139)

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

1. Goh secondary school (teacher population = 17)

   $n = \frac{17 \times 111}{139} = 13.57 \approx 14$

2. Nebarkomoshiga secondary school (teacher population = 11)

   $n = \frac{11 \times 111}{139} = 8.78 \approx 9$

3. Hoha No-2 secondary school (teacher population = 12)

   $n = \frac{12 \times 111}{139} = 9.58 \approx 10$

4. Assosa secondary school (teacher population = 63)

   $n = \frac{63 \times 111}{} = 50.30 \approx 50$

139

5. Euket-Fana secondary school (teacher population = 11)

$$n = \frac{11 \times 111}{139} = 8.78 \approx 9$$

6. Homosha secondary school (teacher population = 9)

$$n = \frac{9 \times 111}{139} = 7.18 \approx 7$$

7. Mange secondary school (teacher population = 8)

$$n = \frac{8 \times 111}{139} = 6.3 \approx 6$$

8. Horahazab secondary school (teacher population = 8)

$$n = \frac{8 \times 111}{139} = 6.3 \approx 6$$

The sum of the sample size of the above secondary schools

14+9+10+50+9+7+6+6=111

To determine the sample size of teachers for each department of selected secondary schools, the following stratified formula was applied.

$$n_d = \frac{N_d n}{N}$$, where, n_d = sample size of department d

N_d = population of department d

n = total sample size of selected schools

N = total population of selected schools

Based on the above formula, the sample size of each department of selected schools was calculated and listed in the table 1. Finally, the samples of teachers in each department were selected by random sampling technique, particularly by the lottery method.

Furthermore, regarding student respondents, the researcher selected grade 10 students and from these students the researcher used students who were selected as classroom

monitors from each sections (two students from each sections) and student representatives from respective school(three from each sampled schools) purposefully. Because the researcher believe that, these students have better experience, knowledge, participate in schools self evaluation, quarterly report, and managements, and they were also selected as student representative by student themselves. Thus, they provide relevant and adequate information about the school practices than grade 9 and other students. Supporting this, Ball, 1990 (as cited in Cohen,L.,et al., 2007) suggest that, purposive sampling is used in order to access 'knowledgeable people', i.e. those who have in-depth knowledge about particular issues, may be by virtue(good quality) of their professional role, power, access to networks, and experiences. Accordingly, 23 students from Assosa, 7 students from Goh, 9 students from Nebarkomoshiga, 9 students from Hoha No-2, 5 students from Euket Fana , 9 students from Homosha, 9 students from Menge., and 5 students from horahazab secondary schools were included in the study.

The summary of the name of selected woreda and schools, total sample population and sample size has presented in the following tables.

Table 4: Summary of the sample woreda, schools, teachers and students representatives

No	*Name of Woreda*	*Name of S. Schools*	*Student*		*Teachers in Each Department*					
					Language		*Natural Sc.*		*Social Sc.*	
			T. P	*S.S.*	*T. P*	*S.S*	*T. P*	*S.S.*	*T. P*	*S.S*
1	Assosa	Goh	144	7	5	4	9	8	3	2
2		Nebar	163	9	4	3	5	4	2	2
3		Hoha No-2	159	9	4	3	6	5	2	2
4		Assosa S.S.S	551	23	18	14	30	24	15	12
5	Bambasi	E. Fana	61	5	3	2	6	5	2	2
6	Homosha	Homosha	189	9	3	2	4	3	2	2
7	Menge	Menge	172	9	3	2	4	3	1	1
8	Kurmuk	Horahazab	70	5	2	1	5	4	1	1
Total	5	8	1509	76	42	31	69	56	28	24

N.B. T.P. stands for target population & S.S. Read as sample size

Table 5: Summary of sample population, sample size and sampling techniques

No	Types of participants	Popn size	Sample size	%	Sampling technique	Justifications
1	Zone Education Supervisors	5	1	20	purposive	Coordinating supervision
2	Woreda Education Office Supervision Experts	15	5	33.3	>>	Coordinating Supervision
3	SIP Committee members	45	45	100	Census	Leaders, Supervisors Coordinators &Decision Makers
4	Teachers	221	111	50	Stratified and Simple Random Method(Lottery)	Leaders, Supervisors &Implementers
5	Students	1509	76	5.3	Purposive	Technical Supporters & beneficiary
6	Total	1795	238	-	-	-

3.6 Instruments of data collection

The data gathering tools employed in the study were questionnaires, interview, observation, and document analysis.

3.6.1 Questionnaires

Questionnaires are written forms that ask exact questions of all individuals in the sample group, and which respondents can answer at their own convenience (Gall et al., 2007).The questionnaire is the most widely used type of instrument in education. The data provided by questionnaires can be more easily analyzed and interpreted than the data obtained from verbal responses. Questionnaires provide greater uniformity across measurement situations than do interviews. Each person responds to exactly the same

questions because standard instructions are given to the respondents. Questionnaire design is relatively easy (Haines, 2007).

Therefore, questionnaires are believed to be better to get large amount of data from large number of respondents in a relatively shorter time with minimum cost. Both open and closed ended questions were developed as main instrument of data collection from the respondents. Hence, questionnaires were prepared in English Language and administered to all teachers and parts of SIP committees (school principals, cluster supervisors, and teacher representatives) participants with the assumption that they can understand the language and also, translate in to Amharic for parts of SIP committee's like, parent and student representatives and student's respondents. This helps to alleviate unnecessary complications. The closed type of questions was in the form of Likert-scale model by which the researcher has the chance to get a greater uniformity of responses of the respondents that was helpful to make it easy to be processed. In addition to this, few open ended type of questions were used in order to give opportunity to the respondents to express their feelings, perceptions, problems and intentions related to school improvement practices in the schools. In supporting the above ideas, Cohen, et al.(2007) recommended that, the larger the sample size, the more structured, closed and numerical the questionnaire may have to be, and the smaller the size of the sample, the less structured, more open and word-based the questionnaire may be.

The questionnaire consists of two parts. The first part deals with the general background of the participants. The second and the largest part contain the whole number of both closed and open-ended question items that address the basic questions of the study.

3.6.2 Interviews

An interview is the verbal questions asked by the interviewer and verbal responses provided by the interviewee (Gall et al., 2007). For this study, both structured and unstructured type of interview which is prepared in English and translate in to Amharic to collect additional information from the woreda education supervisors and zone education supervisors. Structured interview was employed to obtain similar information from the

group interviewees, which assures the comparability of the information gained from the questionnaires. Also, unstructured interview was used to obtain more information.

Therefore, interview was used in this study to collect information from different sources such as Woreda and Zone education office supervision coordinators on the practices and challenges of school improvement program.

3.6.3 Observation

Observation checklists were employed to observe learning facility, school documents, classroom facilities and school compounds. Because, observation checklists help to ensure the consideration of the important aspects of the object or act observed and also used to count the number of times each behaviour occurs in a given period(Best and Khan, 2003).

3.6.4 Document analysis

The SIP documents were analyzed. For instance, school's strategic plan, academic year annual plan, reports, supervision documents, and students' roster to support data obtained through questionnaires and interview.

3.7. Procedures of data collection

To answer the research questions raised, the researcher has gone through series of data gathering procedures. The expected relevant data was gathered by using questionnaires, interview, observation and document analysis. Having letters of cooperation from Jimma University and zone education office (for additional letters towards woreda and schools) for ethical clearance, the researcher gone to Megele No-2 secondary school for pilot study.

At the end of all aspects related to pilot test, the researcher was contacted all woreda education offices and the principals of respective schools for consent. After making agreement with the concerned participants, the researcher was introduced his objectives and purposes. Then, the final questionnaires were administered to sample SIP committees, teachers, and students with in selected schools. The participants were

allowed to give their own answers to each item independently as needed by the researcher. They were closely assisted and supervised by the data collectors to solve any confusion regarding to the instruments. Finally, the questionnaires were collected back at the right appointment.

The interviewees were woreda and zone education supervisory experts. The interview was conducted after participants' individual consent was also proved to lessen communication barriers during in depth discussions.

3.8. Methods of data analysis and interpretation

The data were analyzed both quantitatively and qualitatively. The analysis of the data was based on the responses collected through questionnaires, interview, observation, and document analysis.

The data collected through closed ended questions was tallied, tabulated and filled in to SPSS version 16 and interpretation was made with help of percentage, mean, standard deviation and inferential statistics. Because, the percentage was used to analyze the background information of the respondent, whereas, the mean and standard deviation are derived from the data as it was serve as the basis for interpretation of the data as well as to summarize the data in simple and understandable way (Aron et al., 2008). Inferential statistics is also used to investigate differences between and among groups. From different types of inferential statistics the researcher used one way ANOVA. Because, it helps to test the significance difference among two or more groups formed by single independent variables. Or it can be used to compare mean differences among two or more groups. Therefore, descriptive and inferential statistics were used for the purpose of understanding the main characteristics of the research problems. Furthermore, the mean values of each item were interpreted as follows. The practices and challenges of SIP with a mean value of 0-1.49 as very low, 1.50-2.49 as low, 2.50-3.49 as moderate, 3.50-4.49 as high, and 4.50-5.00 as very high implementation of the activities.

On the other hand, the data obtained from observation and the document analysis, open ended questions and structured and unstructured interview was analyzed qualitatively.

The qualitative analysis was done as follows. First, organizing and noting down of the different categories were made to assess what types of themes may come through the instruments to collect data with reference to the research questions. Then, transcribing and coding the data to make the analysis easy. Also the results were triangulated with the quantitative findings. Finally, the findings were concluded and suggested recommendations were forwarded.

3.9. Validity and reliability checks

Checking the validity and reliability of data collecting instruments before providing to the actual study subject will be the core to assure the quality of the data (Yalew Endawoke, 1998). To ensure validity of instruments, the instruments were developed under close guidance of the advisors and a pilot study was carried out to pre-test the instrument. In addition, to avoid ambiguity and unclear statements, the draft questionnaire was first tested with the Megele No 2 secondary school teachers (12), students (15), and SIP committees (5). The respondents of the pilot test were not included in the actual study. Based on the respondents' response some improvements were made on the questionnaire to make it clear and relevant to the basic questions so as to get more valuable information. For example, some questions which were found unnecessary were cancelled; some unclear statements were also elaborated.

The objectives of the pilot test were 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 an internal consistency reliability estimate was calculated using Cronbach's Coefficient of Alpha for the questionnaires. The researchers found the coefficient of Alpha (α) to be .876, which is regarded as strong correlation coefficient by (Jackson, 2009). Supporting this, George and Mallery (2003) and Cohen, L., et al. (2007) also suggest that, the Cronbatch's alpha result >0.9excellent, >0.8good, >0.7acceptable, <0.6 questionable, <0.5poor. The table below indicates the computed reliability coefficient of the pilot test.

Table 6: Reliability Coefficients of the Practices and Challenges of SIP

No	Major categories of practices and challenges	Reliability Coefficients
1	Preparation Made for SIP Implementation	.904
2	Teaching Learning Process	.892
3	School Environment	.850
4	School Leadership	.859
5	Community Participation	.834
6	Challenges Encountered SIP Implementation	.917
Average Reliability Coefficient .876		

3.10. Ethical consideration

The purpose of the study was explained to the participants and the researcher has asked their consent to answer questions in the questionnaire or interview guide. He also informed the participants that the information they provided was only used for the study purpose. Accordingly, the researcher used the information from his participants only for the study purpose. In addition, the researcher ensured confidentiality by making the participants anonymous.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

This chapter deals with presentation, analysis and interpretation of the data gathered from the respondents through questionnaires, interviews, observation and document analysis. Thus, the quantitative as well as qualitative analysis of data was incorporated in to this chapter. The qualitative part was supposed to be complementary to the quantitative analysis. Hence, the qualitative data includes the data gathered through interviews, observations, and document analysis.

The data was collected from a total of 238 respondents. To this effect, a total of 232 copies of questionnaires were distributed to 111 teachers and 76 students and 45 SIP committee members. The return rates of the questionnaires were 107(96.4%) from teachers, 75(98.7%) from students, and 40(89%) from SIP committee members. Moreover, five woreda and one zone education office supervision coordinators were interviewed.

The chapter consists of two sections. The first section deals with the characteristics of the respondents and the second section presents the analysis and interpretation of the main data.

4.1 Characteristics of the respondents

The respondents were asked to indicate their background information. The details of the characteristics of the respondents are given in table 7 below.

Table7. Characteristics of the respondents

No	Items		Respondents							
			Teachers		Students		Committee members		Woreda & Zonal Supervisors	
			No	%	No	%	No	%	No	%
1	Sex	Male	90	84.1	49	65.3	33	82.5	6	100
		Female	17	15.9	26	34.7	7	17.5	-	-
		Total	107	100	75	100	40	100	6	100
2	Age	16-20	-	-	63	84	11	27.5	-	-
		21-25	31	29.0	8	10.7	10	25.0	-	-
		26-30	41	38.3	4	4.3	15	37.5	-	-
		31-40	24	22.4	-	-	4	10	6	100
		41-50	11	10.3	-	-	-	-	-	-
		Total	107	100	75	100	40	100	6	100
3	Educational Level	Grade 9	-	-	-	-	1	2.5	-	-
		Grade 10	-	-	75	100	9	22.5	-	-
		10 or 12 complete	-	-	-	-	4	10.0	-	-
		TTI	-	-	-	-	2	5.0	-	-
		Diploma	2	1.9	-	-	2	5.0	-	-
		1st Degree	104	97.2	-	-	21	52.5	6	100
		Above 1st degree	1	.9	-	-	1	2.5	-	-
		Total	107	100	75	100	40	100	6	100
4	Work experience	1-5 years	30	27.03	-	-	8	20	-	-
		6-10 years	41	37	-	-	21	52.5	1	16.7
		11-15 years	22	19.82	-	-	11	27.5	-	-
		16-20 years	15	13.5	-	-	-	-	5	83.3
		>20 years	3	2.7	-	-	-	-	-	-
		Total	111	100	-	-	40	100	6	100

Item number 1 in Table 7 relates to the sex of teachers, student, and SIP Committee members' respondents. As the information obtained from respondents in this regard show, 90(84.1%), 49(65.3%) and 33(82.5%) respectively were males and 17(15.9%), 26(34.7%) and 7(17.5%) were females. All (100%) of Woreda and zonal education supervision coordinators were male.

As can be seen from the above, the majority 38.3% of the teachers and 37.5% of the SIP Committee members are within 26-30 years age range. On the other hand 84% of the

students are in the 16 to 20 age group. From the discussion, it may be possible for one to recognize that the teachers and SIP Committee members are young bloods who have a lot of ideas and energy, and, hence, can enthusiastically perform their duties and responsibilities. In addition to this, they have good opportunity to share experience from their senior teachers as well as department head teacher counter parts. As far as the age of Woreda and Zonal education office supervision coordinators are concerned, all (100%) of Woreda and zonal supervision coordinators were found to be in the range of 31-40, which is believed to be at their adult age. Hence they are likely in a good position to provide adequate and rational responses to the questions presented to them.

Table 7 further indicates that, 1% and 12.5% of teachers and SIP committee members respectively had second degree. Whereas, the majority 97.2% of teachers and 52.5% SIP committee members had first degree. Yet, the education and training policy suggests that teachers at the secondary schools level ought to have a minimum of first degree (MoE 2010). The implication, thus, is that these teachers were in a position to provide the required level of quality training and might have a better understanding of the issue under investigation and in turn might provided adequate and right responses to the items presented to them. Furthermore all (100%) of woreda and zonal education office supervision coordinators were first degree holders. Therefore, we can conclude that principals, cluster supervisors and woreda education office supervision coordinators had equivalent education level to serve their colleague teachers, in helping each other in improving their professional competence and quality of education in secondary schools.

Item number 4 of Table 7 shows 30(27.03%) and 8(20%) of teachers and SIP committee members respectively have 1 to 5 years work experience. Whereas, 41(37%), 21(52.5%), and 1(20%) of teachers, SIP committee members, and Woreda and Zonal education office supervision coordinators respectively had 6 to 10 years work experience. The rest 40(36.04%) of teacher, 12(30%) of SIP committee members, and Woreda and Zonal education office supervision coordinators had above 10 years services. The data implies that, the majority of respondents experience was above five years. This shows that, they had a relatively better and deep understanding of the teaching profession and various programs carried out in schools including school improvement program. This in turn

might enable them to provide genuine and correct responses to the questions presented to them. Besides, they might be in good stand to identify those major problems observed in the school improvement program.

Therefore, it would be possible to conclude that respondents possess relatively adequate qualification, ages and experiences to understand the questionnaires and give appropriate information for the study.

4.2 The degree of SIP implementation

Providing quality education enables students to attain highest grades in terms of knowledge, skill and attitude. In this regard, the review of literature discloses that enhancing quality student learning and achievement is the focus of SIP. SIP is made up of four domains namely learning and teaching; leading and managing; student environment; and community involvement. The domains represent the four key areas in which school improvement takes place. They describe the essential characteristics of an effective school (ACT, 2009). Therefore, in the section that follows data on implementation of school improvement domains, and challenges that hindered the implementation of SIP are presented and analyzed.

4.2.1 Preparation made for SIP implementation (the preparation phase)

To implement SIP making the necessary preparation is an important issue. Besides, for schools to enjoy sustained improvement, it is necessary that school staff and surrounding communities take responsibility for program improvement. Therefore, the school community and other stakeholders are expected to know the essence and contribution of SIP in solving teaching and learning problems. In doing so, they are supposed to have adequate knowledge on preparations for school improvement process and how to prepare and plan is practiced. In this connection, teachers, students and SIP committee members were asked to rate the degree to which preparation was made for SIP implementation as indicated in SIP framework manual (MoE, 2007). Their perception was obtained using a five point Likert type items having a scale ranging from a low value of one to a high value of five. The scale embraces a number of dimensions defined in terms of a five point

scale: Very low (1), Low (2), Average (3), High (4), and Very high (5). The range was aimed at capturing the intensity of respondents' feelings for a given item. Analysis was made using descriptive summary statistics for individual variables such as number of cases, mean, standard deviation. Mean scores from data analysis were also interpreted based on the terms of reference forwarded by Fowler (1996) as indicated below:

The lowest level, one represents poor, well below minimum standards for the dimension in question. Point three represents moderate or tolerable quality, while the top level, five represents very high quality. Values from two to four would be a normally expected operating range. A value of two, however, would represent a clear deficit for a specific dimension, though not as grossly deficient as the lowest value of one. From four (inclusive) to five, would be definitely above average. Precisely, for the purpose of interpretation, the mean scores were treated as: 0.05-1.49(very low), 1.5-2.49(low), 2.5-3.49(average), 3.5-4.49(high), and 4.5 and above (very high). The results are presented and analyzed in the following Table.

Table 8- Respondents views about preparation made for SIP implementation

No	Items/Indicators	Respondent	N	X	SD	F = Ratio
1	The extent to which the purpose were communicated	Tea.	107	3.69	.926	.806
		Stu.	75	3.67	.991	
		Com.	40	3.48	.877	
2	The extent to which surveys were conducted to define the school status	Tea.	107	3.34	.980	2.570
		Stu.	75	3.61	.971	
		Com.	40	3.68	1.047	
3	The extent to which school/s identify its/their problems and set priority accordingly	Tea.	107	3.55	1.048	.748
		Stu.	75	3.67	.991	
		Com.	40	3.42	1.035	
4	The degree to which shared vision has been created	Tea.	107	2.34	.890	.414
		Stu.	75	2.36	1.035	
		Com.	40	2.20	.853	
5	The extent to which inception trainings were given and workshops were conducted	Tea.	107	2.40	.845	.043
		Stu.	75	2.36	1.061	
		Com.	40	2.38	1.102	
6	The clarity of the strategies to be used	Tea.	107	2.27	.896	.009
		Stu.	75	2.25	1.028	
		Com.	40	2.28	1.086	
7	The extent to stakeholders participation in decision making	Tea.	107	2.33	.833	*6.834
		Stu.	75	2.89	1.351	
		Com.	40	2.35	1.027	
8	Stakeholders participation in planning	Tea.	107	2.47	.965	.324
		Stu.	75	2.44	1.165	
		Com.	40	2.60	1.033	
9	Attempt made to acquire support from different stakeholders	Tea.	107	2.30	.913	1.518
		Stu.	75	2.13	.935	
		Com.	40	2.45	1.108	
10	The degree to which resources(human and financial) were mobilized	Tea.	107	2.31	.915	.652
		Stu.	75	2.48	1.143	
		Com.	40	2.32	1.118	
11	The extent to which monitoring and evaluation system were created	Tea.	107	2.27	.875	2.091
		Stu.	75	2.40	1.078	
		Com.	40	2.02	.800	
12	The willingness and commitment created among the local level authorities	Tea.	107	2.23	.917	*3.827
		Stu.	75	2.65	1.191	
		Com.	40	2.35	.893	
13	The degree of transparency among actors	Tea.	107	2.48	1.085	.048
		Stu.	75	2.43	1.055	
		Com.	40	2.45	1.108	

Key: Table value of F at 2, 219 degree of freedom is 3.04. The mean difference is significant at α=.05 level.

As indicated in item 1of Table 8, the three groups of respondent were asked the degree to which the purpose or objectives of school improvement program were communicated or not. The respondents rated the issue similarly. The mean score for teachers (X=3.69) and students (X =3.67) revealed that objectives or purposes of the school improvement program are highly communicated. While, SIP committee members reported as moderate (X=3.48). Similarly, the data obtained from the interview conducted with Woreda and Zone education office supervision coordinators revealed that almost all stakeholders have clear ideas about the general objectives or purpose of school improvement program. The computed value of one way ANOVA test ($F(2,219) = .806 < 3.04$ at $\alpha = .05$ level) indicates that there is no significant difference among the three groups of respondents regarding item 1. The implication, thus, is that stakeholders have an opportunity to have clear understanding of the key purpose and objective of SIP and it is an opportunity to achieve better results.

With regard to item 2 of Table 8, the three groups of respondents rated differently concerning the degree to which surveys were conducted to define the schools' status. The mean scores for students and SIP committee members respectively (X=3.61 and X= 3.68) unveiled that the secondary schools more often do conduct surveys to define their status. Teachers also rated this practice as moderate (3.34). Regarding this, data obtained from document analysis indicated that majority of the secondary schools conduct survey to determine their status before planning their improvement plan. The ANOVA test result has also revealed no significant perception difference among the respondents ($F(2,219) = 2.570 < 3.04$ at $\alpha = .05$ level) as regards the item. Therefore, it is possible to conclude that, all secondary schools have good experience of conducting survey (Self-enquiry) which is one of the basic constituents of the school improvement program on which school plan should be based. In this line, MoE (2007) suggested that self-enquiry is an essential means to create a sense of responsibility and accountability for students learning, to practically show schools accountability to their stakeholders, and to assess the extent to which they are satisfying the needs of their students and the impact of their services as well as future directions of improvement.

In item number 3 of the same Table, respondents were asked to indicate their agreement on the extent to which secondary schools identify their problems and set priority accordingly. Teachers and students agreed that schools had experience of identifying their problems and setting priority (X=3.65 and X=3.67 respectively). Similarly SIP committee members indicated that the issue is moderately (X= 3.42) practiced. Besides, the data obtained through document analysis (school strategic plan) showed that almost all secondary schools had exerted a good deal of effort to identify their problems and set priority on the basis of survey conducted to define their status. The result of one way ANOVA test ($F(2,219) = .748 < 3.04$ at $\alpha = .05$ level) illustrated that there is no significant difference among the three groups of respondents. Hence, one can recognize from the discussion that the experience of secondary schools in identifying their problems and set priorities accordingly was significantly observable.

As depicted in item 4 of Table 8, the ratings of teachers, students and SIP committee members, 2.34, 2.36, and 2.20 respectively disclose their disagreement over the degree to which shared vision has been created. This implies that, the effort made by secondary schools in creating public awareness about the school vision is low. The analysis of variance ($F(2,219) = .414 < 3.04$ at $\alpha = .05$ level) shows that there is no significant difference among the mean scores of the study groups. Therefore, it is possible to suggest that shared vision created by the school is low.

As it has been illustrated in item 5 of Table 8, respondents are requested to indicate their perception about the frequency that workshop and trainings given to stakeholder regarding the school improvement program. In this regard, the mean value for teachers (2.40), students (2.36), and SIP committee members (2.38) indicates that training and workshop were conducted rarely. In the same way, data originated from open ended questions depicted that trainings given to stakeholders were not adequate at secondary school level. Similarly, the result of analysis of variance ($F(2,219) = .043 < 3.04$ at $\alpha = .05$ level) indicates that there is no significant difference among the three groups of respondents concerning the case in point. This shows that schools and Woreda and Zone Education Offices were not well aware of their responsibilities with regard to improving the awareness of the stakeholders through giving various trainings. In this connection,

one can imagine the severe consequences of such circumstances. Absence or shortage of training in general is not a hopeful step to strengthen the implementation of SIP in schools so as to meet the needs of the users, better academic achievement.

Item number 6 in Table 8 is designed to obtain information from respondents about the degree to which strategies used are essentially clear and easily understandable. The rating of teachers, students and SIP committee members were 2.27, 2.25, and 2.28 respectively .This indicates that the clarity of the strategy to be used is low. In addition to this, data obtained from interviewees revealed that the strategy used was not adequately known by all stakeholders due to lack of sufficient training. Also there is no significant difference among the three groups of respondent ($F(2,219) = .009 < 3.04$ at $\alpha = .05$ level) concerning the issue. In fact, all secondary school strategic plans have included outcomes, strategies, resources and measures of achievements. But, they have never clearly put the required outcomes, strategies, resources and measures of achievements. In addition, majority of the sampled schools' strategic plans do not incorporate goals, values, ethics, and guiding principles. Therefore, it is possible to conclude that, the clarity of strategies used were low.

With regard to item 7 of Table 8 above, respondents were requested to rate participation of stakeholders in school decision making. Accordingly, teachers (2.33) and SIP committee members (2.35) indicate that stakeholders' participation in school decision making was low. However, students' response (2.89) revealed that participatory decision making was reasonably practiced. Data obtained from open ended questions also suggested that the participation of stakeholders in school decision making was not sufficiently practiced as expected. On the other hand, the analysis of variance ($F(2,219) = *6.834 > 3.04$ at $\alpha = .05$ level) shows that there is significant difference among the mean scores of the study groups regarding item number 9.

In order to determine which groups of respondents contributed more to the difference, pair wise comparisons (Bonferroni) was carried out. Accordingly, it was found that there is a significant mean difference between teachers and students (mean difference = .566, p (.002) <0.05) and between students and SIP committee members (mean difference =

.543, p (.030) <0.05 see appendices-E. But there is no significant difference between teachers and SIP committee members (mean difference = .023, p (1.000) > 0.05). At first glance, the difference between the mean scores for the two groups may be due to the difference in experience and knowledge of the school decision making process among them. Students could have a limited knowledge of how school decision making is commonly exercised. By virtue of their position in schools, nevertheless, teachers and SIP committee members might have considered many shortcomings from various dimensions on the basis of their practical decision making experiences. Consequently, it is possible to suggest that stakeholders' participation in school decision making process is low or insignificant in secondary schools of Assosa Zone.

In item 8 of Table 8 respondents showed their agreement concerning the involvement of stakeholders in school improvement planning. Accordingly, teachers (X=2.74) and students (X=2.44) reported that participation of stakeholders in school improvement planning is low, while SIP committee members(X= 2.60) indicate that the issue is reasonably practiced. On the other hand, the data obtained from interview reveals that, the participation of stakeholders in school planning are not as expected which might be due to lack of willingness and commitment. The ANOVA result (F (2,219) =.324<3.04 at α= .05 level) shows that there is no significant difference among the response of the three groups of respondents regarding item number 8. Therefore, from the result above it is possible to say that, this activity is not sufficiently exercised at the school level. Concerning this issue, MoE (2010) suggest that, School improvement planning can only lead to genuine and profound change if schools have at least a minimum level of resources to work with. Without such resources, the school improvement program could become de-motivating. This can be improved when parents and local communities actively participating in school improvement planning and implementation (MOE, 2010). This implies that, quality improvement depends strongly on the actions which the school staff and the surrounding community undertake.

As depicted item 9 of Table 9, teachers, students, and SIP Committee members were found to have a perception that the capacity of secondary schools in acquiring support from different stakeholders is poor (2.30, 2.13, and 2.45 respectively). The computed F

(2,219) =1.518<3.04 at α= .05 level) shows that there is no significant different among the response of the three groups of respondents concerning attempt made to acquire support from different stakeholders. Data obtained from open ended questions suggest that efforts made by the school management to get support from different stakeholders are not significant. Therefore, it is possible to conclude that, the school management and principals are not exercised more to get adequate support and assistance from different stakeholders to the effective implementation of the program.

According to the mean scores for item 10 of Table 8, teachers, students, and SIP Committee members were found to have a perception that the capacity of secondary schools in mobilizing human and financial resources is poor (2.31, 2.48, and 2.32 respectively). Also, the data originated from open ended questions and interview conducted with Woreda and Zone Education Office supervision coordinators pointed out that majority of the secondary school principals do not organize or prepare strategies to mobilize human and financial resources and do not try to mobilize community support. They expect all sorts of resources from government rather than crafting strategies that will increase their ability to generate income/revenue. In fact this inability could emanate from school leaders inadequate or lack of training in the area of effective planning and management of resources and budget allocation. In this regard, the computed value of one way ANOVA (F (2,219) =.652<3.04 at α= .05 level) depicted that there is no significant difference among the three groups of respondents. Generally, it seems that the secondary schools are running below capacity to do the job of mobilizing human and financial resources for a purpose, SIP implementation. However, using human and financial resources strategically and aligning them with pedagogical purposes help to focus school activities on improving teaching and learning

As it is observed in item 11 of Table 8, the three groups of respondents replied that monitoring and evaluation systems created at school level operate inefficiently (2.27, 2.40, and 2.02 for teachers, students, and SIP committee members respectively). This implies that strategies or mechanisms were not in place at the school level to monitor and evaluate the school improvement process. Supporting this, data acquired from observation checklist indicates that majority of the secondary schools in the study haven't

had well prepared activity checklists to judge the progress and results of SIP implementation. This finding is also consistent with the MoE (2010) account traced in ESDP IV. It observed that the SIP monitoring and evaluation system is not yet well established in primary as well as secondary schools. In spite of this, monitoring of the SIP action steps is carried out to check the degree of SIP implementation and the extent of its impact on student learning and achievement (SAGE, 2007). The ANOVA test (F (2,219) =2.091<3.04 at α= .05 level) likewise demonstrated that there is no significant difference among the respondents. Furthermore, interview held with Woreda and Zonal supervision coordinators strengthen the above result. Interviewees were of the opinion that schools often do not use different mechanisms to evaluate themselves as well as teachers achievement or otherwise. Considering all the above , it is safe to say that schools have insufficient capacity to carry out monitoring and evaluation of SIP practices and/or not enough attention was devoted to progress assessment of SIP by the respective secondary schools' in Assosa Zone .

As can be seen item 12 of Table 8, the three groups of respondent were asked the degree to which willingness and commitment created among the local level authorities or not. The respondents rate the issue differently. The mean score for teachers (X=2.23) and SIP committee members (X=2.35) reveals that willingness and commitment created among the local level authorities is low. While, Students reported as moderate (X=2.65). On the other hand, the analysis of variance (F (2,219) = *3.827> 3.04 at α= .05 level) shows that there is significant difference among the mean scores of the study groups. However, this disparity do not indicates among which group and in which decision category the respondents view show significance differences. Hence, to examine this, pair wise Comparison (Bonferroni) test procedure was used.

It is found that there is no significant difference between SIP committee members and teachers (mean difference = .116, p (1.000) > 0.05) and between students and SIP committee members (mean difference = .303, p (.384)>0.05). However, there is a significant mean difference between teachers and students (mean difference = .420, p (.019) <0.05) see appendices-E. This variation of views on subject may arise from teachers' knowledge and better experiences about the issues than students. Based on the

responses of the majority, it is likely to suggest that, the effort made by the schools' in developing willingness and commitment among key actors is found to be low. Thus, lack of stakeholders' willingness and commitment has serious repercussion for the proper implementation of SIP.

In item number 13 in Table 8 respondents show their agreement concerning the degree of transparency among actors. Hence, the mean score of teachers, students and SIP committee members were calculated to be in between 1.5 and 2.49. This might show the clarity of the transparency among actors is low. Also there is no significant difference among the three groups of respondent ($F(2,219) = .043 < 3.04$ at $\alpha = .05$ level) concerning issue. Thus, it is possible to say that, there is lack of transparency among school level actors.

4.2.2 Teaching learning process (domains)

School improvement is concerned with raising student achievement and developing other desirable student characteristics by focusing on the teaching -learning process and the conditions that support it. The teaching-learning process also focuses on learner's needs and application of appropriate teaching methods in which students not only acquire information but do something active with it. In addition, the process helps students to analyze and use it and to have deep understanding and new knowledge. In relation to this, the school improvement framework of MoE (2007b) suggested that teachers need to adjust their teaching approach according to the needs of students. Hence, teachers, students, and SIP committee members were asked about the extent to which the teaching and learning activities were practiced in secondary schools as envisaged in the MoE SIP framework. The results are presented and analyzed in Table 9 below.

Table 9- Respondents views about teaching- learning domain

No	Items/Indicators	Respondent	N	X	SD	F = Ratio
1	The school has mutually defined principles which lay down strong foundations for quality teaching and learning	Tea.	107	2.46	.993	2.085
		Stu.	75	2.28	1.073	
		Com.	40	2.08	1.118	
2	The school designs and implements a strategy through which teachers can acquire new and effective teaching methods and strategies	Tea.	107	2.33	1.097	.687
		Stu.	75	2.19	.996	
		Com.	40	2.12	1.090	
3	The school has put in place support mechanisms for academically weak students	Tea.	107	3.08	1.056	2.704
		Stu.	75	2.68	1.254	
		Com.	40	2.85	1.272	
4	The school ensure that teachers teach according to their plan(daily and annual)	Tea.	107	3.64	1.067	*3.307
		Stu.	75	3.19	1.332	
		Com.	40	3.52	1.109	
5	Teachers attempt to consider individual differences and teaching accordingly	Tea.	107	3.67	.833	.070
		Stu.	75	3.72	.909	
		Com.	40	3.68	.917	
6	Teachers communicate clear objectives of what they teach	Tea.	107	3.82	.878	1.051
		Stu.	75	3.63	1.148	
		Com.	40	3.62	1.055	
7	Teachers provide support for their student	Tea.	107	3.67	1.035	.618
		Stu.	75	3.57	1.117	
		Com.	40	3.45	1.280	
8	Teachers use the comments given to them for improving their performances	Tea.	107	3.68	.831	.073
		Stu.	75	3.73	.977	
		Com.	40	3.70	.853	
9	Benchmark that encourage students for better results are clearly defined	Tea.	107	3.54	.964	.276
		Stu.	75	3.55	1.094	
		Com.	40	3.68	.971	
10	Students get feedback from time to time	Tea.	107	2.40	1.072	2.314
		Stu.	75	2.16	1.186	
		Com.	40	2.00	.987	
11	Students participation in various clubs has increased	Tea.	107	3.55	.983	.886
		Stu.	75	3.76	1.137	
		Com.	40	3.68	1.071	
12	Students results have shown considerable improvement over time(after SIP)	Tea.	107	2.20	.905	.800
		Stu.	75	2.25	.960	
		Com.	40	2.02	.947	
13	The performance of students are reported to the parents regularly	Tea.	107	2.44	1.142	.419
		Stu.	75	2.28	1.269	
		Com.	40	2.32	1.185	
14	Teachers used continuous assessment to measure progress of their students and provide support accordingly	Tea.	107	2.40	1.140	.065
		Stu.	75	2.21	1.004	
		Com.	40	2.20	1.285	

Key: Table value of F at 2, 219 degree of freedom is 3.04. The mean difference is significant at α=.05 level.

As it is revealed in item 1 of Table 9, the rating of teachers, students and SIP committee members (X=2.46, X=2.28, and X=2.08 respectively) unveiled their disagreement over the issue that schools mutually define principles which lay down strong foundations for quality teaching and learning. This implies that the schools were poor in defining guiding principles upon which they run quality teaching and learning process. The analysis of variances (calculated F- ratio is less than the table values (3.04) at α= .05 levels) revealed that there is no significant difference among the mean scores of the study groups. The respondents' perception similarity seems to suggest that this activity was not suitably practiced in the schools.

As can be observed in item 2 of Table 9, respondents were asked to indicate their agreement on the extent to which the schools design and implement a strategy through which teachers can acquire new and effective teaching methods and strategies. Consequently, teachers, students and SIP committee members expressed their disagreement (X= 2.33, X=2.19, and X=2.12 respectively). This means that, the schools understudy do not frequently and adequately design and implement strategies in order to help teachers acquire innovative and effective teaching methods and strategies. This is also an indication that the schools' effort in promoting effective teaching and learning methods is fairly poor. The result of one way ANOVA test ($F(2.219) = .687 < 3.04$ at α= .05) shows that there is no significant difference among the mean scores of the three groups of respondents. Thus, it is safe to suppose that schools in the Assosa Zone did not devote enough attention to designing and implementing strategies to improve the teaching and learning activities.

In response to item 3 of the same Table, all the respondents have casted doubt on the issue of putting in place support mechanisms for academically weak students by schools. The mean scores: X=3.08, X=2.68, and X=2.85 are for teachers, students and SIP committee members respectively indicating uncertainty among them. However, data obtained from responses to open ended and interview items indicated that the majority of the schools have support mechanisms for academically weak students but it was not effective as expected due to lack of monitoring and evaluation systems. The ANOVA test result ($F(2, 219) = 2.704 < 3.04$ at α= .05) also shows that there is no significant different

among the views of the three groups of respondents concerning item number 3. From the data, it can be deduced that supportive mechanisms for academically weak students are almost non-existent at these secondary schools of the Zone.

Concerning item 4 of table 9, respondents were requested to rate the degree to which the schools ensure that teachers teach according to their plan (daily and annual). Accordingly, teachers (X=3.64) and SIP committee members (X=3.52) indicated that these schools often make certain that subject teachers accomplish their daily task in line with their daily and annual plan. However, students (X=3.19) reported that they are uncertain about the practice. Likewise, data obtained from documentary analysis (supervision report) revealed that the effort made by the schools to ascertain that teachers teach according to their lesson plan was insignificant. This has happened due to absence of frequent or continuous supervision practices in the secondary schools of Assosa Zone.

The result of analysis of variance suggests that there is significant difference among the mean scores of respondents (F (2.219) =*3.307>3.04 at α= .05). In order to determine which groups mean contribute more to the differences, Post hoc or multiple comparison test method was employed. The result indicated that a significant difference exists between teachers and students (mean difference = .449, p (.035) <0.05) see appendices-E. In this regard we can use our common sense. Meaning, under normal classroom circumstances, it is not students' business to check or follow up whether a teacher use and /or be guided by his/her lesson plan. The students' focus of attention is the lesson not the plan. Implicit to this argument is that, therefore, the students' response regarding this practice could possibly be not dependable. Anyway, on the basis of the aforementioned discussion, one can possibly conclude that the schools, though not frequently and continuously, attempt to ensure that teachers teach according to their annual and lesson plan.

In item 5 of Table 9, respondents were asked to indicate their agreement on teachers' effort in recognizing individual differences and teach accordingly. In this connection, the mean scores for the three groups of respondents fall between 3.5 and 4.49 indicating high degree of agreement of them regarding the issue. The one way ANOVA test result (F

(2,219) = .070<3.04 at α= .05) revealed that there is no significant difference among the three groups of respondents. Thus, it is possible to suggest that secondary school subject teachers are making noticeable effort to look into students' individual differences and address these differences regularly.

The mean ratings of teachers, students, and SIP Committee members (3.82, 3.63and 3.62 respectively) for item 6 of Table 9 validate that usually teachers communicate clear objectives of what they teach to students. The 'f' test result (F (2,219) =1.051<3.04 at α= .05) shows that there is no significant difference among the three groups of respondents regarding the teachers' professional effort. Concerning this, Harris, A. (2005) stated that teachers of successful schools are well organized. Their lessons are planned ahead of time and well-structured; and have clear objectives to communicate to students. These teachers are sensitive to differences in the learning style of students and adapt their teaching style accordingly. Generally, if we look at teachers of the secondary schools of Assosa Zone from the above perspective, it is seems that they deserve the rank of successful teachers.

The mean scores of the responses to item 7 of Table 9 indicate that both teachers (X=3.67) and students (X=3.57) are of the opinion that secondary school teachers normally provide necessary support for their students. But, though not significantly, SIP committee members (X=3.45) appeared to be uncertain about this practice. Likewise, data obtained from responses to open ended questions and interview revealed that these teachers rarely provide support for their students. According to these same qualitative data, the very reason that principals do not in encourages and support teachers in supporting their students. The result of analysis of variance (F (2,219) = .618<3.04 at α= .05) reveals that there is no significant difference among the three groups of respondents. Thus, it is possible to say that secondary school teachers in Assosa Zone were effective (though not as expected) in providing support and facilitating suitable conditions for students' better academic performance.

As it has been shown in item 8 of Table 9, teachers, students and SIP committee members reported their agreement(X= 3.68, X=3.73, and X=3.70 respectively) that school teachers use comments given to them for improving their performances. The result of

analysis of variance (F (2,219) = .073 at α= .05) revealed that there is no significant difference among the three groups of respondents. Thus, based on the result above, it seems possible to conclude that there were noticeable practices of utilizing feedbacks by the teachers.

In item 9 of the same Table respondents were asked to specify their agreement pertaining to the extent to which schools clearly define benchmarks that encourage students for better results .The rating of teachers, students and SIP committee members were 3.54, 3.55 and 3.68 respectively. This implies that it was common practice in secondary schools of the study area to clearly define benchmarks. Besides, the data obtained through document analysis (students portfolio and strategic plan) showed that in all secondary schools student result were analyzed using school based academic (classroom) results and students were also encouraged to set goals for better achievements under close guidance of homeroom teachers. Implicit in the statement is that efforts exerted by the schools to encourage students for better results were obviously considerable. The result of ANOVA test suggests that there is no significant difference among the means of respondents' responses (F (2.219) =.276<3.04 at α= .05). From the discussion above, one could possible conclude that the performance of secondary schools in Assosa zone was substantial as regard defining benchmarks on purpose.

As can be observed from the data corresponding to item 10 of Table 9, the mean ratings of teachers (X=2.40), students (X=2.16), and SIP committee members (X=2.00) demonstrate their disagreement on continuous feedback given to students. This implies that schools, especially teachers, were not in the habit of providing feedback to their students. The ANOVA test result also suggests that there is no significant difference among the mean scores of respondents' responses (F (2.219) =2.314<3.04 at α= .05). Hence, based on the results indicated above, it is possible to suggest that providing timely feedback about all forms of student activities were not practically implemented by all concerned. However, MoE (2007) reported that in order to ensure whether students acquired adequate knowledge or not teachers need to conduct timely and continuous assessment in order to record students' results and give timely feedback as much as possible.

As it has been shown in item 11 of Table 9, the mean scores of teachers (X=3.55), students (X=3.76), and SIP committee members (X=3.68) bear witness to the participation of students in various clubs. This means that students regularly participate in co-curricular activities at school level. The analysis of variance ($F(2,219) = .886 < 3.04$ at $\alpha = .05$) shows that there is no significant difference among the mean scores of the study groups. In this line, UNICEF (2010) suggests that children do not develop their capacity solely by being taught in schools. They should be members of different school clubs that provide a forum where students, teachers and other members of the community could share experiences, identify problems, and jointly decide and act towards the fulfillment of children's rights. Club activities which promote peaceful coexistence, self-confidence, self-esteem, environmental protection, and development of the physical, emotional and spiritual well-being of students are particularly important**.**

As can be seen from item 12, respondents were requested whether or not improvements made in terms of student achievement. Accordingly, the mean scores of each groups fall between 1.5 and 2.49. This implies that, student achievements are not improved as expected. In the same way the computed value of analysis of variance ($F(2,219) = .800 < 3.04$ at $\alpha = .05$ level) reveals that there is no significant difference among the three groups of respondents. The data obtained from interview conducted with Woreda and Zone education Office supervision coordinators indicate that student achievements are not satisfactorily increased. Also the data obtained from document review (student roster) indicates the students' achievements are insignificantly improved when compared the trends of 2002 to 2004 E.C grade 10 National exams. For example, as can be seen in appendix F for grade 10, the percentage of students who had GPA 2.00 or above in 2002, 2003 and 2004 E.C were 40.8%, 46.07% and 43.46% respectively. This implies that, the percentage of students who had score 2.00 or above are not increased in a similar manner. As the data also indicates the student results were not improved constantly instead it fluctuated year to year. This finding is also inconsistent with the MoE (2010) account traced in ESDP IV. It observed that at least 70 % of students in all grade levels, in all subjects and all type of assessments and exams will score at least 50% and at least 20 %

of the students will score 75 %. Thus one can say that the student achievements are not sufficiently improved as expected or as the standard planned by MOE.

In item 13 of the same Table, respondents were inquired about the degree to which performances of students were regularly reported to parents or not. In this regard, the mean value for teachers (X=2.44), students (X=2.28), and SIP committee members (X=2.32) indicated that schools rarely report students' performance to their parents. The computed value of analysis of variance ($F(2,219) = .419 < 3.04$ at $\alpha = .05$) reveals that there is no significant difference among the three groups of respondents. The data obtained from documentary analysis (School report) showed that these schools had reported progress of students to their parents only two times a year. This implies that, there is gap between the school and parents in communicating students' performance progress. Although, MOE (2010) suggested that school principals and teachers need to meet with parents whenever necessary, and at a minimum, twice per semester, to discuss their children's learning achievement or academic status.

In item 14 of Table 9, the three groups of respondents were asked to indicate their level of agreement regarding the continuous assessment used by teachers to the effectiveness of SIP. Accordingly, the mean score of each groups fall between 1.5 and 2.49, that is, the continuous assessment taken by teachers is low. This shows that, the teachers are not able to provide adequate support and assistance to the effective implementation of the program and achievement of the students. Data obtained from open ended and interview held indicates that, most of teachers use continuous assessment result for grading rather than identifying learning problems and assist students by adjusting their instruction. Likewise, one way ANOVA result also suggests that there is no significant difference among the mean scores of respondents ($F(2.219) = .065 < 3.04$ at $\alpha = .05$ level). From this one may conclude that, secondary school teachers are not effective in using continuous assessment. In this regard, it should be understood that continuous assessment is not considered as an integral part of the learning process. However, Harris, 1996 (as cited in BEN-E, 2010) reflects that, ongoing assessment of student performance can provide teachers with the information they need to improve student learning.

4.2.3. Safe and health school environment

Educational environments need to be safe, supportive, welcoming and inclusive for all learners regardless of their differences. According to Estyn (2001), healthy school environment for teaching and learning reflect confidence, trust and mutual respect for cooperation between staff, students, government, parents and wider community is essential for purposeful effort and achievement. Therefore, safe and healthy school environment is necessary for teaching learning process. Students should feel secure in their school environment and they have to be empowered to participate in decision making process in schools. Thus, teachers, students, and SIP committee members were asked the degree of the agreements with various indicators forwarded to determine the practices of safe and health school environment domains in their respective schools. The result presents and analyzed in Table 10.

Table 10- Respondents views about safe and health school environment

No	Items/Indicators	Respondents	N	X	SD	F = Ratio
1	Students have great satisfaction on their school	Tea	107	2.37	.976	.707
		Stu	75	2.47	1.266	
		Com	40	2.62	1.334	
2	There is open and transparent relationship between teachers and students	Tea	107	3.65	.963	.492
		Stu	75	3.80	1.053	
		Com	40	3.75	.981	
3	Student become responsible and confident in their learning	Tea	107	2.07	.839	.543
		Stu	75	2.17	1.005	
		Com	40	2.00	.934	
4	The participation of students in the management of their school has increased	Tea	107	2.19	.973	.101
		Stu	75	2.21	1.069	
		Com	40	2.12	.966	
5	Students are provided with guidance and counseling services	Tea	107	2.36	1.094	1.478
		Stu	75	2.13	1.070	
		Com	40	2.08	1.185	
6	The school has well established guidelines for student management	Tea	107	2.37	1.005	1.080
		Stu	75	2.47	1.234	
		Com	40	2.15	1.099	
7	Classroom were become conducive for student	Tea	107	3.55	1.066	.825
		Stu	75	3.76	1.137	
		Com	40	3.65	1.001	
8	The school has library with adequate reference books	Tea	107	2.07	1.096	1.753
		Stu	75	2.41	1.415	
		Com	40	2.12	1.202	
9	The school has laboratory with adequate equipments	Tea	107	1.60	.889	.441
		Stu	75	1.52	.978	
		Com	40	1.45	.749	
10	The school play ground were conducive for students	Tea	107	2.36	1.144	.059
		Stu	75	2.31	1.355	
		Com	40	2.38	1.334	
11	The school has adequate separates toilet for boys and girls students	Tea	107	3.43	1.252	1.384
		Stu	75	3.69	1.507	
		Com	40	3.28	1.502	
12	The school has trained teachers who can teach disabled students	Tea	107	1.77	1.005	.254
		Stu	75	1.72	1.180	
		Com	40	1.62	1.030	

Key: Table value of F at 2, 219 degree of freedom is 3.04. The mean difference is significant at α=.05 level.

As shown in item 1 of Table 10, the mean values of the responses indicated that both teachers (2.37), and students (2.47) were the opinion that students are not satisfied with what is going in schools .On the other hand, SIP committee members were uncertain

about the issue (2.62). Concerning this issue Baldwin(as cited in Gamage,2006) determine that, when students are given the opportunity to take responsibility for their own learning and become involved in decision making at the school level , they are likely to develop more positive attitude toward the school. This could result in a reduction of negative behavior while achievement level could improve. On the other hand the data obtained from open ended questions and observations made indicated that majority of the secondary schools had inadequate facilities. This could affect students' satisfaction. Inadequacy of facilities moreover is an indication that the schools under the study were not creating positive environment for their students learning. Similarly, the result of one-way ANOVA indicates that there is no significant difference among the mean scores of the study groups ($F(2,219) = .707 < 3.04$ at $\alpha = .05$). Therefore, one can conclude that students were not obtaining great satisfaction from the schools' environment.

In item number 2 of the same Table, teachers, students and SIP committee members seem to agree that there is open and transparent relationship between teachers and students ($X=3.65$, $X=3.80$ and $X=3.75$respectively). The ANOVA test result also indicated that there is no significant difference among the mean score of the study groups ($F(2,219) = .492 < 3.04$ at $\alpha = .05$). Hence, one could possibly recognize from the result above that there is smooth relationship between teachers and students

In item 3 of Table 10, respondents were asked to indicate their perception regarding students' state of becoming responsible and confident in their learning. Accordingly, the mean score of each respondent fall between 1.5 and 2.49. This implies that students are not confident and fully responsible for their learning. The computed value of analysis of variance ($F(2,219) = .543 < 3.04$ at $\alpha = .05$) reveals that there is no significant difference among the three groups of respondents. In addition to this, the data obtained from open ended question indicated that majority of the secondary schools principals and teachers didn't encourage students to be active participants in the teaching and learning process. Consequently, students themselves are mostly waiting for support from others rather than doing and operating independently of others in getting experience and knowledge from different sources.

As it can be observed from the data in item 4 of Table 10, secondary school teachers, students and, SIP committee members, reported their disagreement about the participation of students in the management of their school(X= 2.19, X=2.21, and X=2.12 respectively). The result of analysis of one way ANOVA (F (2,219) =.101<3.04 at α= .05) indicated that there is no significant difference among the three groups of respondents concerning the issue under consideration. Therefore, it is possible to suggest that, of students had inadequately participated in the management of schools' affairs in the secondary schools of Assosa Zone.

As regards, guidance and counseling services that students were provided with (item 5 above) respondents reacted that the service was poor (X=2.36, X=2.13 and X=2.08 for teachers, students, and SIP committee members respectively). The result of analysis of one way ANOVA (F (2,219) =1.478<3.04 at α= .05) revealed that there is no significant difference among the three groups of respondents. The data obtained from responses to open ended questions and observation indicated that counselors in the majority of the secondary schools are not well trained. This implies that guidance and counseling services were given by untrained teachers. Therefore, from results obtained above, it is possible to suggest that the guidance and counseling service given to the students is poor and ineffective in the secondary schools of Assosa Zone.

In item 6 of Table 10, respondents were asked whether or not schools have well established guidelines for student management. Accordingly, the mean scores of teachers (X=2.37), students (X=2.47), and SIP committee members (X=2.15) revealed that there were no well established guidelines for students' management. Interview conducted with Woreda and Zone supervision coordinators also confirmed that secondary schools in Assosa Zone are not sufficiently versed in this regard. The result of analysis of one way ANOVA (F (2,219) =1.080<3.04 at α= .05) revealed that there is no significant difference among the three groups of respondents. Therefore, it is possible to conclude that efforts made by the schools in issuing guidelines (school level rules and regulation prepared based on school level context) for student management was low.

In item 7 of Table 10, respondents were requested to indicate their perception regarding the existence of conducive classroom conditions for students learning. In this connection, the mean scores of the teachers, students, and SIP committee members fall between 3.5 and 4.49. This implies that, classrooms were conducive for learning. The computed result of analysis of one way ANOVA ($F(2,219) = .825 < 3.04$ at $\alpha = .05$) revealed that there is no significant difference among the three groups of respondents regarding the issue. The data obtained from observation also unveiled that majority of the secondary schools have adequate classrooms (with student- classroom ratio, 1:55-60). This means, the maximum number of students in a section were 60. Furthermore, the classrooms have adequate desks and chairs. Therefore, it seems plausible to conclude that classrooms were suitable (available) for students learning in the secondary schools of Assosa zone, and relatively consistent with the standard set by MoE.

With regard to item 8 of Table 10 above, respondents were requested to rate adequacy of reference books in school library. Accordingly, teachers (2.07), students (2.41), and SIP committee members (2.12) revealed that secondary schools in Assosa Zone had libraries with inadequate reference books. Regarding this, Willms, D. (2000) (as cited in BEN-E, 2010) suggest 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. The data obtained from observation also indicated that majority of the secondary schools didn't furnished libraries with enough reference books. Furthermore the result of one way ANOVA ($F(2.219) = 1.753 < 3.04$ at $\alpha = .05$) indicated that there is no significant difference among the three groups of. Hence, it is possible to deduce that majority of the secondary schools in Assosa Zone have poor libraries with insufficient reference books.

As it has been shown in item 9 of Table 10, respondents, teachers, students, and SIP committee members ($X = 1.60$, $X = 1.52$, and $X = 1.45$ respectively), disagreed about the availability of laboratory with adequate equipment. The ANOVA test also indicated that, there is no significant difference among the three groups of respondents at ($F(2,219) = .441 < 3.04$ at $\alpha = .05$). The data obtained from observation made confirmed that all sample secondary schools except Assosa Secondary School had no laboratory room at all.

Hence, it is possible to infer from the discussion above that almost all secondary schools in Assosa Zone were sadly lacking laboratories with adequate equipment.

As it is illustrated in item10 of Table 10, respondents were questioned whether school playgrounds were conducive or not for students. Accordingly, teachers, students, and SIP committee members (X= 2.36, X= 2.31, and X= 2.38 respectively) reported their disagreement on the issue raised. This implies that, secondary school play grounds are not conducive for students learning. Similarly data obtained from observation indicated that the schools' playgrounds were not well designed and prepared. The result of one-way ANOVA indicated that there is no significant difference among the mean scores of the study groups ($F(2,219) = .059 < 3.04$ at $\alpha = .05$). Thus, it is possible to conclude that school play grounds are not conducive for students learning.

As presented in item11 of Table 10, teachers (X= 3.43) and SIP committee members (X= 3.28) were uncertain about the availability of adequate and separate toilets for boys and girls. But students expressed their agreement (X=3.69) on the issue under consideration. Contrary to the teachers and SIP committee members' position, the data obtained from observation checklist indicated that almost all secondary schools have adequate and separate toilets for boys and girls. The result of analysis of one way ANOVA also pointed out that there is no significant difference among the three groups of respondents at ($F(2,219) = 1.384 < 3.04$ at $\alpha = .05$). Therefore, it is possible to say that the secondary schools in Assosa Zone had adequate and separate toilets for male and female students.

As can be seen from item12 of Table 10, respondents were requested to indicate their perception of availability of trained teachers who can teach students with special needs (with disabilities). Consequently, they indicated (X=1.77, X= 1.72, and X=1.62 for teachers, students, and committee members respectively) there are no well-trained special needs teachers. The result of one-way ANOVA also indicated that there is no significant difference among the mean scores of the study groups ($F(2,219) = .254 < 3.04$ at $\alpha = .05$). Thus, all the evidences suggest that secondary schools in the Assosa Zone do not have trained teachers who could teach students with disabilities.

4.2.4 School leadership and management domain

School leadership and management play a great role in implementing the school improvement programs and play a paramount role enabling students to learn, achieve, and develop. On the other hands, quality education puts students at the centre of the process; student achievement must be the school‘s first priority. Therefore, they are essentially expected to effectively set clear direction for the school, preparing strategic plan based on effective and through evaluation and set priorities for improvement leading to quality education. They also establish link with parents, other organizations and the wider community to promote care of students and enhance learning (ACT Government, 2009). Thus, each group was asked the degree of the agreements with various indicators forwarded to determine the practices of school leadership and management domains in their respective schools. Results from analysis of responses are displayed in Table 11.

Table 11: Respondents views concerning school leadership and management

No	***Indicators***	Respondents	X	SD	F = Ratio
1	The strategic plan of the school was developed based on school self-evaluation	Tea	3.59	.981	1.273
		Stu	3.55	1.017	
		Com	3.85	1.099	
2	There are professional appraisal in line with the school’s vision and strategies	Tea	2.41	1.098	.993
		Stu	2.20	1.027	
		Com	2.42	1.107	
3	People in leadership roles act with integrity	Tea	2.25	1.020	.210
		Stu	2.16	.959	
		Com	2.18	1.059	
4	School administrators consider various viewpoints when making decisions	Tea	3.69	.873	.142
		Stu	3.63	1.010	
		Com	3.62	.838	
5	Leaders hold staff accountable for improving student learning	Tea	2.34	.961	1.669
		Stu	2.19	.996	
		Com	2.00	1.198	
6	Team work and collaboration has been developed in the school environment	Tea	2.23	.977	1.006
		Stu	2.12	1.065	
		Com	1.98	.974	
7	School leaders become capable of managing change in changing environment	Tea	2.27	1.033	2.845
		Stu	1.95	.999	
		Com	1.95	.959	
8	Adequate training were given to enhance schools leadership capacity to implement SIP	Tea	2.54	1.093	.253
		Stu	2.64	1.204	
		Com	2.68	1.347	

Key: Table value of F at 2, 219 degree of freedom is 3.04. The mean difference is significant at α=.05 level.

As can be seen in item 1 of Table 11, respondents were asked to indicate whether or not their schools have developed strategic plan based on school self-evaluation. In this regard, teachers, students, and SIP committee members (X= 3.59, X=3.55, and X=3.85 respectively) reported that school strategic plan was developed on the basis of school self-evaluation results. The result of one-way ANOVA indicates that there is no significant difference among the mean scores of the study groups (F (2,219) = 1.273<3.04 at α= .05). Therefore, it is possible to infer that, attempts made by secondary schools in developing their strategic plan through conducting school self-evaluation are highly improved.

As it is observed in item 2 of Table 11, the three groups of respondents replied that professional appraisal was not conducted in line with the school's vision and strategies at school level (X=2.41, X=2.20, and X=2.42 for teachers, students, and SIP committee members respectively) . This implies that professional appraisal mechanisms were not in place at the school level to evaluate stakeholders (teachers, principals and cluster supervisors) performance with school improvement activities. The one way ANOVA result (F (2,219) =.993<3.04 at α= .05) revealed that there is no significant difference among the three groups of respondents. The dada obtained from documents reviewed also indicated that evaluating stakeholders was not a standard practice in these schools due to utilization of old fashioned performance appraisal system which did not incorporate all criteria that could help to evaluate the current practices of teachers, school principals, and cluster supervisors in line with SIP objectives.

As it can be seen from the data respective to item 3, teachers, students, and SIP committee members (X=2.25, X=2.16, and X=2.18 respectively) reported their disagreement over the issue that people in school leadership roles act with integrity. They doubted that individuals who are involved in the school leadership were men/women of strong moral principles and highest integrity. The computed value of analysis of variance (F (2,219) =.210<3.04 at α= .05) revealed that there is no significant difference among the three groups of respondents. Hence, from the discussion above it is possible to

conclude that school leaders in the secondary schools of Assosa Zone are doing their job and their determination to a lower standard.

Regarding school administrators effort made to consider various viewpoints when making decisions, teachers (3.69), students (3.63) SIP committee members (3.62) indicated that a great deal of effort had been exerted by the school administrators in this regard as shown in item 4 of Table 11. This shows that school administrators frequently engage the interest and various viewpoints of their colleagues before making decisions. The computed value of analysis of variance ($F(2,219) = .142 < 3.04$ at $\alpha = .05$) also revealed that there is no significant difference among the three groups of respondents.

Item 5 of Table 11 investigates how far secondary school leaders hold staff accountable for improving students learning. With regard to this, teachers, students, and SIP committee members shown their disagreement ($X = 2.34$, $X = 2.19$, and $X = 2.00$ respectively) about the issue. This implies that the school leaders do not make the staff more accountable for improving student learning or they do not demand greater teachers' accountability in relation to students' achievement. The results of one way ANOVA ($F(2,219) = 1.669 < 3.04$ at $\alpha = .05$ level) implies there is no significant difference among the three groups of respondents. Consequently, it is possible to say that, secondary schools leaders are not committed to demand greater staff accountability for students' academic performance.

As shown in item 6 of Table 11, respondents were asked whether or not a spirit of team work and collaboration has been developed in the school environment. In this connection, teachers ($X = 2.23$), students ($X = 2.12$), and SIP committee members ($X = 1.98$) were the opinion that collaboration and team work skills and capabilities were not properly built and exercised in the secondary schools of Assosa Zone. The calculated value of ($F(2,219) = 1.006 < 3.04$ at $\alpha = .05$ level) suggest that, there is no significant difference among the three groups of respondents. Similarly the data obtained from interview conducted with Woreda and Zone Education Office supervision coordinators revealed that majority of the secondary school leaders do not have convincing leadership capacity in developing the spirit of team and collaboration work among the school community for

the success of the SIP. Therefore, it would seem that Assosa Zone secondary school leaders have limitation of skill in developing team work and collaboration for proper implementation of the school improvement program.

According to the mean scores for item 7 of Table 11, teachers, students, and SIP Committee members were found to have a perception that the capacity of secondary schools leaders in managing change in the school environment is poor (X=2.27, X=1.95, and X=1.95 respectively). The calculated F test value (F (2,219) = 2.845<3.04 at α= .05 level) also suggested that there is no significant difference among the three groups of respondents. Hence, from the result above it is possible to deduce that the secondary school leaders are incompetent in managing change and innovation.

As one can see from the data in item number 8 of Table 11, teachers (2.54), students (2.64), and SIP committee members (2.68) are uncertain about whether or not adequate training was given to enhance schools leadership capacity to implement SIP. The calculated F test result (F (2,219) =.253<3.04 at α= .05 level) also depicted that there is no significant difference among the three groups of respondents. On the other hand, data obtained from interview conducted with Woreda and Zone Education Office supervision coordinators and open ended questions indicated that training given to school principals is not adequate. Thus, it is possible to conclude that, training given to secondary school leaders in order to enhance their capacity for effective implementation of SIP is inadequate or low.

4.2.5 Community participation domain

Developing partnerships with parents and society enables schools to provide quality education. So, it is vital to mobilize pupils, parents, and other members of the community in support of the school activities (Hopkins, 1994). Supporting this, Lave and Wenger 1991(in Harris, 2008) suggest that, when learning communities of practice, participant gradually absorb and are absorbed in a 'culture of practice' , giving them exemplars, leading to shared meanings, a sense of belonging and increased understanding. Consequently, teachers, students, and SIP committee members were asked to give

opinions on the community participation in secondary schools of Assosa Zone. Results from the analysis of responses are as follows in table 12.

Table 12: Respondents views about the community participation

No	Indicators	Respondents	X	SD	F = Ratio
1	There are structure that enable community participation	Tea	3.50	1.004	1.735
		Stu	3.51	.991	
		Com	3.82	.903	
2	Parents are encouraged to participate in the school affairs	Tea	2.36	1.002	.153
		Stu	2.33	.977	
		Com	2.25	1.193	
3	The participation of parents in the management of the school has increased	Tea	3.50	.994	1.003
		Stu	3.71	1.010	
		Com	3.65	1.145	
4	Parent teacher association have been very active in the school	Tea	3.72	.919	.188
		Stu	3.77	.981	
		Com	3.82	1.083	
5	Parent have been providing both financial and material support to the school	Tea	2.24	1.098	1.067
		Stu	2.48	1.178	
		Com	2.42	1.107	
6	The school has been transparent to the local community	Tea	3.62	1.015	.365
		Stu	3.72	.994	
		Com	3.75	1.006	

Key: Table value of F at 2, 219 degree of freedom is 3.04. The mean difference is significant at α=.05 level.

As shown in item 1 of Table 12, respondents were requested whether or not there were structure that enable community participation. Accordingly, teachers, students, and SIP committee member's confirmed their agreement with mean value 3.50, 3.51, and 3.82 respectively. This indicates that, there is structure that enable community participation. Similarly, the result of one way ANOVA suggests that there is no significant difference among the mean scores of respondents responses ($F(2.219) = 1.735 < 3.04$ at $\alpha = .05$ level). Therefore, the existence of structure in the school encourages the participation of the community in the study area.

Item number 2 of Table 12, respondents were asked to indicate their perception whether parents are encouraged to participate in the school affairs or not. In view of that, the mean scores of each respondents fall between 1.5 and 2.49. This implies that, the practices of secondary schools in encouraging parents to participate in the school affairs are low. The

computed value of analysis of variance (F (2,219) =.153<3.04 at α= .05 level) reveals that there is no significant difference among the three groups of respondents. Furthermore, the information obtained from interviewee shows that there is weak relationship between school community and the parents. This is due to lack of awareness from parents, lack of providing information from the teachers and commitment from the school leaders to provide in detailed information to the parents and community. The respondents' perception similarity seems to suggest that this activity was not suitably practiced in the schools.

The data corresponding to item 3 of Table 12, secondary school teachers, students, and SIP committee members, with mean value 3.50, 3.71, and 3.65 respectively mentioned their agreement on participation of parents in the management of the school. This implies that it was common practice in secondary schools of the study area to participate parents in the management of the school. The calculated value of (F (2,219) = 1.003<3.04 at α= .05 level) suggest that, there is no significant difference among the three groups of respondents. Hence from the result above it is possible to conclude that, participation of parents in the school management is improved from time to time.

As can be seen from Table 12 the data respective to item 4 indicates that, the three groups of respondents for each item replied their agreement on the Parent teacher association in the school with the mean score 3.72, 3.77, and 3.82 respectively. This implies that PTA's are actively involved in the school management. The 'f' test result (F (2,219) =.188<3.04 at α= .05 level) reveals that there is no significant difference among the three groups of respondents. From result above one can understand that parent teacher associations are actively participated in the school management.

In item 5 of the same Table, respondents were requested whether or not parents provide both financial and material support to the school. Accordingly, teachers, students, and SIP committee members disagreed in the stated issue with mean value 2.24, 2.48, and 2.42 respectively. This implies that, the contributions of parents in providing both financial and material support to their respective schools are low. As confirmed the interview held with Woreda and Zone Education Office supervision coordinators, the

participation of community in providing financial and material support are inadequate in secondary schools. The one way ANOVA result (F (2,219) =1.067<3.04 at α= .05 level) reveals that there is no significant difference among the three groups of respondents concerning issue. As a result, it is feasible to conclude that the involvement of parents in providing financial and material support to the schools is inadequate.

In item 6 of Table 12, respondents were asked to indicate their perception whether the school has been transparent to the local community or not. Accordingly, the mean scores of each respondents fall between 3.5 and 3.49. This implies that there is transparency between school management and local community. In the same way the computed value of analysis of variance (F (2,219) =.365<3.04 at α= .05 level) reveals that there is no significant difference among the three groups of respondents.

4.3. Challenges encountered school improvement program implementation

Implementing new programs usually encounters challenges. Accordingly, there can be some challenges that encounter the school improvement program implementation in zone and woreda under study. Therefore, as it can be seen in Table 13 the three groups of respondents were asked their level of agreement to the statements, which describe challenges encountered in implementing school improvement program in secondary schools of Assosa zone. The result were presented and analyzed as follows.

Table13. Challenges encountered SIP implementation

No	Items	Score	Respondents			F= Ratio
			Tea	Stu	Com	
1	Availability of adequate manpower	X	2.95	2.68	2.58	2.234
		SD	1.128	1.092	1.152	
2	Availability of adequate financial resources	X	2.40	2.25	2.18	.878
		SD	.950	1.152	1.010	
3	Availability of adequate material resources	X	2.24	2.05	2.15	.770
		SD	.878	1.161	1.075	
4	Availability of adequate and timely information	X	2.14	2.11	2.40	1.308
		SD	.916	1.021	1.057	
5	Collaborative planning culture	X	2.12	1.97	1.92	1.047
		SD	.855	.870	.888	
6	Capacity to identify problems and set priorities	X	3.03	3.40	3.08	2.589
		SD	1.068	1.151	1.185	
7	The capacity to allocate and utilizes resources as per plan	X	2.29	2.05	2.02	1.693
		SD	.932	1.064	1.050	
8	The capacity of leaders to build team	X	2.32	2.20	2.25	.312
		SD	.958	1.053	1.006	
9	The degree to which students learning has put at the center of change	X	2.40	2.47	2.15	1.441
		SD	.856	1.166	.864	
10	Leaders capacity to mobilize parents and the local communities	X	2.07	2.13	2.05	.113
		SD	.898	1.131	1.037	
11	Leaders determination to make the school safe and attractive	X	2.20	2.21	1.90	1.683
		SD	.884	1.044	.928	
12	The extent of clarity of the school level policy and guidelines	X	2.27	2.47	2.15	1.298
		SD	1.069	1.119	1.027	
13	The support of local authorities	X	2.15	2.23	2.35	.590
		SD	.867	1.098	1.167	
14	The schools capacity in communicating	X	2.30	2.40	2.25	.382
		SD	.913	1.065	.927	
15	The level of coordination at the school level	X	2.49	2.49	2.18	1.519
		SD	.994	1.132	.931	
16	The level of consensus and commitment among the school level actors	X	2.44	2.47	2.38	.099
		SD	.992	1.119	1.102	
17	Availability of electric power	X	2.60	2.59	2.55	.017
		SD	1.309	1.517	1.467	
18	Availability of water facilities	X	1.93	2.03	2.35	1.857
		SD	1.030	1.273	1.292	
19	Classroom were become conducive for student	X	2.38	2.49	2.38	.221
		SD	1.096	1.256	1.314	
20	The school has library with adequate reference books	X	1.92	2.19	1.75	2.325
		SD	.982	1.259	1.149	
21	The school has laboratory with adequate equipments	X	1.55	1.65	1.75	.626
		SD	.755	1.168	1.235	
22	The has adequate separates toilet for male and female students	X	3.07	3.48	3.05	2.324
		SD	1.155	1.528	1.467	
23	Availability of plasma television service	X	1.35	1.36	1.28	.176
		SD	.674	.832	.816	
24	Availability of minimum school health facilities	X	1.42	1.68	1.42	2.322
		SD	.714	1.029	.781	

Key: Table value of F at 2, 219 degree of freedom is 3.04. The mean difference is significant at α=.05 level.

As illustrated in item1of Table 13, the mean score of teachers (2.95), students (2.68), and SIP committee members (2.58) indicates that, manpower in secondary schools were moderate problem. This implies that secondary schools have the limitation of necessary manpower to implement their activities properly. The data obtained from open ended and interview held indicates that majority of secondary schools are insufficient manpower, mainly, ICT and special need teachers and supportive non academic staffs. The computed of analysis of variance (F (2,219) =2.234<3.04 at α= .05 level) implies that there is no significant difference among the three groups of respondents regarding the issue. Therefore, from result obtained it is possible to suggest that, insufficient manpower at secondary school level is one of the factors that hampered the real implementation of the program.

In item 2 of the same Table respondents were asked to indicate their level of agreement regarding the availability of adequate financial resources to the effectiveness of the program. Accordingly, the mean score of each group of respondents fall between 1.5 and 2.49. That is, the majority of respondents indicate the financial resources in secondary schools are low. Consequently, the one way ANOVA result (F (2,219) =.878<3.04 at α= .05 level) reveals that there is no significant different among the three groups of respondents. The data obtained from open ended question and interview conducted reveals that, majority of secondary school had lack of adequate budget. This is happened due to the following reason: woreda education office did not allocate budget for secondary schools according to MoE guidelines (1994, E.C), the attempt made by the school leaders are not competent in communicating with stakeholders to minimize the shortage of budget and they are inefficient in developing income generating mechanism and low community support due to lack of awareness. As the result gathered above, it is found that financial related factors hinder the success of school improvement process.

In item number 3 and 4 of Table 13, respondents were asked to indicate their level of agreement regarding the availability of adequate material resources and timely information to the effective implementation of SIP. Accordingly, the mean score of each

groups of respondent for items 3 and 4 fall between 1.5 and 2.49. This indicates that material resources and the dissemination of timely information to school personnel are low in secondary schools of Assosa Zone. Consequently, the computed value of analysis of variance ($F(2,219) = .770 < 3.04$ and $1.308 < 3.04$ at $\alpha = .05$ level) for items 3 and 4 respectively reveals that there is no significant difference among the three groups of respondents.

As can be observed in item 5 of Table 13, teachers, students, and SIP committee members were requested the degree to which collaborative planning culture being practiced. To this end, teachers, students, and SIP committee members confirmed low existence of such practice with the mean value 2.12, 1.97, and 1.92 respectively. In this regard, the one way ANOVA result ($F(2,219) = 1.047 < 3.04$ at $\alpha = .05$ level) implies that, there is no significant difference among the three groups of respondents. On the other hand, data gathered from interviewee and open ended question replied that majority of secondary school planning were lack of collaborative culture due to the reason that, stakeholders are reluctant and others may overloaded with routine works and school leaders are not provided opportunity for others to lead the preparation of school improvement plan.

As it can be described in item 6 of Table 13, respondents were asked to indicate their level of agreement regarding secondary school capacity to identify problems and set priorities to the effective implementation of SIP. Accordingly, the mean score of each groups fall between 2.5 and 3.49. This indicates that, capacity of secondary schools in identifying problems and set priorities are moderate problem. Consequently, the computed value of analysis of variance ($F(2,219) = 2.589 < 3.04$ at $\alpha = .05$ level) reveals that, there is no significant difference among the three groups of respondents. Thus it is possible to conclude that this activity is not the strong problem in secondary schools of Assosa Zone.

As depicted in item 7 of the same Table the mean score of teachers (2.29), students (2.05), and SIP committee members (2.02) were accepted that the capacity of secondary schools to allocate and utilizes resources as per plan were poor. This implies that,

secondary school leaders are not capable in using limited resources sufficiently. On the other hand, data obtained from interview conducted reveals that secondary school leaders are ineffective in demonstrating resource management system. Consequently, the result of analysis of variance ($F(2,219) = 1.693 < 3.04$ at $\alpha = .05$ level) implies that there is no significant difference among the three groups of respondents. Therefore, from result obtained it is secure to conclude that, the capacity of secondary schools in allocating and utilizes resources as per plan were low in Assosa Zone.

Item number 8 in Table 13 was designed to obtain information about capacity of secondary school leaders in building team. The rating of teachers, students and SIP committee members were 2.32, 2.20, and 2.25 respectively. This implies that secondary school leaders had inadequate capacity to build team work for the successful of the program. Similarly, the result of analysis of variance ($F(2,219) = .312 < 3.04$ at $\alpha = .05$ level) implies that there is no significant difference among the three groups of respondents regarding the issue. Furthermore, the information obtained from Woreda and Zone Education Office supervision coordinators revealed that, secondary school leaders had the limitations in building collaborative team work, establishing productive work relationship and creating supportive school atmosphere. As the result there is weak collaboration between school leaders, teachers, students, school committees and supporting staff. Thus, based on the results and the data gained from interview, it is safe to conclude that, the limitation of school leader in building team affects the proper implementation of SIP.

As can be seen in item 9, teachers, students, and SIP committee members were asked the degree to which students learning have put at the center of change. To this end, teachers, students, and SIP committee members confirmed low practices with the mean value 2.40, 1.47, and 2.15 respectively. In this regard, the result of analysis of one way ANOVA ($F(2,219) = 1.441 < 3.04$ at $\alpha = .05$ level) implies that there is no significant difference among the three groups of respondents. Hence, from the result above, it is possible to conclude that, problems in putting student learning at the center of change hinders the effective implementations of the program.

As depicted in item 10 of Table 13, the rating of teachers, students and SIP committee members, 2.07, 2.13, and 2.05 respectively disclosed their disagreement over the degree to which leader's capacity in mobilizing parents and the local communities. This implies that, the effort made by secondary schools in mobilizing parents and the local communities is low. The analysis of variance ($F(2,219) = .414 < 3.04$ at $\alpha = .05$ level) shows that there is no significant difference among the mean scores of the study groups. Hence, one can recognize from the discussion that the experience of secondary schools in mobilizing parents and the local communities was insignificantly observable.

The data corresponding to item 11 of Table 13, teachers, students, and SIP committee members, mentioned that leaders determination to make the school safe and attractive were low with the mean value 2.20, 2.21, and 1.90 respectively. This implies that capacity of school leaders to make the school safe and attractive for the success of the program was ineffective. The one way ANOVA result ($F(2,219) = 1.683 < 3.04$ at $\alpha = .05$ level) suggest that there is no significant difference among the three groups of respondents.

As it can be expressed in item 12 of Table 13, respondents were requested to indicate their level of perception regarding clarity of the school level policy and guidelines. Accordingly, the mean score of teachers (2.27), students (2.47), and SIP committee members (2.15) shows that, there were low practices regarding the issues. This indicates that, there is lack of clarity of the school level policy and guidelines in secondary schools of Assosa Zone. Consequently, the computed value of analysis of variance ($F(2,219) = 1.298 < 3.04$ at $\alpha = .05$ level) reveals that there is no significant difference among the three groups of respondents. Furthermore, the data obtained from document reviews reveals that, majority of secondary school have not well established policy and guidelines which set based on the school context. Hence, it is safe to conclude that secondary schools are not actively involved in preparing school based policy and guidelines, which might affect the effective implementation of the program.

In items 13 and 14 of the same Table, respondents were asked to indicate their level of agreement regarding the support of local authorities and schools capacity in

communicating. Accordingly, the mean score of each respondent for items 13 and 14 fall between 1.5 and 2.49. These indicate that, support of local authorities and schools capacities in communicating are low in secondary schools of Assosa Zone. Consequently, the computed value one way ANOVA is less than the table value at α= .05 level which indicate that, there is no significant difference among the three groups of respondents. From the result above, it is possible to say that lack of support from local authority and school capacity in communicating problems held back the implementation of school improvement program in secondary schools of Assosa Zone.

The data corresponding to item 15 of Table 13, secondary school teachers, students, and SIP committee members mentioned that, coordination's at the school level was low with the mean value 2.49, 2.49, and 2.18 respectively. This implies that coordination at the school level were ineffective for the success of the program. The calculated value of ($F(2,219) = 1.519 < 3.04$ at α= .05 level) suggest that, there is no significant difference among the three groups of respondents. Hence from the result above it is possible to say that, coordination at the school level is one of the problems that hinder the practices of SIP.

As it can be expressed in items 16 of Table 13, respondents were asked to indicate their level of perception concerning consensus and commitment among the school level actors. Accordingly, the mean score of each groups fall between 1.5 and 2.49. This implies that, consensus and commitment among the school level actors were low. Consequently, the computed value of analysis of variance ($F(2,219) = .099 < 3.04$ at α= .05 level) reveals that there is no significant difference among the three groups of respondents. The data gained from open ended questions indicates that secondary school leaders are ineffective to mobilize parents and local community. Thus, it is possible to conclude that poor practices on consensus and commitment among the school level actors are the problems that hindered the implementation of SIP to improve students' learning outcome.

In Table 13 about 8 items (17-24) problems related to school facilities were considered to affect the implementation of SIP. Respondents were asked to rate the extent to which these factors affect the implementation of the program in their respective schools.

Accordingly, the responses provided by respondents were calculated by using mean scores as statistical tools.

In this regard facilities in secondary schools are not encouraging as expected. Obviously, science laboratories with equipments (X=1.62), plasma television (X=1.28), drinking water (X=2.04), libraries with adequate references (X=1.62), and health facilities (X=1.68) were not sufficiently available in secondary schools. Also facilities like separate toilet for boys and girls (X=3.05), classroom (X=2.42) and electric power (X=2.59) around an average, which means, in this case facilities were available but not adequate. In addition to this, interview conducted with Woreda and Zone supervision experts, data from open ended question and observation checklists, reveals that, majority of secondary schools had inadequate facilities like, laboratory with adequate equipment, library with references, plasma television service (inadequate in some urban and absence in all rural and some urban) secondary schools, play ground, water facilities, minimum school health facilities, text book (History, ICT, and HPE or sport), computer with printing machine and duplicating (photocopy) machines. Therefore, it is fair to conclude that, these facilities are the challenges which hindered SIP implementations.

In general, the result obtained from questionnaire, observation checklist, document analysis, and interview carried out, it is possible to conclude that, the major challenges that affect the implementation of SIP in secondary schools of Assosa Zone are: lack of clarity of the school level policy and guidelines, guidance and counseling services, monitoring and evaluation system, shortage of finance and budget from concerned bodies, capacity to allocate and utilize resource, collaborative planning culture, participatory decision making, support from stakeholders, capacity to build team and mobilize parents and local communities, commitment among school level actors, school facilities, necessary awareness, and ICT and special need teachers and supportive non academic staff.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This final part of the thesis deals with the summary of the findings of the study, the conclusions reached at and the recommendations forwarded on the basis of findings.

5.1 Summary

The main purpose of this study was to assess the practices and challenges of school improvement program in secondary schools of Assosa Zone and to forward recommendations for the drawbacks identified.

To achieve this aim, the following research questions were raised:

1. To what extent adequate preparation made for effective implementation of the program in secondary schools of Assosa Zone?
2. To what extent SIP domains have been implemented in the schools?
3. What are the major challenges affecting the proper implementation of SIP in secondary schools of Assosa Zone?

To achieve this purpose, the study was conducted in randomly selected 8 secondary schools of Assosa Zone. 111 sample teachers were selecting using random sampling techniques particularly lottery method. 45 SIP committee members (8 principals, 8 parent representatives, 8 student representatives, 16 teachers representatives, and 5 cluster supervisors) in the sample schools were taken as sample (purposively) because all are important for the study. 76 students' representatives were also included in the study purposefully. Data were obtained from the sample respondents through questionnaire, interview, observation, and documentation. In doing this, the necessary information was gathered mainly through questionnaires filled by teachers, SIP committee members and students. However, 4 teachers, 5 SIP committee members, and 1 student were not returned the questionnaires. This reduced the sample population of teachers 107, SIP committee members 40, and students 75. In addition, interview was conducted with six Woreda and Zone Education Office supervision coordinators (5 from sampled Woreda

and 1 from Assosa Zone) to enrich data obtained through questionnaires. The data obtained were analyzed using various statistical tools: percentages, mean, standard deviation, and one-way ANOVA. According to the result of data analysis, the following major findings were identified.

I. The preparation phase of SIP

- With regard to the preparation phase of SIP, the findings in this study demonstrated that stakeholders have an opportunity to have clear understanding of the key purpose and objective of SIP and it is an opportunity to achieve better results.
- All secondary schools have good experience of conducting survey (Self-enquiry) which is one of the basic constituents of the school improvement program on which school plan should be based. Experience of secondary schools in identifying their problems and setting priorities accordingly was significantly observable. But, efforts made by the schools to create shared vision are found to be low.
- The findings in this study demonstrated that Schools and Woreda and Zone Education Offices were not well aware of their responsibilities with regard to improving the awareness of the stakeholders through giving various trainings. In addition, majority of the sampled schools' strategic plans do not incorporate goals, values, ethics, and guiding principles. Therefore, the clarity of strategies used was found to be low.
- The findings underscored that stakeholders' participation in school decision making process is low or insignificant in secondary schools of Assosa Zone. The involvement of stakeholders in school improvement planning was also found to be insufficiently exercised at the school level.
- This study also showed that the school management and principals do not exercise more to get adequate support and assistance from different stakeholders to the effective implementation of the program.
- The results also revealed that these secondary schools are running below capacity to do the job of mobilizing human and financial resources for a purpose, SIP implementation. They have insufficient capacity to carry out monitoring and evaluation of SIP practices and/or not enough attention was devoted to progress assessment of SIP by the respective secondary schools' in Assosa Zone.

- These findings demonstrated that the effort made by the schools in developing willingness and commitment among key actors is found to be low. Thus, lack of stakeholders' willingness and commitment has serious repercussion for the proper implementation of SIP. Moreover, the issue of transparency among school level actors was undermined.

II. The teaching -learning domain

- The findings that addressed the teaching and learning domain implementation of this study indicated that the schools were poor in defining guiding principles upon which they run quality teaching and learning process. These schools in the Assosa Zone did not devote enough attention to designing and implementing strategies to improve the teaching and learning activities.
- The findings also uncovered that supportive mechanisms for academically weak students are almost non-existent at these secondary schools of the Zone. Anyway, the schools, though not frequently and continuously, attempt to ensure that teachers teach according to their annual and lesson plan.
- The study suggested that secondary school subject teachers are making noticeable effort to look into students' individual differences and address these differences regularly. These teachers were effective (though not as expected) in providing support and facilitating suitable conditions for students' better academic performance. There were also noticeable practices of utilizing feedbacks by the teachers. Generally, it is seems that they deserve the rank of successful teachers.
- The findings in this sub section have shown that the performance of secondary schools in Assosa zone was substantial as regards defining benchmarks on purpose. The existing practices allow students regularly participate in co-curricular activities at school level. Besides there is smooth relationship between teachers and students.
- On the other hand, it is evident from the findings that continuous assessment was not considered as an integral part of the learning process and providing timely feedback about all forms of student activities was not practically implemented by all concerned. As a result there is gap between the school and parents in communicating students' performance progress.

III. Safe and health school environment

- With regard to the safe and health school environment, the findings in this study demonstrated that majority of the secondary schools principals and teachers didn't encourage students to be active participants in the teaching and learning process. In addition, students themselves were mostly waiting for support from others rather than doing and operating independently to get experience and knowledge from different sources. They had insufficiently participated in the management of schools' affairs. Moreover; students were not obtaining great satisfaction from the schools' environment.
- As the findings in this section indicated the guidance and counseling service given to the students was poor and ineffective in the secondary schools of Assosa Zone. Efforts made by these schools in issuing guidelines for student management were found to be low.
- There appears to be documented evidences that classrooms were suitable for students learning in the secondary schools of Assosa zone. The schools had adequate and separate toilets for male and female students. But, majority of these schools have poor libraries with insufficient reference books. Almost all secondary schools in the Zone were sadly lacking laboratories with adequate equipment. The Schools play grounds are not conducive for students learning. It is noticeable that these secondary schools do not have trained teachers who could teach students with disabilities.

IV. The school leadership and management domain

- As the findings in this domain indicated attempts made by secondary schools in developing their strategic plan through conducting school self-evaluation are highly improved. The results showed that school administrators frequently engage the interest and various viewpoints of their colleagues before making decisions.
- With regard to the stakeholders evaluation, the findings in this study showed that evaluating stakeholders was not a standard practice in these schools due to utilization of old fashioned performance appraisal system which did not incorporate all criteria that could help to evaluate the current practices of teachers, school principals, and cluster supervisors in line with SIP objectives. The results disclosed that school leaders in the secondary schools of Assosa Zone are doing their job and their determination to a lower

standard. They are not committed to demand greater staff accountability for students' academic performance. They have limitation of skill in developing team work and collaboration for proper implementation of the school improvement program.

- This study also depicted that the secondary school leaders are incompetent in managing change and innovation. Training given to secondary school leaders in order to enhance their capacity for effective implementation of SIP was found to be inadequate or low.

V. The community participation domain

- The findings underscored that the existence of structure in the school encourages the participation of the community in the study area. Participation of parents in the school management is improved from time to time. Besides, parent-teacher association members actively participate in the school management. Also, there is transparency between school management and local community.
- The findings in this study demonstrated that, attempts made by secondary schools in encouraging parents to participate in school affairs were not adequate. The involvement of parents in providing financial and material support to the schools was also found to be inadequate.

VI. Challenges to SIP implementation

- The findings in this study showed that the major challenges for the adoption and implementation of SIP at secondary schools in Assosa Zone include inadequate manpower, low financial and material resources, poor dissemination of timely information and poor utilization and allocation of budget at both school and woreda level, inability of school leaders in searching external fund , absence of collaborative planning culture, lack of capacity to allocate (utilize) resources as per SIP guidelines. Besides, low or inadequate implementation of activities like, building team, making the students learning at the center of change, leaders capacity to mobilize parents and the local communities, and determination to make the school safe and attractive related challenges were hindered the proper implementation of the program. Generally, lack of clarity of the school level policy and guidelines, lack of support of local authorities,

schools diminished capacity in communicating and coordination, and loss of consensus and commitment among the school level actors were real challenges that hindered the effective implementation of the SIP.

5.2. Conclusion

Based on the findings the following conclusions can be drawn.

Based on the findings in this study one could get a clear picture that the majority of the activities in the preparation phase of the school improvement program were not effectively implemented.

This study has demonstrated that some of the activities directly related to teaching and learning domains of SIP are not effectively implemented. It implies that, they are negatively affecting the school improvement process. However, there were also a number of activities adequately exercised in secondary schools of Assosa Zone; this might be considered as an opportunity for successful implementation of the SIP.

Internally, this study has demonstrated that, majority of the schools had inadequate facilities: library with inadequate reference books, laboratory with inadequate equipment, less conducive playgrounds, and plasma television. This could lead to students' dissatisfaction with their education .The situation also implies that the majority of the activities related to creating safe and health school environment were poorly implemented at the sampled secondary schools.

This study explored that a bulk of school leadership and management domain activities were unsatisfactorily implemented in secondary schools of Assosa Zone.

As regards implementation of community participation domain of SIP, the findings showed that there are somewhat good practices in relation to community involvement in school affairs. But, still, parents do not provide adequate financial and material support to the school .This might hinder effective implementations of the SIP. In addition to this, ill commitment and bad attitude of the community towards school and absence of strong relationship between the school and the communities were reflections of weak

implementation of this domain of SIP. The communities were not effectively mobilized and well informed about the school activities by all concerned. This is a clear indication that this SIP domain is ineffectively implemented in the schools.

Finally, the findings in this study showed that the major challenges for the adoption and implementation of SIP at secondary schools in Assosa Zone include lack of clarity of the school level policy and guidelines, guidance and counseling services, monitoring and evaluation system, shortage of finance and budget from concerned bodies, capacity to allocate and utilize resource, collaborative planning culture, participatory decision making, support from stakeholders, capacity to build team and mobilize parents and local communities, commitment among school level actors, school facilities, necessary awareness, and ICT and special need teachers and supportive nonacademic staff. Lack of readiness, furthermore, could pose a major threat to the successful implementation of SIP.

Overall, though the underlying assumption of SIP is grounded in the instrumental view of general education, in which the focus is in achieving efficiency and effectiveness, the very essence and purpose of SIP are defeated due to lack of resource, ownership, capacity and commitment on the part of the school leadership , academic staff and the community. The old ways of thinking and doing things have gained prominence in SIP implementation despite all outcries (disagreement) for improvement and radical change in the core processes of the schools. The schools are not doing what they are required to do as enshrined in policies and laws in terms of enhancement of quality service and students achievement. This shows a gap between policy intentions and actual practices.

5.3. Recommendations

On the basis of the findings of the study, the following recommendations were made:

- School improvement program implementation need to have the necessary knowledge and skill on how to prepare and implement its strategic plan and annual plan of the school. However, the school communities and stakeholders

lack a well kept and adequate understanding on these components of school improvement activities. Therefore, it is advisable that, the school principals, Woreda official supervisors and teachers in collaboratively with Zone education department, Universities and NGO's should organize training opportunities on school improvement program so as to enhance the school improvement progress. Besides, the school leaders collaboratively with school teachers should be developed experience sharing habits among schools to facilitate or disseminate the school improvement program preparation and implementation to the whole community.

- As the finding indicated, Woreda education office experts, cluster supervisors, and school principals were not competent to support secondary school teachers and communities. Therefore, it is advisable that, Woreda, Zone and Regional education office should work collaboratively with NGO's to upgrade school principals and cluster supervisors through giving training.
- Secondary school leaders in collaboration with cluster supervisors should need to design a strategy to ensure sustainable participation of the community and create a strong awareness among stakeholders so as to get the involvement of stakeholders in all activities of SIP through seminars, workshops and various discussions for the realization of goals of SIP.
- As the finding of the study revealed stakeholders participation in decision making were inadequate. This may show that, secondary schools do not properly utilize the potential and experience of their stakeholders. To use stakeholders input to shape the learning environment of the school, the school principals should identify avenue for active participation. For instance, teachers should encourage come-up with some decisional areas and finding possible solutions to the problems pose. This would help them to contribute their share in the school management without being super imposed by the principals.
- Effective planning and management of resources can improve school outcomes by strategically aligning resources with educational purposes. It is recommended that the Woreda and Zone Education Office should provide training on planning and management of resources to secondary school leaders.

- School principals in collaboration with teachers, students, and PTA's should develop school level policy and guidelines or rules and regulation for effective management of the schools.
- The secondary schools and Woreda education office should create and maintain a properly scheduled and organized formal monitoring and evaluation. In order to provide adequate support and guidance to the secondary schools and stakeholders, activities should be evaluated through checklists that were provided to schools and teachers beforehand so as to show, schools the major areas in which they must focus.
- Feedback system should be facilitated by teachers, school principals, and cluster supervisors, so that challenges and opportunities are identified and documented. This might contribute to notice challenges and opportunities and act accordingly.
- The type of teaching methods teachers used can encourage students to learn independently through active participation or can make them to be passive recipients and assessment needs to be part of a day-to-day teaching and learning. It should not be seen as an add-on activity. The study finding revealed that, the practices of secondary schools in designing and implemented strategies through which teachers can acquire new and effective teaching methods and use of assessment as a tool for learning were inadequately exercised. Therefore, It is advisable that the secondary school cluster supervisors organizes seminars, workshops, panel discussions, experience sharing etc. in collaboration with the Woreda, Zone Education Office experts and College on topics which could help school principals to implement and increase teacher commitment in practicing the student-centered strategies and use of assessment techniques.
- As the finding of the study indicated, the existence of professional appraisal in line with SIP objectives were not satisfactory, due to utilization of old fashioned performance appraisal system which did not incorporate all criteria that could help to evaluate the current practices of teachers, school principals, and cluster supervisors. Thus, it is advisable that, Professional appraisal mechanism that in line with program implementation (SIP) should be facilitated, where the performance of teachers, principals, and cluster supervisors are assessed by

stakeholders, by the collaboration of Woreda, Zone education office experts, and Region education bureau.

- It was found out that budget allocated by government for secondary schools in Assosa Zone were insignificant which affects the improvement of school infrastructure and facilities. Therefore, government (WEO, ZEO, and BGREB) should take the lion-share responsibility in allocating adequate budget for secondary school according to MoE (1994, E.C.) guidelines, so as to improve the practices of the program at school.
- On the other hand, secondary school principals in collaboration with stakeholders should create and operate strategies that will increase their ability to generate income /revenue rather than relying absolutely on budgets allocated from the government for the realization of program. This can be done through creating strong school and community relationship and working together with NGO's found in the area.
- Best practices of the secondary schools, concerning the practices of school improvement program should be organized, designed, and shared within and across secondary schools in the zone by joint efforts of school principals, cluster supervisors, Woreda, and Zone education office to enhance its progress through assigning a yearly education week.
- Furthermore, school inputs and learning facilities are highly essential to improve quality of students learning achievement and attainment as well as to ensure success of school improvement program. However, schools have not adequately incorporating the inputs and needs of students with school learning facilities to enhance school improvement efforts. As a result, the school are likely to lack that the achievable learning outcomes. In addition, the inaccessible of the schools facilities could also discourage the learning-teaching process. Therefore,

    - ✓ School principal and PTA's should be good in mobilizing the community so as to build or fulfill library with adequate reference books by contributing money, materials (wood) and labor as well as allocate budget from their internal income.

- ✓ Regional education bureau collaboration with MoE and NGO's will better if it helps in fulfilling textbooks, plasma television, computers with printing and duplicating motion, laboratory with adequate equipment, build class room with furniture and other school materials in order to progress learning and teaching effectively.
- ✓ Woreda education office convincing Woreda council office to assign adequate budget to recruit ICT teachers and supportive non academic staff.

- Finally, the writer of the study recommends a more detailed and comprehensive study in the area to strengthen the result of the findings.

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APPENDICES

APPENDICE A-1

JEMMA UNIVERSITY

INSTITUTE OF EDUCATION AND PROFESSIONAL DEVELOPMENT STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

TO BE FILLED BY TEACHERS, PRINCIPALS AND CLUSTER SUPERVISORS

This questionnaire is designed to assess the implementation of school improvement program in Assosa Zone of Benishangul Gumuz regional state. The program has been under implementation within the context of decentralization since 2006/07. The focus of the program has been improved the quality of education both in primary and secondary schools. Essentially the success of SIP implementation requires well-built groundwork (preparations), commitment to change, capacity and the courage to confront challenges that might be faced.

To this effect, assessing the preparations made for Sip implementation and thereby examining the extant of implementation, the major improvements exhibited plus the challenges confronted along with the major conditions prevailed in implementing the SIP has become essential for real change. This research will be conducted for academic purposes and is no way affecting you personally and information you provide by filling this questionnaire will remain confidential. Evidently, the success of this study depends on your honest response to all parts of the questionnaire. Therefore, I kindly request you to fill this questionnaire openly.

N.B.

- No need of writing your name
- Please, follow the general directions given under each part and reply to questions by putting 'X' or '✓' mark for your choices where appropriate and write brief response/s for open ended questions that requires your reflection.

PART ONE

I.BACKGROUND INFORMATION

1. Region_____ Zone_____ Woreda_____

2. Name of the school_____

Level: secondary 1st Cycle ☐ 2nd Cycle ☐

3. Age

18-25 ☐ 26-30 ☐ 31-40 ☐ 41-50 ☐ >50 ☐

4. Sex Male ☐ Female ☐

5. Level of Education

12th or 10th completer ☐ TTI Graduate ☐ Diploma Holder ☐

1st Degree (BA/BSc) ☐ 2nd Degree (MA/ MSc) ☐ Above ☐

6. Area of Specialization:_____

7. Your current position:_____

8. Work Experience:_____

PART TWO

II. PREPARATIONS MADE FOR SIP IMPLEMENTATION

The success of SIP depends on the preparation made for its implementation. The following major issues are considered as relevant to assess the preparations and readiness made for SIP implementation in the context of decentralization. At the start, to what extent the following issues were addresses for its implementation in your schools? Please, put '✓' mark in the boxes provided for each item.

(1= Very Low 2= Low 3= Medium 4= High 5= Very High)

No	Items	Rating				
		1	2	3	4	5
1	The extent to which the purpose were communicated					
2	The degree to which shared vision has been created					
3	The extent to stakeholders participation in decision making					
4	The willingness and commitment created among the local level authorities					
5	Attempt made to acquire support from different stakeholders					
6	The degree of transparency among actors					
7	The extent of clarity on the strategies to be used					
8	The degree to which resources(human and financial) were mobilized					
9	The extent to which surveys were conducted to define the school status					
10	The extent to which school/s identify its/their problems and set priority accordingly					
11	Stakeholders participation in planning					
12	The extent to which inception trainings were given and workshops were conducted					
13	The extent to which monitoring and evaluation system were created					

III. THE DEGREE OF SIP IMPLEMENTATION

The extent of school improvement program implementation needs to be assessed from time to time. There are a numbers of indicators that can be used in assessing the implementation of SIP. Among these indicators only selected indicators are administered to your evaluation to know the extent of its implementation. In your opinion, to what extent do you think that the program has been implemented in your school in light of the following implementation indicators? Please, put '✓' mark in the boxes provided for each item. (1= Strongly Disagree 2= Disagree 3= Undecided 4= Agree 5= Strongly Agree).

1. TEACHING-LEARNING PROCESS

No	Indicators	Rating				
		1	2	3	4	5
1.1	The school has mutually defined principles which lay down strong foundations for quality teaching and learning					
1.2	The school designs and implements a strategy through which teachers can acquire new and effective teaching methods and strategies					
1.3	The school has put in place support mechanisms for academically weak students					
1.4	The school ensure that teachers teach according to their plan(daily and annual)					
1.5	Teachers attempt to consider individual differences and teaching accordingly					
1.6	Teachers communicate clear objectives of what they teach					
1.7	Teachers provide support for their student					
1.8	Teachers use the comments given to them for improving their performances					
1.9	Benchmark that encourage students for better results are clearly defined					
1.10	Students get feedback from time to time					
1.11	Students participation in various clubs has increased					
1.12	Students results have shown considerable improvement over time(after SIP)					
1.13	The performance of students are reported to the parents regularly					
1.14	Teachers used continuous assessment to measure progress of their students and provide support accordingly					

2. SAFE AND HEALTH SCHOOL ENVIRONMENT

No	Indicators	Rating				
		1	2	3	4	5
2.1	Students have great satisfaction on their school					
2.2	There is open and transparent relationship between teachers and students					
2.3	Student become responsible and confident in their learning					
2.4	The participation of students in the management of their school has increased					
2.5	Students are provided with guidance and counseling services					
2.6	The school has well established guidelines for student management					
2.7	Classroom were become conducive for student					
2.8	The school has library with adequate reference books					
2.9	The school has laboratory with adequate equipments					
2.10	The school play ground were conducive for students					
2.11	The school has adequate separates toilet for boys and girls students					
2.12	The school has trained teachers who can teach disabled students					

3. SCHOOL LEADERSHIP

No	Indicators	Rating				
		1	2	3	4	5
3.1	The strategic plan of the school was developed based on school self evaluation					
3.2	There are professional appraisal in line with the school's vision and strategies					
3.3	People in leadership roles act with integrity					
3.4	School administrators consider various viewpoints when making decisions					
3.5	Leaders hold staff accountable for improving student learning					
3.6	Team work and collaboration has been developed					
3.7	School leaders become capable of managing change in changing environment					
3.8	Adequate training were given to enhance schools leadership capacity to implement SIP					

4. COMMUNITY PARTICIPATION

No	Indicators	Rating				
		1	2	3	4	5
4.1	There are structure that enable community participation					
4.2	Parents are encouraged to participate in the school affairs					
4.3	The participation of parents in the management of the school has increased					
4.4	Parent teacher association have been very active in the school					
4.5	Parent have been providing both financial and material support to the school					
4.6	The school has been transparent to the local community					

V. CHALLENGES ENCOUNTERED IN SIP IMPLEMENTATION

The implementation of SIP depends on the capacity of the schools to implement change. The following table focuses on school level capacity to implement SIP. From your experience and practical observations, how do you evaluate the capacities of schools to implement SIP? Please, put '✓' mark in the boxes provided for each item.

(1= very low 2=Low 3= Medium 4= High 5= Very High)

No	Item	Rating				
		1	2	3	4	5
1	Availability of adequate manpower					
2	Availability of adequate financial resources					
3	Availability of adequate material resources					
4	Availability of adequate and timely information					
5	Collaborative planning culture					
6	Capacity to identify problems and set priorities					
7	The capacity to allocate and utilizes resources as per plan					
8	The capacity of leaders to build team					
9	The degree to which students learning has put at the center of change					
10	Leaders capacity to mobilize parents and the local communities					
11	Leaders determination to make the school safe and attractive					
12	The extent of clarity of the school level policy and guidelines					
13	The support of local authorities					
14	The schools capacity in communicating					
15	The level of coordination at the school level					
16	The level of consensus and commitment among the school level actors					
17	Availability of electric power					
18	Availability of water facilities					
19	Classroom were become conducive for student					
20	The school has library with adequate reference books					
21	The school has laboratory with adequate equipments					
22	The has adequate separates toilet for male and female students					
23	Availability of plasma television service					
24	Availability of minimum school health facilities					

VI. OVERALL COMMENTS

(Please write your answer briefly)

1. In your school/s what organizational arrangements were made to implement the SIP?

   _____

   _____

2. What resources have been made mobilized to implement SIP in your school?

   _____

   _____

3. What are the major strategies that have been used in implementing SIP in your school?

   _____

   _____

4. What are the major improvements made in your school?

   _____

   _____

5. According your view, what are the challenges have been confronting the implementation of SIP in your school?

   _____

   _____

   _____

6. What are the possible solutions do you suggest to overcome these and other challenges for better results?

   _____

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APPENDICE A-2

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APPENDICE-B

Interview questions for school principals, cluster supervisors, woreda official supervisors/experts

The objective of this interview is to collect necessary information for the study of "practices and challenges of SIP implementation in selected secondary schools", and to identify major problems affecting the implementation of SIP at the school level and to come up with some solution that need to be considered for better learning outcomes. Since your contribution for this study is highly valued, you are kindly respond to the interview questions presented and student researcher would like to assure that your responses are strictly confidential.

Thank you in advance for your cooperation!

Part one: General information and personal data

Sex: _____ Age: _____ Level of Education:_____

Experience:

As a teacher_____ as principal_____ as supervisor_____ as PTAs

Current position: _____

Part two: Give your response to the questions raised by the researchers in short and precise.

1. What is the purpose or objectives school improvement program?
2. What were the major activities performed during the preparation phase of the SIP in the schools/woreda?
   - Awareness creation program
   - Organizational set-up
   - Financial and material support
   - Technical trainings
3. Were all the stakeholders involve in the preparation phase of school improvement program? How their participation rated?
4. Did all schools receive necessary documents and SIP guidelines? If your answer is yes, list some of them?
5. What resources have been mobilized to implement SIP in your woreda and school?
6. What are the major strategies that have been under use in implementing SIP in your woreda/school?
7. What are the major improvements exhibited in your woreda/schools?
8. According to your view, what are the major challenges have been confronting the implementation of SIP in your woreda/school?

9. What possible solution/s do you suggest to overcome these and other challenges for better results?

APPENDICE-C

OBSERVATION CHECKLIST

AVAILABILTY OF FACILITIES IN THE SCHOOL

(To be gathered from each sample schools during field observation)

No	Items/facilities	Facilities		
		Available		Not available
1	**Learning Facilities**	Ade.	Inade.	
	Libraries			
	Laboratories			
	Science kit			
	Text book			

	Pedagogical center & teaching aid			
2	**School Environment**			
	classroom			
	Water supply			
	Electric power			
	Separate toilet for male & female students			
	Play ground			
	Creation center for both students & staff			
	Notice board			
	Facilities for disabled students			
	First aid			
3	**Classroom Facilities**			
	Classroom is bright, spacious & air			
	Student furniture(chair, table)			
	Black board and chalk			

APPENDICE-D

Document Review Checklist

Document review checklist will conduct based on the following school documents.

No	Items	availability	
		yes	No
1	Vision and mission of the school		
2	Strategies and annual plan		
3	School strategic plan include intended outcomes, strategies, resources and measures of achievements		

4	The school has clear policy about learning safety/ discipline policy		
5	The school has strategies and intervention to follow student progress based on makeup classes, tutorial class, and special class for girls		
6	Report document (performance progress report, training report…		
7	Self-assessment document and data		
8	Student assessment format		
9	Community contribution is evident in terms of money, material, labor…		

APPENDICE-E

ANOVA

Stakeholders participation in decision making

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	15.589	2	7.795	6.834	.001

Within Groups	249.798	219	1.141		
Total	265.387	221			

Multiple Comparisons

Bonferroni

(I) area of the respondent work	(J) area of the respondent work	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
teacher	student	-.566*	.161	.002	-.95	-.18
	Committee	-.023	.198	1.000	-.50	.45
student	teacher	.566*	.161	.002	.18	.95
	Committee	.543*	.209	.030	.04	1.05
Committee	teacher	.023	.198	1.000	-.45	.50
	student	-.543*	.209	.030	-1.05	-.04

*. The mean difference is significant at the 0.05 level.

ANOVA

Willingness and commitment created among the local level authorities

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7.872	2	3.936	3.827	.023
Within Groups	225.246	219	1.029		
Total	233.117	221			

Multiple Comparisons

Bonferroni

(I) area of the respondent work	(J) area of the respondent work	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
teacher	student	-.420*	.153	.019	-.79	-.05
	Committee	-.116	.188	1.000	-.57	.34
student	teacher	.420*	.153	.019	.05	.79
	Committee	.303	.199	.384	-.18	.78
Committee	teacher	.116	.188	1.000	-.34	.57
	student	-.303	.199	.384	-.78	.18

*. The mean difference is significant at the 0.05 level.

ANOVA

School ensure that teachers teach according to their plan

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9.065	2	4.532	3.307	.038
Within Groups	300.147	219	1.371		
Total	309.212	221			

Multiple Comparisons

Bonferroni

(I) area of the respondent work	(J) area of the respondent work	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
teacher	student	.449*	.176	.035	.02	.87
	Committee	.111	.217	1.000	-.41	.63
student	teacher	-.449*	.176	.035	-.87	-.02
	Committee	-.338	.229	.424	-.89	.21
Committee	teacher	-.111	.217	1.000	-.63	.41
	student	.338	.229	.424	-.21	.89

*. The mean difference is significant at the 0.05 level.

APPENDICE-F

Assosa Zone secondary schools grade 10 students national examination from 2002-2004

Year in E.C.	No of students registered			No of students set for national examination			No of students score 2.0 and above		
	M	F	T	M	F	T	M	F	T
2002	1418	983	2401	1402	960	2362	621	342	963
%	59.06	40.94	100	98.9	97.7	98.4	44.3	35.6	40.8

2003	1662	1039	2701	1568	1017	2585	746	445	1191
%	61.5	38.5	100	94.34	97.9	95.7	47.6	43.76	46.07
2004	1761	1070	2831	1610	935	2545	694	412	1106
%	62.2	37.8	100	91.4	87.4	89.9	43.11	44.06	43.46