

**IMPLEMENTATION OF SCHOOL IMPROVEMENT PROGRAM IN
SECONDARY SCHOOLS OF BUNO BEDELE ZONE**



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BY

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**A THESIS SUBMITTED TO THE COLLEGE OF EDUCATION AND BEHAVIORAL
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THIS IS TO CERTIFY THAT THE THESIS PREPARED BY MOHAMMED ALI, ENTITLED: *IMPLEMENTATION OF SCHOOL IMPROVEMENT PROGRAM IN SECONDARY SCHOOLS OF BUNO BEDELE ZONE* SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTERS OF ARTS IN SCHOOL LEADERSHIP COMPLIES WITH THE REGULATIONS OF THE UNIVERSITY'S ACCEPTED STANDARDS WITH RESPECT TO ORIGINALITY AND QUALITY.

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DECLARATION

I, the undersigned student, declare that the thesis entitled as: *Implementation of School Improvement Program in Secondary Schools* of Buno Bedele Zone is my original work and that all the sources that have been used for the study have been acknowledged.

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ABBREVIATIONS

CRC – Cluster Resource center

EFA – Education for all.

EDPM -Educational Planning and Management

ESDP - Education Sector Development Plan

ETP - Education & Training Policy

FDRE - Federal Democratic Republic of Ethiopia

GEQIP - General Education Quality Improvement Package

ICT- Information communication technology

ISIP -International School Improvement Project

KETB - Kebele Education Training Board

MDG – millennium Development Goal

NGO- Non-government Organization

MOE - Ministry of Education

NLA - National Learning Assessment

OCED - Organization for Economic Cooperation and Development

OREB - Oromia Regional Education Bureau

PSR - So pupil-section ratio

PTA - Parent Teacher Association

SIC- School improvement committee

SIP - School Improvement Program

TDP- Teacher Development program

WEO – Woreda Education Office

ABSTRACT

The main purpose of this study was to investigate the Implementation of School Improvement of Program in Secondary Schools of Buno Bedele Zone with particular emphasis on Perception, Practices and Challenges that affect its proper implementation and find solution to ensure the success of SIP. In order to achieve this purpose, mixed research design that uses both quantitative and qualitative data was employed. The study was conducted in five secondary schools found in the Zone. The major sources of data were teachers, principals, PTA members, Student Councils, school supervisors and Woreda and Zone Education Heads and Experts. The selection of sample teacher respondents was carried out using simple random sampling technique; whereas, principals, vice principals, Educational Officers, SIC, school based supervisors and members of PTA were selected by using purposive sampling technique. The data were collected through questionnaire and interview. After the data were collected, they were processed through SPSS.20 software; and analyzed using descriptive statistic like frequency, percentage, mean, standard deviations and ranges. Additionally, t-test was also used to measure the relationship of teachers and other respondents' responses to some variables of the study. The results of the study showed that, the extent of teachers, Leaders and parents participation in planning and implementing SIP was low; the mechanism through which monitoring and evaluation were practiced to support SIP implementation was not in position to effectively run SIP. In addition, most of the activities across the four domains were implemented at moderate level. Hence, from the result of the study the overall implementation of SIP was moderate. Lack of having properly prepared plan for SIP implementations, lack of proper understanding of SIP at school level, weak monitoring and evaluation system of SIP, lack of leadership capacity, different organs of the school not properly understanding their role in SIP, lack of sufficient stakeholders involvement in SIP and giving less attention for SIP were major factors that negatively affect SIP implementation. To alleviate the challenges and to improve the implementation of SIP it was suggested that, the schools should have properly prepared planning, preparing adequate awareness creation program to ensure practical involvement of active participation of all stakeholders on SIP implementation, making school committee functional and strengthening monitoring and evaluation on school improvement program implementation.

Key Word: SIP Implementation.

CHAPTER ONE

INTRODUCTION

This part of the study deals with the background of the study, statement of the problem, general and specific objectives, significance of the study, the scope of the research, Operational definitions of key terms and Organization of the research.

1.1. Background of the study

Education is one of the indispensable social issues of a society which prompt the establishment of organizations of different size and type, there by a school happened to be the most important one. Lieberman (2005, p. 12) has indicated that ... the roots of educational change are related to the post war economic expansion, the cold war, the Civil Rights Movement – and unprecedented scientific and technological change from space exploration to the rights of the computer age – as major causes that affect educational research, theory and practice. As Cheng and Townsend (2000) in Cheng (2005, p. 167) stated education reform in the Asia-Pacific Region is receiving strong and intensive local and global attention. Since the 1990s, huge national resources have been invested in education and relative initiatives in nearly every country in the region for bringing about substantial improvement and development in many different aspects of society. Wagner (1998) in Waltern (2004, p.21) further suggests “...the school system must be a dynamic system, responding to the new capacities and skill gaps of incoming students and to the ever-changing demands of society and the work force.”

Liebermann (2005, p.5) also urges that “... in the 50s and 60s ... scholars represented a broad spectrum of innovative thought and action shifting the focus of research in education and school improvement to studying – and interacting with – schools as organizations and cultures.”

According to the researcher, in the Ethiopian context, especially modern education happened to be a turning point there by people call for educational quality and access. Report of the Education Sector Review (1972, p.I-2) for instance indicates that “... development of the Ethiopian educational system has been marked by the spirit of constructive dissatisfaction and quest for the further improvement, rather than to contend with the progress being made. Tekeste (1996, p. 32)

further asserts that “ ... the expansion of secular formal education and the Marxist ideology, first developed by the university students in the capital city and later continued as official policy by the regime in power (1974, p. 91) has, however, eroded some of the influences of the church.” In his recommendation, Tekeste (1990, p. 84) also states the following recommendation:

Since the beginning of this decade the Ethiopian government has felt the need for a substantial reform of the education sector. The 1983 resolution for an investigation in to the decline of quality and the goal envisaged in the Ten Year Development Plan of the very slow growth of secondary education are sufficient indications of this concern. However, if the education sector is to play a significant role in nation building and the overall development of the country, the question of reform needs to be confronted more vigorously and consistently.

The Transitional Government of Ethiopia (TGE) (1994, p. 2) on its part issued a new Education and Training Policy and asserted that problems related to secondary and higher education are serious in that relevance and quality are in a very worrying condition. And, the education and training policy and its implementation (2002, p. 18) has also come with reform strategies to remove fundamental obstacles that stand in the way of quality and relevant education.... General Education Quality Assurance Package manual, MOE (2007, p. 12) further validates the development of General Education Quality Assurance Package (GEQAP) consisted of six programs, of which school improvement program being the one.

The focus area of the school improvement program is school leadership and management, parent and community partnership, student-centered learning, professional development, collaboration, and quality instructional program. The grand ambition of school improvement program is also proclaimed in the Blue Print of the Ministry of Education issued in 2006/7. Accordingly, the Ethiopian education system aims at the actual SIP implementation which can encourage active learning in order to contribute for high pupil achievement that ultimately contribute to achieve quality education (MOE, 2007).

It is clear that the need for high pupil achievement requires schools` actual implementation of SIP activities. Thus the researcher has felt that changes in the growing demand of pupils should

correspond with management of resources in a more effective and efficient manner which can be practiced by schools through school improvement program. Besides, the new initiatives in the implementation of SIP further rationalized the researcher to deal in the area under discussion. Thus, there was a gap of real implementation of SIP activities by systematically identifying the prevailing challenges as to schools' perception of school improvement program; the implementation of SIP and the supports attempted by experts and supervisors.

Hence, this study was designed with the purpose of assessing the Implementation of School Improvement of Program in Buno Bedele zone Secondary Schools with particular emphasis on Perception, Practices and Challenges.

1.2 . Statement of the Problem

Even though MoE designed and implemented SIP program and other General Education Quality Improvement Package (GEQIP) since 2006, education quality remains a daunting challenge (Goshu and Woldeamanuel (2019). As national findings so far witnessed, in order to evaluate and improve the implementation of school based SIP; Clear, transparent, and self-assessing SIP structure is poorly practiced by responsible stake holders at various level (MOE, 2009). The absence of clearly defined objectives, shared vision and common understanding among stake holders on SIP created room for ambiguity or uncertainty for practices. Collaboration in monitoring SIP and evaluation system, Lack of adequate awareness among stake holders are also the identified problems (MOE, 2009).

Quality is one of the major problems of education system of the Oromia Regional state. The annual abstract prepared by the Regional Education Bureau (OREB) by (2017) indicate teacher-student ratio, section-student ratio, textbooks to learner ratio, learners access to school Laboratories and learning equipment, access to library, and internal efficiency (repetition and dropout rate) are indicators of quality. In secondary schools of the region indicators of quality of education are lower than the national standards which set by the government.

The Regional Education Bureau document stated that secondary schools require teachers with a minimum qualification of first-degree in each subject area. For year of 2019 pupil-teacher ratio for grade 9-12 is 1:27. The pupil-section ratio for secondary schools grade 9-12 is 1:65.

So pupil-section ratio (PSR) of the region greater than pupil-section ratio in comparison to the national standard indicates underutilization of resources while a higher pupil-section ratio (PSR) indicates overcrowding of classes and hence less interaction between students and teachers as well as among students themselves. The pupil-section ratio for Oromia regional state is 62:1 in the year of 2017, 60:1 in the year of 2018, and 58:1 in the year of 2019 for secondary schools (Grade 9-12). So this indicates a cause for a problem of educational quality of the region. Also internal efficiency means repetition and dropout rate in secondary schools of the region become high or increased.

According to the Regional document, the regional education system is not efficient for secondary education compared to national standard. However, deficiencies shortage in student textbooks, Library, Laboratory, Plasma, Learning equipment, and Section still stand at fore front of the challenges towards providing accessible, quality, and efficient education (Oromia Regional Education Bureau, 2017).

In addition, General Education Quality Assurance community mobilization manual of the Regional Education Bureau indicates that lack of awareness from stake holders, Limited support and shortage of educational finance, Lack of commitment and low participation of the community, Lack of providing performance standards for pupils, Lack of knowledge and skills needed to make the change, Shortage of training, Lack of initiative and good look on the part of some teachers and school leaders, Inadequate and ineffective support of district education office and monitoring functions, poor leadership, poor monitoring and evaluation system of school improvement program is the major challenges of SIP implementation of the region (OREB, 2019).

Frew, (2010) also stated that, the major problems that affected the implementation of SIP are; insufficient budget, lack of the necessary awareness of stakeholders. In supporting this Mesele, (2011) conclude that, lack of awareness on the program, poor level of participation of stakeholders from planning to evaluation of the program and also inadequate of educational finance, lack of furniture and other facilities, and inadequate competency of leadership were influencing factors of SIP implementation.

Based on the above information lack of awareness in implementing the program, low participation of stakeholders, shortage of classroom, textbooks, and educational finance are challenges of SIP. It indicates quality as one of the major problems of secondary schools of the region. Hence, suffering of the education system from low quality makes school improvement program (SIP) crucial. The study by Frew and Mesele was conducted in primary schools in Oromia Regional state of Jimma administrative town and Wolayita zone Sodo zuriya of Southern Regional state in primary school respectively to assess the practices and challenges of SIP. However, this study will be conducted in secondary schools of Buno Bedele zone to assess the practices and challenges of implementation of SIP. Therefore, this study different from the studies of Frew and Mesele, because the level of school the study conducted and the area of the study conducted make the difference two of them. As a recent program to be implemented, studying the practices and challenges of school improvement program (SIP) is very decisive so as to help the implementation process.

“Every school`s problems are slightly different. No single solution will serve as a panacea to remedy all the ills that are fall school ” (OFSTED, 1992 as cited in Margaret Maden, 2001, p.2). So, conducting a research in a specific area is very crucial. Based on the above back ground, factors that can affect the implementation of SIP are area of concern for this study. Because, different stakeholders, schools, woreda reports, documents, and observation explained that implementation level of the school improvement program varies from one woreda to the other. Even though, differences are essential for innovation and creativity, broader differences can be problems in implementation. In this regard, identifying the major factors that can be faced in implementing SIP at the school level and suggesting valid and valuable recommendation is found to be necessary.

Hence, as Buno Bedele zone is one of the zones in Ethiopia is not free from the gaps that affect the effectiveness of the school on the side of SIP practices and challenges in implementation of SIP in secondary schools. This is found to be weakness; in practice and implementing capacity of school principal; participating teachers, students, and parents in decision making; commitment and good look on the part of some teachers and principals; sharing leadership responsibility among teachers; coordination and communally among stakeholders; lack of

awareness and weakness of parents and community involvement to solve financial problems; and the implementation of SIP program was far from being fully realized.

Furthermore, the researcher 9 years teaching experience and 10 years as school principal: he observed poor implementation of the SIP program, and the practices and activities of SIP program was not appreciable; and he also realized that there is no any scientific study that can show the status of SIP in the zone. In light with this the current initiation for quality education further rationalized the researcher to deal in the area under discussion as SIP was a quality monitoring tool. Indeed, these circumstances initiated the researcher to conduct study on the issue. Generally, it has observed that, annual report of Buno Bedele zone and Woreda Educational Office 2018/2019 indicates the low status of implementation of school improvement program in the secondary schools of Buno Bedele zone (Buno Bedele Zone Education Office, 2019).

Due to the above pressing and sensitive issues, the researcher wanted to study the practices and challenges of school improvement program (SIP) implementations in secondary schools of Buno Bedele zone. Based on the above facts, the study was designed to answer the following basic questions;

- To what extent SIP effectively implemented in Secondary Schools of Buno Bedele Zone under study with respect to four domains of the program (Learning and Teaching; Safe School Environment; Leadership and Management; and Community Participation)?
- How do teachers' and school leaders perceive SIP in secondary schools of Buno Bedele Zone?
- What major challenges that affect implementing SIP in secondary schools of Buno Bedele Zone?

1.3. Objective of the Study

1.3.1. General Objective of the Study

The general objective of this research is assessing the practices and challenges of implementation of school improvement program in secondary schools of Buno Bedele zone.

1.3.2. Specific Objectives of the Study

- To examine the implementation of SIP with respect to four domains of the program in the schools understudy (Learning and Teaching; Safe School Environment; Leadership and Management; and Community Participation).
- To explore teachers' and school leader's perception about SIP in secondary schools of Buno Bedele Zone.
- To identify major challenge that affect school principals in implementing SIP in government secondary schools of Buno Bedele Zone.

1.4. Significance of the Study

Investigating the practices of SIP in secondary schools of Buno Bedele Zone was believed to generate reliable information that help all concerned bodies to facilitate effective implementation of SIP in the study area. Thus, the researcher believed that the findings of this study have the following significances. It may help school managements to acquaint with the existing practices and factors affecting the effectiveness of SIP leadership; and may gain important ideas on how to become successful in their future endeavor in their respective schools.

The findings of this study may also provide information for Educational Managers, PTA committee, woreda education and zone education experts to take actions on major challenges faced the principals while implementing SIP in secondary schools of Buno Bedele Zone. Moreover, it may also help supervisors, teachers, parents, students, and other stakeholders to take part in the efforts made to improve the practices of SIP in secondary schools of Buno Bedele Zone. Besides, the finding of this study may serve as additional source of information for those scholars interested to conduct further research on the issue.

1.5 Delimitation of the Study

The proposed study was delimited to assess the implementation and challenges of school improvement program in secondary schools in the areas of school leadership and school management, teaching and learning process, school learning environment, parents and community participation and to measure the current performance of the school

improvement program implementation in secondary schools in terms of inputs, processes and outcomes. The study was geographically delimited to Buno Bedele Zone, specifically 15 secondary schools (grade 9-12) in the zone.

1.6. Limitation of the study

There was reluctant of some teachers and Educational Leaders, they were not willing to be filled and returned the questionnaire, and they had not correctly filled and returned the questionnaire. In interviews and focus group discussions participants were not recorded as a result of which the researcher only took notes on their interviews and focus group discussion responses. Thus, there might be loss of some significant information. In addition, Pandemic COVID- 19 was another obstacle that impede study by the time table set at the beginning. Therefore, the result of the study should consider with this limitation.

1.7. Operational Definitions of Key Terms

Educational Officials- are experts those found in the Woreda and zone education office responsible for leading and managing educational activities.

Challenges of SIP - difficulties or barriers to implement school improvement program.

Practices of SIP - refers activities to implement school improvement program (SIP)

School Improvement - is defined as systematic, sustained effort aimed at change in learning conditions and other related internal condition the ultimate aim of enhancing, pupil progress, achievement, development and then accomplishing educational goals more effectively.

School Improvement Program - is a program which was launched by MOE and being implemented in secondary schools that have four different school domains; School leadership and school management, Teaching and learning process, School learning environment, Parents and community participation.

School Improvement Program Committee: - is a committee set up from teachers, supportive staff members, students, parents and local communities to lead the implementation of SIP

. **Stakeholders** - are principals, teachers, Parent teacher association (PTA) members and school management communities in secondary schools of Buno Bedele zone

Secondary Schools - It is a school of four years durations consisting of two years general secondary education (grade 9-12).

1.8. Organization of the Study

The study report was organized in five chapters. The first chapter contains background of the study, statement of the problem, objectives of the study, significances of the study, delimitations of the study, limitation of the study, operational definition of key terms, and organization of the study. The second chapter was focused on review of related literature. The third chapter was dealt with the research design and methodology of the study; specifically it would made discussions on research design, sources of data, sample and sampling procedure, data collection instrument and method of data analysis. In the fourth chapter, the data collected for the study presented and analyzed in detail. Finally, chapter five of the paper presented major findings of the study, conclusions and recommendations forwarded for improvement of the program.

CHAPTER TWO

REVIEW OF RELATED LITERATURES

The second part of the research presents relevant literatures related to the general concepts of the implementation of SIP program and the prevailing challenges. Published books, journals, policy documents and research reports are reviewed and briefly presented.

2.1. The Concept of School Improvement

When it comes to the concept of school improvement, it is complex and difficult to conceptualize with simple terms as it is constantly evolving with differentiated calls for action over time (Potter & Chapman, 2002:7; Hopkins, 2001:3). In the late 1970s and early 1980s, the Organization for Economic Cooperation and Development (OCED) and International School Improvement Project (ISIP) conceptualize school improvement comprehensively as:

“A systematic, sustained effort aimed at a change in learning conditions and other related internal conditions in one or more schools with the ultimate aim of enhancing, pupil progress, achievement, development and then accomplishing educational goals more effectively.”

This concept indicates the plan to improve the quality of teaching and learning in the school. It also points toward a desire to bring about genuine improvement in student outcomes, an increase in the life chances of learners in the school and to develop attractive conditions in the schools in a systematic and sustainable manner.

The basic idea behind school improvement is that its dual emphasis on enhancing the school capacity for change as well as implementing specific reforms, both of which have their ultimate goal of increasing in student achievement. Hence, school improvement is about strengthening schools organizational capacity and implementing educational reform. Another major notion of school improvement is that, school improvement cannot be simply equated with educational change in general. Because many changes, whether external or internal, do

not improve students' outcome as they simply imposed. They should rather focus on the importance of culture and organization of the school (Hopkins, 1994 as cited in Frew, 2010).

Although treating the schools as the unit of change, school improvement initiatives gave birth to the idea of 'whole school change' as an education reform drive meant to Harness improvements in management strategies, in-service training, monitoring and evaluation, and target setting in school development plans, teacher appraisal etc. to orchestrate a complete change in the culture and organization of schools to improve performance.

The concept of school improvement program often interchangeably used as improving school's effectiveness. The term school effectiveness can be defined as the degree to which schools achieve their goals (Sheerness, 2000). It emphasizes on school's self-assessments to strengthen the capacity of schools to participate in the management of resources in a more effective and efficient manner. An effective school is simply regarded as 'good school'. The good school can be expressed as the outcome that can be measured in terms of the average achievement of students at the end of a period of formal schooling.

The concept of school improvement is concerned with how schools can affect beneficial change for students in terms of teaching (Bry, 2010:2) and the quality of experience. It has been defined as the process of enhancing the way a school organizes, promotes and supports learning (Mitchell, 2014:4). Improving school internal conditions requires the involvement of all levels of the school community (Hopkins, 2001:23), demanding leadership change for the school as an organization and a professional learning institution. School improvement is a combination of planned, continual and coordinated efforts made both within and out of classroom and school levels to change factors that are related to students learning with the ultimate goal of maximizing the level of learners' achievement and school capacity to manage change.

The school improvement has been defined in different ways by different scholars. According to Harris (2005), school improvement is defined as "a distinct approach to educational change 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 learning process and those conditions which support it, and also (Velzen et al., as cited in Reynolds et al., 1996) has defined "a systematic, sustained effort aimed at change in learning conditions and other related

internal conditions in one or more schools, with the ultimate aim of accomplishing educational goals more effectively.” Hopkins (in Macbeath and Mortimore, 1996) also defined school improvement as “a strategy for educational change that enhances student outcomes as well as strengthening the school’s capacity for handling change.” In addition to these definitions, Plan international (2004) define school improvement with some explanations as: 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 (p,1).

Similarly, Barnes (2004) refers to school improvement as: “The process of altering specific practices and policies in order to improve teaching and learning. In short, the main target of school improvement is an activity directed at improving teaching and learning. So that better student achievement will be exhibited. The focal concern of school improvement is to enable students to achieve better results”

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.

Accordingly, it is complex and difficult to conceptualize with simple term as it is constantly evolving, because different international organization, international project and scholars has been defined and explained in different ways. However, the ideas of all of them are similar. So, the central idea of SIP is a process of sustained activity intended to improve the achievement of students in their learning through different strategies and capacity building efforts. Generally, as it was mentioned above, school improvement is a combination of planned, continual and coordinated efforts made both within and out of classroom and school levels to change factors that are related to students learning with the ultimate goal of maximizing the level of learner`s achievement and school capacity to manage change.

2.2. Rationale of School Improvement Program

According to the Plan International (2004), the school improvement supports the program initiatives of government and others in achieving the goals of education for all by 2015. Specifically, this program aims to; support school based improvement plans; enhance the quality of children's basic education; achieve the enrollment, attendance, and completion rates that meet the Education for All goals; achieve equality of access to school for both girls and boys and achieve better prospects for completing school. Therefore, to achieve such aims of school improvement program, Plan International (2004) has also suggested core elements which have greater implication by the program elaborating that this program aims to support schools in address core elements such as: "Ensuring teachers are competent and motivated, promoting active learning methods supported by appropriate teaching and learning aids, promoting the active participation of children and parents in schools governance, ensuring a safe, sound and effective learning environment establishing relevant curriculum ensuring, empowered and supporting school leaders and advocating for supporting supervision" (p,2).

Each of the core elements is equally important; if any one becomes weak, the strength and the success of the whole will be affected. Therefore, the school should give greater attention for each of the core elements to attain the purpose of school improvement. 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 welcomes all learners. It enables teachers to be responsive to the diverse learning need of students in their teaching-learning approaches.

Moreover, the improvement of organizational capacity of the school requires clear communication among stakeholders. So, 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 schools management. Accordingly, parents and local communities have been actively participating in school improvement planning and implementation.

Generally, school improvement helps to realize the provision of quality education for all children by making the overall practices and functions of schools more responsive to the

diverse needs of students. To this end, Schools operate in collaboration with stakeholders designed; to strengthen the schools ability, to manage changes, to enhance teachers performance, and ultimately to improve students achievement.

2.3. Principles of School Improvement

The school improvement process is a systematic approach that follows its own principles. Luneburg & Ornstein (1991:124) cited in MOE (2010:15) have listed the following guiding principles. These include: Schools should employ a set of goals and mission which are easy to understand; Student achievement must be continuously checked and evaluated; Schools need to help specially the low achievers need to be tutored and enrichment program should be opened for high talented students; Principals and staff should actively be involved in continuous capacity building to update their knowledge, information and to develop positive thinking; Every teacher needs to contribute to successful implementation of the school improvement program; Teachers must be involved in staff development by planning and implementing the school improvement program; School environment has to be safe, healthy and pupil friendly; School community relationships should be strengthened so that community and parents need to be involve in school improvement program implementation; School leadership should be shared among staff, student and parents.

In line with the school improvement principles above the study will weigh up the practices of current school improvement programme implementation in secondary schools (grades 9-12) of the Buno Bedele zone. The next section presents the school improvement cycle.

2.4. The School Improvement Cycle

The schools improve its implementation when they draw on a range of evidence from a variety of sources to inform their decision making. Coordination of this evidence-base is a continuous process, designed to efficiently and effectively distribute effort and resources, to best meet changing needs, and address school and system priorities. While processes, strategies and timeframes within the four-year cycle are largely managed by each school to best

address their particular contexts, the timing of annual surveys, completion of school plans, Publication of annual school board reports and external validation are generally at fixed points within the cycle.

Each school will develop a strategic four-year school plan and annual operating plan, self-assess on an annual basis and report the outcomes against this plan to the school community. Each school will also participate in external validation in the fourth year of the cycle to gain an objective evaluation of its achievements and standards of performance and to inform future planning for continuous improvement (ACT, 2009).

Figure 2.1: School improvement cycle

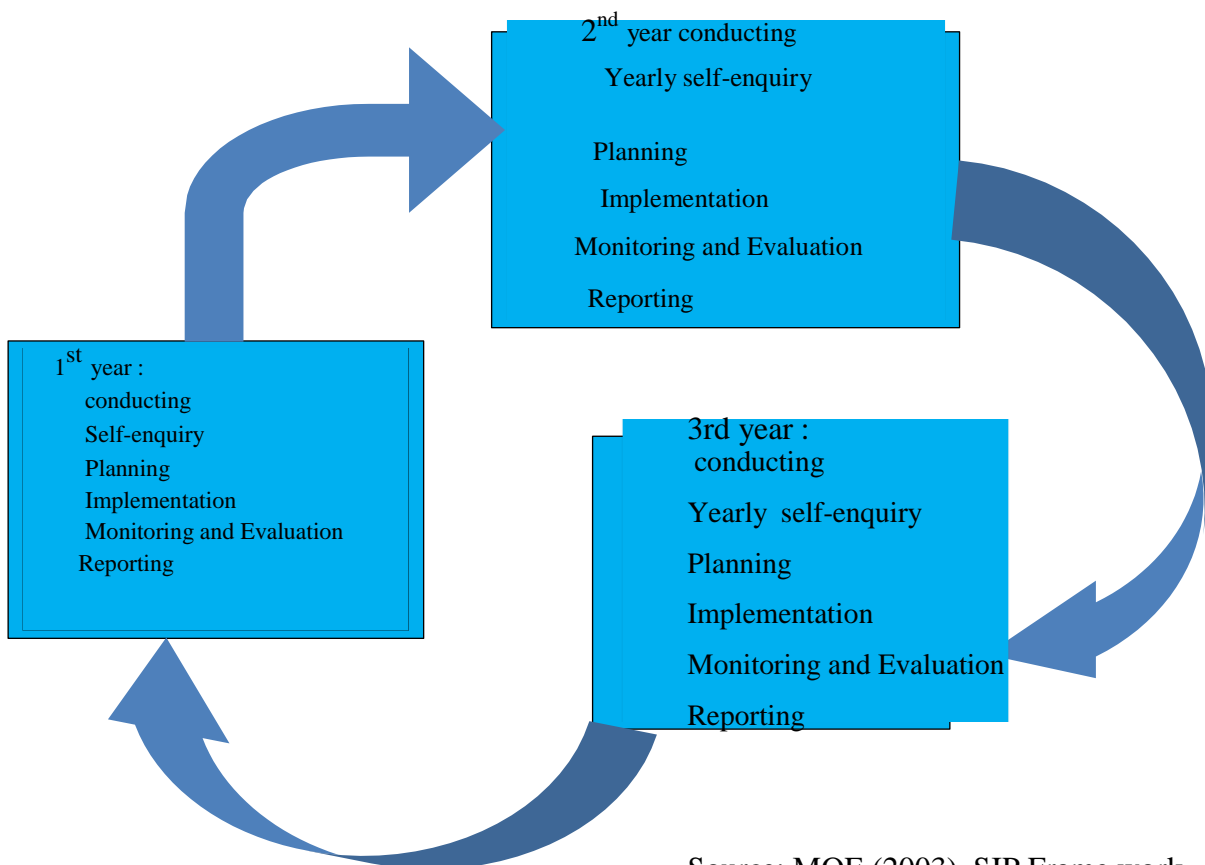


Source: (ACT, 2009). School Improvement Cycle

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 the 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 shows activities to be performed within three years.

Figure 2. 2: School Improvement Cycle in Ethiopia



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, 2003 E.C)

2.4.1. 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. So, to make the school improvement program practical, the establishment of woreda and kebele Education and Training Board, Parent teacher association (PTA), and school improvement committee were given consideration. 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 principals, teachers, school councils, parents, and other community members working

together to gather and analyze information about the school and its students, so it help them to answer the questions “What will they focus on now?” and “What will they leave until later?” (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).

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, where by 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. Accordingly, parents and local communities have been actively participating in school improvement planning.

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 on improving the learning outcomes of students and to do this, cooperation and team spirit are essential.

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, student`s 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- 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. The goals must 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;

Identifying most import priorities- 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;

Designing strategies- the strategies designed must get an approval of all stakeholders in effectively addressing the domains. The actions or strategies identified by the team must be different from those currently used at the school;

Identifying indicators- indicators identified must be in the position to measure students`

learning outcomes and teachers teaching performances. In fact, each strategy could have a corresponding indicator of success, marking the completion of that step on the road to meeting the goal;

Setting Time line- activities in the plan must be presented with the specific period of implementation time. Action team must look closely at each strategy they are suggesting to determine the most suitable time to begin work on that strategy, as well as the duration of the strategy. They can be planned in semester, year or three years and should get the approval of principals, teachers, SIP committee, and PTA;

Assigning responsible bodies- responsibilities of performing particular activities should be assigned to particular bodies: PTA, principal, teachers, and students (Action team also determines who will be responsible for implementing each strategy);

Status update- in order to ensure continuous and sustained school improvement, schools need to ensure that staff, parents, and students continue to focus on the plan's goals, 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).

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, the responsible body for implementing the strategies, timeframe, allocating resources to the strategies implementation, and the 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).

Generally, the school plan will include the following elements such as: a statement of school context, purpose and profile, identified priorities, improvement targets, whole school strategies, a timeframe, and expected outcomes of the school, by establishing an ongoing process of data

collection and analysis, the principal models assessment and evaluation practices that teachers can use in their classrooms to monitor student progress.

2.4.2. The school planning process

School planning is a dynamic and systematic process. Schools should ensure that their processes allow planning to evolve to meet changing needs and circumstances. Schools will establish a school improvement committee to work with the principal to develop and monitor the school's planning and improvement processes. In devising a planning process the school's improvement committee should ensure: full and open consultation with the school community, strategies for improvement, data sources and monitoring processes, communicating the process of improvement to key personnel, the availability of documentation to support the improvement process and future plans are informed by what has been learned (ACT, 2009).

The planning process allows schools to identify their priorities and targets over each year cycle and also describes how progress is monitored and achievement will be measured, including the evidence that will be gathered. Through planning, a school embeds into its processes and practices a capacity to meet internal and external demands. Schools typically prioritize their strategic intentions in ways that provide the best balance between available resources (including human, physical and financial resources) and competing demands of stakeholders across the school. It is important that schools set an achievable number of priorities, at the same time providing the school with a broad range of significant challenges for each year of the cycle (MOE, 2007). According to MOE (2007) school improvement is about improving students learning and their learning outcome at higher level. Hence, schools primarily need to conduct. This gives them the actual current picture and a basis for future improvement.

In short, school self-enquiry is an essential means for schools to create a sense of responsibility and accountability for students learning, 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. The first stage of the school improvement planning process is creating a school improvement planning team. Then, the team establish these priorities; Step-1) Collecting

information, Step-2) Discussing the information, and Step-3) Deciding on a priority. Therefore, school principal play a crucial role in these early stages. They facilitate the formation of a planning team, which will be responsible for establishing priorities, and they ensure that the information required for effective planning. 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).

2.5. School Improvement Committee

According to Hopkins (in Harris et al., 2005), school improvement groups are an essential feature of sustained school improvement. We sometimes refers to these “internal change agent” as the cadre-group, a term borrowed from Schmuck and Runkels (1985) organizational development cadre in Oregon who fulfilled a similar role in those schools. They are responsible for the day-to-day running of the project in their own schools, and for creating link between the principals and idea of school improvement and practical action.

Typically, the cadre group is across hierarchical team of between four-six members of the staff. Though one of these is likely to be the head teacher, it is important to establish groups that are genuinely representative of the range of perspectives and ideas available in the school. Cadre group members should also not come together in any existing group within the school, such as the senior management team or heads of department group, so that the problem of pooled rationalization is minimized. In terms of their school improvement work, cadre group members are involved in: Out of school training sessions on capacity building, teaching and learning planning meetings in school, consultancy to school working groups, observation and in-classroom supports. The cadre or school improvement group is essentially a temporary membership system focused specifically upon inquiry and development (Harris, 2005).

According to the MOE (2012: 104), school improvement committee is a committee set up from teachers, supportive staff members, students, parents, and local communities to lead the improvement program of their school. According to the document the head of the committee is the school principal and the working period of time is three years. The committee has the

following roles and responsibilities to run school improvement program in their school: to attend and actively participate in all school improvement meetings; participate actively in all school improvement program activities; assist the committee to develop and successfully implement a three-year school improvement strategic plan, and a one-year school improvement action plan; assist the school to raise resources from parents and community to implement the one year school improvement action plan; assist the school to realize measurable improvement in student results for all students; assist the school to assess their achievement at the end each school year, and to report to parents and community members twice a year (six month and twelve month).

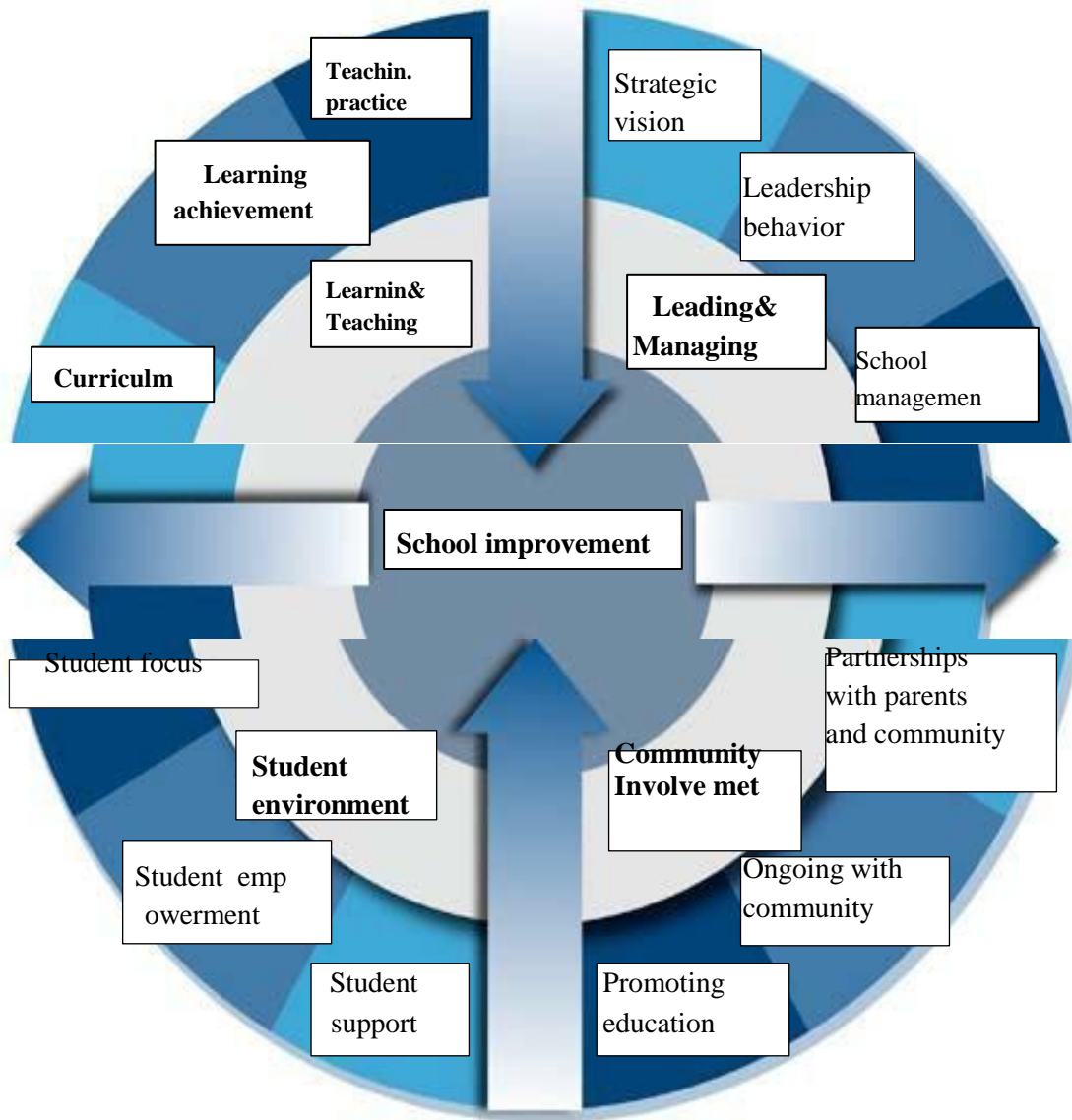
Generally, the school improvement committee (SIC) takes the lead to develop a 3 or 5-years strategic plan. Therefore, school improvement committee is essential a group of members to run the effective implementation of school improvement program in schools.

2.6. A 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 2.3: 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 committee, 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).

2.7. The school domains and elements of school framework

International evidences have shown that school personnel, parents and communities should be best placed to make informed decisions regarding some aspects of school effectiveness and efficiency. The SIP program introduced to Ethiopian schools in 2006 has identified the following four domains: -

2.7.1. Learning and teaching domain

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. Harris (2002) states that, while it cannot be denied that there are conditions at school level which can make class room improvement more possible, there teaching-learning process the main determinant of educational out comes.



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; school curriculum design and delivery establishes explicit and high standards for learning.

2.7.2. Student environment domain

The student environment domain describes the promotion of positive and respectful relationships which are stable, welcoming and inclusive in safe and productive learning environments.

They contribute to decisions about their learning and their contributions are valued. In a safe school is secure and disciplined environment personal and school property are not subject to theft and destruction, students and staff respect each other and behave in ways that contribute to effective teaching and learning. Hence, safe conducive climate and health school environment plays significant role for school improvement. (MOE, 2006) states school environment consists of students focus, students empowerment and students support and decisive domain for the implementation of SIP.



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 regulating learners within and beyond the classroom; schools value participation, and encourage student expression of new knowledge and understanding.

2.7.3. Community involvement domain

The community involvement domain describes the development of quality ongoing, community partnerships and networks. Schools are responsive to community expectations, suitable environment for learning school administration and community participation. Community participation is a process through which stake holders influence and share control over development initiatives and the decision and resources which affect them.



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).

2.7.4. Leading and managing domain

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 teachers focus promoting collective responsibility for improvement. Leadership is contingent upon environmental and contextual factors. School leadership plays a great role in implementing school improvement programs (ACT, 2009). To school improvement program effectively and sustainably school leadership capacity has to be enhanced.



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; the school's leadership team demonstrates effective resources management to achieve Results (ACT, 2009).

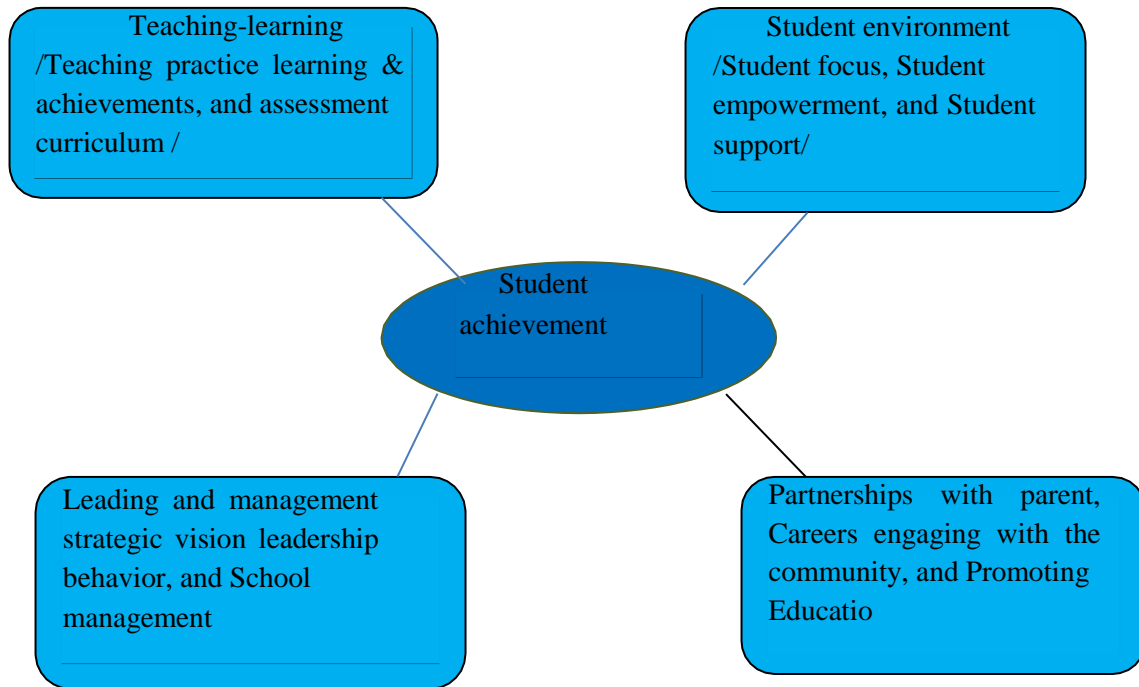
Source: (ACT, 2009). School domains and elements

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 all stakeholders (MOE, 2003E.C).

Figure 2.4: School improvement domains and its elements in Ethiopia



Source: (MOE, 2003 E.C).
School Improvement
Framework (Revised)

2.8. The School Improvement Program Initiatives in Ethiopia

In Ethiopia, with the intention to improve the quality of education, much effort has been done. 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. School improvement program was initiated on a pilot base in 2006 as part of the General Education Quality Improvement program (GEQIP) as indicated in ESDP_{IV} (MOE, 2011). Following the educational decentralization system in the country, high emphasis has been given to lower levels. Authority for making decisions for school improvement is devolved to the school level which puts unprecedented pressure on school principals to be accountable for the quality of education provided by their school.

Accordingly, the Federal Ministry of Education has prepared GEQIP implementation manual in (2009). The overall objective of the GEQIP is to improve the quality of general education. 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.

The Ethiopian Ministry of Education prepared a hand book for guidance on self-assessment and school improvement planning in the year 2011. Schools have been assessed based on the criteria included in this handbook. According to this book, the ultimate objectives of the school improvement process is to improve student achievement levels by creating a positive environment for learning and by increasing the degree to which parents are involved in their children`s learning. 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 MDG enrolment and completion targets, the quality of schooling must improve 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).

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. The school improvement approach starts with schools and their stake holders undertaking a self- assessment to identify their goals, followed by development and implementation of a school improvement plan. As part of the process each school is required to include all stake holders in the assessment of school performance. It is emphasized that (a) the SIP is a critical process for the improvement of the teaching and learning environment, and (b) the process will bring control of the schools in to the community. Through the process the developing a school improvement plan, schools and their stake holders will identify their needs and priorities (MOE, 2008). As already noted, though, 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.

2.9. School Improvement and Teachers Professional Development

School improvement almost always calls for enhancing the knowledge, skills, and dispositions of teachers and supporting staff. Whatever course of action a school adopts, success usually is central to providing support and resources for teachers to strengthen existing expertise or to learn new practices. Teacher knowledge and skills are at stake as well as their beliefs and attitudes, their motivations, their willingness to commit, and their capacity to apply new knowledge to their particular school and classrooms. Professional development and implementation usually should not be separate steps in the process of change in the school improvement program (Simpkins, 2009).

Furthermore, for the comprehensive school improvement, teacher professional development is an essential element. The professional development needs of other members of school community, including administrators and support personnel, must also be addressed to ensure a focus on continuous learning and to create the conditions necessary for closing the achievement gap and improving the achievement of all students. These standards provide guidance for achieving high quality professional development planning, design, delivery, and assessment, and should serve as a foundation for all professional development in schools.

According to Simpkins (2009) view, SIP is not a separate process led by higher level administrators. Rather, it is the flip side of the coin of the school based CPD. Hence, school improvement activities are most effective when carried out in collaboration with consolidated teacher professional development program.

School Improvement Program (SIP) is the overall strategy of achieving the highest pupils' learning outcomes in the long run of quality education. The school improvement program is the cumulative and collaborative effort of all responsible stakeholders such as teachers, school leaders, students, parents, education officers, NGOs, and other community members towards the goal of sustaining quality education. School improvement program is one of the six pillars of achieving quality education. One of which is the strategy for Teachers' Development Program (TDP) in which CPD is at the center (MOE, 2007).

The quality of education to a great extent depends on the success of school improvement program which in turn depends on the quality and competence of teachers in their professional development. Teachers are the nucleus of school partners for school improvement program (SIP) and school based CPD is the crucial component of school improvement program. In the process of raising pupils' achievement, CPD and SIP cannot be seen separately, but used together to provide a holistic approach to the improvement of learning and teaching in each school (MOE, 2009).

Professional development is part of the ongoing process of continuous school improvement and it should happen, formally and informally, at every stage in the process. Importantly, effective school leaders know how effective professional learning

can be put into operation as part of an overall strategy for school improvement. Investing in professional learning is the key to ensuring that schools become learning communities where teachers work together, learn from each other and share best practices on effective teaching and learning. It is only through the collective work of teachers and by creating a shared professional knowledge that sustained school improvement will be secured (Adams, 1993).

Professional development should necessarily be integrated with the comprehensive plan for school improvement. Too often, professional development is episodic response to an immediate problem which deals with only part of the problem teachers confront when trying to improve student achievement. If professional development is to be effective, it must deal with real problems and needs to do so over time. Moreover, unless professional development is carried out in the context of a plan for school improvement, it is unlikely that teachers will have the resources and support they need to fully utilize what they have learned (Simpkins, 2009).

Therefore, Professional development should be connected to a comprehensive change process focused on specific goals of school improvement. Research clearly shows that teacher growth is the most significant school-based influence on student learning. It means that teacher quality is the single most powerful influence on student achievement; it is essential to ensure that teachers are provided with ongoing, high quality professional development to sustain and enhance their practice (Little, 1994). One would think that investments in enhancing teacher growth would be a major focus of school improvement efforts.

The school based CPD strategy offers an important skill development by giving teachers a range of opportunities for relevant, need focused and collaborative approaches to professional learning. The core aspiration for this strategy is to place professional development at the heart of school improvement and it offers a number of new initiatives to achieve particular goal. These professional development opportunities will allow teachers to focus upon their own learning, career ambitions and to consider new responsibilities within their own school context. The assumption is that

this will lead to an improved and enhanced sense of professionalism for teachers, plus an increased motivation to stay within the profession (Harris, 2001).

Quality education by itself largely depends on the magnitude of school based teacher`s continuous professional development (CPD) in improving learner`s achievement. Furthermore, teacher`s professional development is a key driver of excellence in any school to contribute to not only teacher and school improvement but also the overall improvement of education system (USAID, 2006).

School based CPD is a lifelong education in which teachers not only teach themselves but also teach each other to update and add value to their profession. The ultimate goal of CPD is to enable the students to acquire quality education. This motto necessitates the involvement and active participation of teachers in the CPD. The effective participation of teachers in the program is expressed and witnessed by the reflected and exhibited changes of the teacher in

teaching learning and professional ethics. These teacher efficiencies enable them to benefit from acceptable, attractive and realistic career structure. Thus, teachers are licensed to proceed in the profession on the basis of their professional competence (AREB, 2009).

In addition to this, as suggested by Desalegn (2010), in the Ethiopian context, teachers are expected to have the following benefits of professional competencies which are to be achieved through effective CPD, These are facilitating students' leaning which outlines how teachers plan, develop, manage, and apply a variety of teaching strategies to support quality student learning. Assessing and reporting students' learning outcomes that describe how teachers monitor, assess record and report student learning outcomes. Professional competencies are also gained by engaging in continuous professional development to describe how teachers manage their own professional development and contribute to the professional development of their colleagues.

Mastery of Education and Training Policy, curriculum and other program development initiatives is also significant to determine how teachers develop and apply an

understanding of the policy to contribute to curriculum and/or other program development initiatives, and finally, forming partnership with the school community in order to guide how teachers build, facilitate and maintain working relationships with students, colleagues, parents and other care givers to enhance student learning.

Generally, the main objective of school improvement program is to improve the quality of teaching and learning. CPD is one of the fundamental components of school improvement program so that both SIP and CPD are inseparable strategies of achieving better learning.

2.10. 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. According to Harris (2005) the internal drives for change can be characterized as complex mixture of school-based factors, i.e. the institutional needs and wants which provide the impetus for the schools development, some of these internal drivers are 'givens' in that they would exist irrespective of the type of leadership approach adopted. Other internal drivers are constructed by the leaders with in the school by their commitment to a particular vision; values, framework or strategies of management. Increasingly head teachers, and those around them are aware of being caught between these two set of drivers.

The 'external drivers' arise from policy interventions and edicts that require compliance. Changes are externally imposed, so that the head must interpret incoming documents before she/he can inform the staff. The speed with which those changes have had to be introduced means that she/he has had little time to motivate staff and she/he is finding it increasingly difficult to justify imposing yet more demands for change. It also makes it more difficult to see things through she/he has had to learn to delegate more of the responsibility for managing change (Day et al., 2000 as cited in Harris, 2005).

2.10.1. Internal Condition for School Improvement

Hopkins (2004) suggests that, difficulties often occur for both individual teachers and the school when initially embarking on school improvement. Teachers may be faced with acquiring new teaching skills or with mastering new curriculum material, and the school, as a consequence, may be forced in to new ways of working that are incompatibles with existing organizational structure. It is therefore often necessary to work on some aspects of the internal conditions within the school at the same time as achieving the curriculum or other priorities the school has set itself. Hopkins has also attempted to state a number of 'conditions' within the school with its capacity for sustained development: 1) Commitment to staff, 2) Practical efforts to involve staff, students, and the community in the school polices and decisions, 3) Transformational leader ship approaches, 4) Effective co-ordination strategies, 5) Serious attentions to the potential benefits of enquires reflection, and 6) Commitment to collaborative planning activity.

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 student` 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.

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).

Staff Development

A systematic and integrated approach to staff development that focuses on the professional learning of teachers, and establishes the classroom as an important center for teacher development is central to authentic school development. Staff development is the central strategy for supporting teachers as engage in improvement activities, attention to teacher learning has direct spin-offs in terms of pupil learning. The research evidence that is available on the effectiveness of staff development initiatives is, however, far from encouraging despite all the effort and resources that has been utilized, the impact of such program`s in terms of improvement in teaching and better learning out comes for pupils is rather disappointing (Fullan, 1991; Joyce and Showers, 1995 in Hopkins, 2004). As result of his review available research evidence, Fullan (1991) provides a bleak picture of in-service initiatives that are poorly conceptualized, insensitive to concerns of individual participations, and perhaps critically, make little effort to help participants relate their learning experiences to their usually work place conditions .

In stark contrast to this gloomy analysis, the research evidence from schools with high level of students and teachers engagement and learning, demonstrates how they build infrastructures for staff development within their day-to-day arrangements. Such infrastructures involve portions of the school week being devoted to staff development activities such as curriculum and implementation, discussion teaching approach, regular observation sessions and on-site coaching.

Joyce and Showers (1995) in Hopkins (2004) identify a number of key training components which, when used in combination, have much greater power than they used alone. The major components of training are: a) presentation of theory or description of skill or strategy, b) modeling or demonstration of skills or models of teaching, c) practice in simulated and classroom settings, d) structured and open-ended feedback (provision of information about performance), and e) coaching for application (hands-on, in class room assistance with transfer of skills and strategies to the classroom).

Therefore, staff development is the most crucial conditions to enable school improvement program implementation.

Collaborative Planning

Mac Gilchrist et al., 1995 in Hopkins (2004), suggested that schools that exhibit best practice in development planning now use it as a strategy to enhance directly the progress and achievement of students. The crucial difference between these and previous approach to development planning is that it is rooted in class rooms. The focus is on students` learning, their progress and achievement, and which is needed to improve it and how this is best supported. The plan begins with learning goals for students. A teaching strategy for achieving them is then produced. This strategy is supported by any necessary adjustment to the school`s management arrangements: for example, modifications to curriculum polices and schemes of work, changes to the staff development program and the time table, and any re-allocation of budget, roles and responsibilities needed to achieve the goals set. This is radically different from the type plan that simply focuses on the implementation of external change, however important that is or development of school wide policies and practices, which may not have direct impact on class room practice (P:103).

Therefore, as a school system we should have to have a shared responsibility to improve student learning out comes. In general, collaboration is Key to success full planning in the implementation process of school improvement program at school level.

Coordination

The school, through the leadership of its administration and the school`s policies and programs, can create an atmosphere conducive to communication and provide convenient opportunities for communication (Redding, 2012). The school capacity to coordinate the action that stakeholders behind agreed policies or goals is an important factor in promoting change. The way to builds capacity individuals to flourish and schools to continually improve and change. At the core of such strategies are communication system and procedures, and the way in which groups can be created and sustained to coordinate improved effort across range of levels or departments of particular importance are specific strategies for ensuring that all staff kept informed

about development priorities and activities as this is information vital to informed self-direction.

Communication is vital to overall school-coordination. In order for a school to organize itself to accomplish its goals, maintain itself in good working order, and at the same time , adapted to changing circumstance, sound procedures for communication are essential (Hopkins, 2004, p:100) therefore, good coordination is vital for school improvement program implementation.

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.

Involvement

Involvement describes the development partnerships and networks. Community involvement in educational affairs is one of the most over used but least understood concepts in developing countries. Many of the results point to a positive relation between the involvement of parents and the school development of their child. According to Desforges in Deslandes (2009), the most important factor is `good parenting at home` with the following characteristics; the provision of a safe and stable environment, intellectual stimulation, the conduct of parent-child discussions, the functioning of parents as constructive role models who propagate the value of education and provide signs of high expectations for their children.

According to Hopkins (2004), on effective schools, there is strong evidence that success is associated with a sense of identification and involvement that extended behind the teaching staff. This involves pupils, parents and indeed other members of the local community. It does seem that those schools that are able to create positive relationships with their wider community can create a supportive climate for learning.

Reynolds (1991) in Hopkins refers to the existence of what he calls an “incorporative approach”. This he notes has two major elements: incorporation of pupils into the organizations of the school and the incorporation of their parents through supportive roles. In many improving schools this approach is widened to include members of the local community (Gray et al., 1999 in Hopkins, 2004).

Pupil’s involvement is a particularly important factor in school improvement. This can occur at an organizational level, by involving pupils in decision making and encouraging them to take responsibility for the day-to-day routines. At the class level, student can be encouraged to take responsibility for their own learning and through involvement to learn organizational planning, discussion, decision-making, and leadership skills (Stoll, 1991; Rudduck et al., 1996 in Hopkins, 2004). When pupils are less involved, it is likely that their attitudes to school will be much more negative. Then when innovations are introduced, they may well become barriers to change. Their resistance may not be open and tangible, but never the less their initiative reactions may create the negative atmosphere that discourages staff from pursuing their goals.

The incorporative approach can be extended beyond the schools gate to involve parents, members of local community, and of course, school governors. Here the attitudes of staff are a major factor. Unfortunately some staff still sees parents as hindrance. Similarly parental views of the schools and teachers vary. Often parental views of teachers are based on their own experience in school. This may have been negative, and the parents may see the school as an institution that fails people.

The whole issue of communications between school and parents therefore needs to be handled effectively, particularly through careful planning and skillful interviewing

techniques. In addition Hussein and Postlethwaile, 1994 in Frew, 2010 stated that the success of school is associated with the sense of identification and involvement extends beyond the teaching staff. In other words, involvement and sense of identification of pupils, parents, non-teaching staff and other community members is as crucial as that of the teaching staff for the success of schools. Because the success of an improvement program (perhaps any other educational program) requires an interaction between many participants at different levels.

Generally, the main and very decisive success of the school is from the beginning in setting of priorities and its objectives (goals), so that the stakeholders (principals, teachers, students, parents, and community) involving to achieve the intended goals. Also parents and local communities have been actively participating in school improvement planning and implementation.

Leadership

Studies of school effectiveness affirm that leadership is a key element in determining school success (Mortimore, 1999 as cited in Hopkins, 2004:98). Recently, studies of leadership in schools have moved away from the identification of this function exclusively with the head teacher, and begun to address how leadership can be made available throughout the management structure and at all level in the school community (Gronn, 1999 as cited in Hopkins, 2004). This shift in emphasis has been accompanied by a shift in thinking about leadership itself. There is an increasing call for 'transformational' approaches which distribute and empower rather than 'transactional' approaches which sustain traditional, and broadly bureaucratic, concepts of hierarchy and control (Hallinger, 1992; Letiwood, 1993 in Hopkins, 2004, p: 99).

Schools that are successful with their improvement efforts not only regarded leadership as distributed function, they also deliberately set out to promote discussion about leadership style and to help staff from different levels in the school to share perceptions about how leadership operates. In improving quality education for all (IQEA) schools, such discussion tends to identify a number of key aspects of the leadership role (Hopkins et al., 1994 in Hopkins, 2004).

The responsibility of school leader`s in establishing a clear ‘vision’ or set of purposes for the school. The methods through which the vision is developed seem to be as important as vision itself in generating staff commitment. There is clear concern in the literature over the imposition of a vision at the expense of ‘vision building’.

The way individual knowledge, skills and experience are harnessed, and the extent to which the school is able to transcend traditional notions of hierarchy or role in bringing together the ‘best team for the job’. Leadership that arises from relevant knowledge or experience seems to be more successful than leadership stemming from authority.

The way leadership is used in group or team meeting, leader behavior is obviously an important determinant of group effectiveness. A strong commitment to the quality of relationships within the group can however sometimes lead to over cohesiveness, with a corresponding decline in the quality of critical thinking which individuals bring to the group. The dangers associated with ‘group think’ are well known.

The more effective schools seem to explore opportunities for spreading the leadership function throughout the staff group. This means accepting the leadership is a function to which staff contributes, rather than a set responsibilities vested in a small number of individuals (p: 99).

Generally, Leadership is a shared function and only expresses it-self with and through others. But it cannot delegate. The expansion of leadership is empowering others to lead and improve schools.

Enquiry and Reflection

Schools that recognize that enquiry and reflection are important processes in school improvement find it easier to sustain improvement effort around established priorities, and are better placed to monitor the extent to which policies actually deliver the intended outcomes for pupils (Ainscow et al., 1994 as cited in Hopkins, 2004). Central to conditions that promotes the effective use of enquiry and reflection as development tools are: a) systematic collection, interpretation and use of school-generated data in decision- making, b) effective strategies for reviewing the progress and impact of school policies and initiatives, c) widespread involvement of staff in the processes of

data collection and analysis, d) clear ground rules for the collection, control and used of school- based data.

Some schools are much better organized than others and have clear systems and procedures for collecting, analyzing and interpreting information relevant to particular aspects of the school or particular decisions. Even in these cases, however, a more general commitment to enquire in to and reflect on the school`s progress is rare more often it is the issue that is identified then the information collected, rather than data being collected to help identify what the issue should be. It is the habits of enquiry and reflection, particularly about the impact, rather than the implementation of improvement programs, that are the important forces for improvement (Hopkins, 2004).

2.10.2. External Conditions for School Improvement

Policy Issue

It is clear that, for success of school improvement initiatives the existence of a clear police and intervention strategy will have a paramount importance. Thus the school internal conditions, classroom practices and the policy context should support each other, or should pull to have impact on SIP. According to Marzano (2003), in the context of school improvement policy can be viewed as the implementation framework that guide the action of all involve in the life of school.

Concerning the implementation policy, Hopkins (2001) stated that, “policy cannot be mandating what matters; it is implementation at the local and school level that dominate outcomes”. Hopkins (2001) also described that for its practicality a policy that developed at all levels needs to be coherent practical acceptable and implementation oriented. Therefore, the implication is that policy implementation needs care and continuous follow up in order that its impact can be measured. In short, the micro level policy should link to macro level policy and more should be given to the implementation.

Moreover, Hopkins et al., (1994) suggest that in promoting school improvement, policy has to keep relating focus on student achievement and learning, pay attention to context build capacity and strengthen know capacity, research and dissemination. Hence for

success of school improvement it needs to provide schools a wide range of policy options so as they can make choice and policy should aligned with system policy.

Capacity Building

School capacity can be described as the collective competency of the school as an entity to bring about effective change. This implies four core components: knowledge, skills and disposition of individual staff; a professional learning community in which staff work collaboratively; program coherence; and technical recourses (Hopkins et al., 2001).

Building capacity for whole school improvement involves bringing together these four core components: resources, structure, culture, and the schools of staff, not only focusing on improvement but doing so in ways which are synergistic. The reason why building capacity at whole school level is so difficult to achieve is that all different elements develop, and decline unevenly (Hadfield in Harris, 2005). Therefore, Capacity is the key construct in creating the conditions within the school to enhance both teaching and learning.

2.11. Challenges for School Improvement Program

School improvement program is very complex that it might be hindered by various impediments that challenge the implementation (Stoll & 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 (Hussen and Postethwore, 1994).

In addition, an organizational structure with in which teacher`s “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.

In Supporting this, Havelock and Huber man (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.

2.11.1. Lack of Commitment of School Leaders

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).

2.11.2. Lack of Stakeholders Participation

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).

2.11.3. Lack of Educational Input

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).

2.11.4. Lack of Conducive Environment in School

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).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter deals with issues related to research design, research method, sources of data, sample and sampling technique, instrument of data collection, validity and reliability test, methods of data analysis, and ethical considerations.

3.1. Research Design

The aim of this study is to deal with the assessment of implementing SIP in secondary schools Buno Bedele Zone. Hence, the descriptive survey design was employed in this study. On the other hand, it is helpful to obtain reliable and relevant data from a variety of groups on the actual implementation of the issue under investigation. According to Best and Kahn (2006), descriptive research design helps to describe and interpret the current condition.

3.2 Research Methodology

Creswell and Creswell (2018) defined the research methods as the forms of data collection, analysis, and interpretation used in a study. A mixed approach was used in this study, combining both quantitative and qualitative components. Frankel (2003) described a mixed approach study as one containing both a quantitative and a qualitative portion. School improvement program activities have been run by different stakeholders. So, the researcher wanted to involve these stakeholders in the study.

3.3. Sources of Data

The study used both primary and secondary sources of data. The primary sources of data were teachers, principals, members of PTA and members of students' councils and Officials from Woreda Education Office (WEO) of Buno Bedele zone. Moreover, secondary sources like reports prepared by WEO and school standards were also reviewed.

In addition, document reviews in schools like minutes, school plan, roster and other related documents were seen to check how much schools were practicing and implementing school improvement program.

More specifically, document review was employed to observe the accessibility of classroom and learning facilities, school documents and attractiveness of school environments for learners.

3.4. Study Population

The target population is what Mugenda (2003) refers to as absolute population where the researcher would ideally generalize the results of the study.

In Buno Bedele Zone, there are nine woredas and one town administration. From these, 5 (50%) of them were selected as a sample for the study using the simple random sampling technique of lottery method. These were because in simple random sampling, every member of a population has an equal and independent chance to be selected as a sample and it is appropriate to survey study. These were Bedele Town administration, Gechi Woreda, Chora Woreda, Didessa Woreda and Borecha Woreda.

In these Woredas, there were 15 secondary schools (9-12). From these secondary schools, 5 (33.33%) were also selected through lottery method of simple random sampling technique to provide independent and equal chance of being selected for the schools. The researcher believed that the sample size of five secondary schools were representative and would help to compose well-founded generalization at the end of the study.

The five selected Secondary Schools have 255 teachers, out of these 153(60%) take part in the study. Furthermore, 15 Principals and V/Principals (one principal and two V/Principals from each schools); 18 Members School improvement committee; 60 School based Supervisors and 10 Experts from Woreda Education Office & CRC Supervisors were also regard as a population of the study. So, the required sample size was determined from the total number those groups of study population found in five secondary schools of Buno Bedele Zone.

3.5 The Sampling Size and Sampling Technique

3.5.1. Sample Size

To determine the number of sample respondents for this study, a formula developed by Kothari (2004, p. 179) and recommended by Cohen *et al.*, (2007, P.104) in educational research was used. Since, this formula has been practically tested and

used by scholars for more than four a decade, the researcher considered the formula to correctly determine appropriate sample size for this study.

$$n = \frac{Z^2 \cdot p \cdot q \cdot N}{(e^2(N-1)) + (Z^2 \cdot p \cdot q)}; \text{ Where:}$$

n= the required sample size

Z^2 = is the abscissa of the normal curve that cuts off an area α at the tails (1- α equals the desired confidence level. The value for Z is found in statistical tables which contain the area under the normal curve. e.g., Z=1.96 at 95% confidence level; and $Z^2=3.841$).

N= the population size (255)

P= the population proportion (assumed to be 0.5 since this would provide the maximum sample size)

q= 1-p

e = is the desired level of precision or margin of error (5% error or 0.05).

Thus;

$$n = \frac{3.841 \times 0.5 \times (1-0.5) \times 255}{(0.05)^2 (255-1) + (3.841 \times 0.5 \times (1-0.5))} = 153$$

Accordingly, using the formula, among 255 teaching staffs of the schools; 153 (60%) of them were identified as a sample size for this study. Then, the identified sample size were distributed to each secondary schools included in this study proportionally as illustrated in Table 3.1 below.

Besides, PTA members, School based Supervisors, Principals and vice principals, and members of students' councils found in secondary schools included in this study were selected as a sample from each schools respectively.

3.5.2. Sampling Techniques

Among the total number of teachers of the five schools, the number of sample size determined for this study was selected using simple random sampling technique from each secondary schools included in this study. Simple random sampling technique was preferred and used to select sample teacher respondents, because this sampling

technique gives equal chance for each members of the population the likelihood of probability of being chosen for the study as a sample.

Thus, using name list of teachers from work attendance sheet, the sample respondents were selected randomly until the required number of sample is obtained from each secondary school included in this study.

Table 3.1: Population, Sample Size and Sampling Techniques of the Study

S/N	Secondary Schools		Population	Sample Size		Sampling Techniques
				N	%	
1	Gechi		65	39	60.00	Simple random sampling
	Dembi		49	29	59.18	
	Chora3		46	28	60.87	
	Yanfa		42	25	59.52	
	Ingibi		53	32	60.38	
2	Teachers		255	153	60	
3	Education al Leaders	Principals and V/Principals	15	15	100	purposive
		Members School improvement committee	18	18	100	
		School based Supervisors	60	60	100	
		Experts from Education Office & CRC Supervisors	10	10	100	
4	Interviewees	PTA	5	5	100	purposive
		Students' councils	5	5	100	
		Zone education officers	2	2	100	
Total			370	268	72.43%	

In addition, since Principals and V/Principals; members school improvement committee; School based supervisors; experts from Education Office and & CRC Supervisors are directly responsible for the implementation of SIP in the schools understudy; all of them were selected using purposive sampling technique and included in the study. Thus,

15 principals and v/principals, 18 Members School improvement committee, 60 School based Supervisors and 10 Experts from Education Office & CRC Supervisors were selected for this study.

Moreover, five representatives of the students' council were selected using purposive sampling techniques for interview purpose from each secondary schools included in this study. In view of the fact that, representative of student councils found in the schools under study were participated on the implementation of SIP; they would have detailed information about the implementation and challenges of SIP leadership that was collected from all other students; interview was selected as data gathering technique from those group of respondents. This helped the researcher to obtain significant information for the study and for triangulation purposes.

Furthermore, five PTA representatives and two Officials from Buno Bedele Zone were selected through purposive sampling technique for interview; because they are small in number and their position is important in describing issues related to the practices of SIP in secondary schools of the Zone. Therefore, the total sample had been consisted 268 (72.43%) respondents.

Supporting this idea, Abiyi *et al.*, (2009) suggest that the purposive sampling technique is typically used when focusing on a limited number of informants and who selected strategically have in-depth information to give optimal insight into an issue.

3.6. Instruments of Data Collection

3.6.1. Questionnaire

The questionnaire was the major data collection instrument that used to collect primary data from 153 teachers and 103 educational leaders (school principals, school based supervisors, CRC supervisors, SIP committee and experts from Woreda Education Offices) identified for this study. It was found to be appropriate and effective tool to collect data for this study from the respondents, because the sample respondents found in the study areas have sufficient level of education to understand and respond the questionnaire.

The questionnaire was prepared separately for different group of respondents. In the questioner a set of close-ended and open-ended questions for each specific objective of

the study was derived from extensive literature. The close-ended questions were developed, with the belief that, it helped the respondents to choose an option from the given alternatives that best fit their responses. In addition, the open-ended questions were included in the questionnaire in order to give an opportunity for respondents to express their view, feelings, perceptions, and intensions related to implementation and challenges of SIP in the secondary schools.

3.6.2. Interview

The purpose of using interview in this study was to collect more supplementary opinion so as to stabilize the data collected through the questionnaire. In this regard, Jacobson (2005) stated that, an interview is used to gather data about the thoughts, outlook and beliefs that the interviewees had about a particular topic. The interview permits greater depth of response which was not possible through any other means.

Interview questions were used for five PTAs, five students' councils and two Zone Education Officials (Zone Education Head and Process owner of SIP). In order to protect participants identity pseudonyms have been used: For PTA representatives P-1, P-2, P-3, P-4 and P-5; for students S-1, S-2, S-3, S-4 and S-5; and for Zone Education Experts; Z-1 and Z-2.

In general, 12 interviewees had conducted for this study. Interviews carried out with them providing unstructured interview guide lines about implementation and challenges of SIP in there secondary school for each of interviewees. Each interview lasted between thirty and fifty minutes, depending on how detailed and diverse the replies were and on the number of examples given by the interviewees.

3.7. Procedures of Data Collection

A series of data gathering procedures were employed in this study. Initially, the questionnaire was prepared in English language. Then pilot test was made on randomly selected respondents from Bedele town (Woyessa Gota) secondary school. Based on the comments given by those respondents, necessary correction was made and duplication of the questionnaire was done considering the sample sizes of each group of the respondents.

During data collection process, in order to get permission to collect data required for the study, the researcher primarily established official relationship with concerned bodies of the schools understudy. This was done by providing official letter written from the University to them. Then, selection of the sample respondents and conducting orientation programs for respondents on the purpose of the study and how to fill the questionnaires was carried-out at respective sample schools. Following the orientations, the set of questionnaire were distributed to the respondents and their responses were collected from them.

Moreover, the researcher contacted each interviewee again prior to the interviews to confirm the arrangements. The researcher then visited the schools on the agreed dates and carried out an individual face-to-face interview with each interviewee. This enabled the researcher to focuses on some specific issues to be raised for different interviewee's separately during the interview session. The question was raised for the interviewees in Afan Oromo language during the interview session to reduce communication barriers and to obtain more clarified information regarding the subjects of the study. In addition, the collection of data from secondary sources was made by the researcher with the assistance of one responsible person from the schools understudy.

3.8. Validity and Reliability Test

In the validation of data collection instruments, the issues of validity and reliability were also taken into consideration. Validity refers to the degree to which a method, a test or a research tool actually measures what is supposed to measure. Reliability on the other hand, entails the extent to which a test, a method or a tool gives consistent results across a range of settings and if used by a range of researchers (Wellington, 2000).

Pilot study was conducted in Wayessa Gota secondary School for 33 teachers to check the reliability of items prior to the final administration of the questionnaires to all respondents. The pilot test provides an advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design of instruments such as problem of wording or sequence (Adams *et al.*, 2007). Thus, based on the reflections, the instruments were improved before they were administered to the main participants of the

study so that irrelevant items were removed, lengthy items were shortened and many unclear items were made clear.

Cohen et al., (2007, p. 506) suggested that, Cronbach's alpha can be used on the basis of the following guidelines: >0.90 = very high reliable; $0.80-0.90$ = highly reliable; $0.70 - 0.79$ = reliable; $0.60 - 0.69$ = marginally reliable; and <0.60 = lowly reliable or unacceptable. The Cronbach alpha reliability coefficient for the total instrument was 0.856 and 0.798 for the pilot test and for the main study respectively indicating the instrument was reliable (table 3.3 below).

Table 3.2: Reliability Statistics

Variables	No. Items	Cronbach's Alpha	
		Pilot test	Main study
perception of respondents to SIP	8	.865	.769
Practice of SIP	17	.884	.699
School leadership and Management	25	.869	.683
Teaching and Learning	29	.862	.712
Creating favorable environment	22	.856	.759
Community Participation	12	.799	.683
Factors affecting the implementation of SIP	17	.859	.765
Total reliability coefficient	130	.856	.724

Source: survey study, 2020.

3.9. Methods of Data Analysis

To analyze the data obtained from different sources, various methods of data analysis were employed based on specific nature of the data. Therefore, the collected data was checked, classified, arranged and organized according to their characteristics and specific objectives of the study and prepared for analysis.

In order to analyze and interpret the raw data, the quantitative data was tabulated and processed using Statistical Package for Social Sciences (SPSS V-20). The study employed descriptive statistics (mean, standard deviation and variance) to analyze quantitative data from the tests. The independent sample t-test was carried out to

determine the significance level of differences in the responses of teachers' and school leader's respondents.

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).

Regarding, the items were selected and presented to respondents to be rated on five point rating scale; from strongly agree= 5 to strongly disagree = 1. For analysis purpose the mean value was interpreted as > 3.5 high/agrees, 2.5-3.5 moderately agree, and < 2.5 low/disagree. On the other hand, the responses collected from Interviewees and document, narration of qualitative was used after organizing them into practices and problems. Finally, possible summary, conclusions and recommendations were made.

3.10. Ethical Consideration

Throughout this study, the researcher was governed by research ethical principles. Specially, the two most importantly emphasized ethical principles applied in this study are respecting the privacy of respondents and confidentiality of information revealed by them. In this research, supportive letters from the department of educational planning and management was written from the university. Using this supportive letter; the researcher contacted the school principals, and education office to get their willing and to arrange their convenient time to provide the data required for this study.

Accordingly, the data collection processes was conducted by informing the respondents' the right they have to participate or not in this research: to respond the questionnaire or interview questions. Thus, all the data for this study was collected from sample respondents' responded by their own interest voluntarily.

Moreover, confidentiality of information about the respondents was kept secret. The researcher was treat all information obtained from the respondents confidentially without disclosing personal details and identity of the respondents.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

In this chapter the analysis and interpretation of the data were presented, dividing in to four parts on the bases of basic research questions. The first part of the chapter presents about background information of the respondents. In the second part issues related to perception of SIP was discussed. The third part presents on the practices of SIP which emphasize on preparation and readiness of the schools for SIP implementation. This part contains the major aspects of the study objective. In the fourth part major challenges that affect SIP implementation were presented.

As stated in chapter one the major purpose of this study was to investigate the practices and problems of school improvement program (SIP) implementation in secondary schools of Buno Bedele Zone. More specifically the study objective gave emphasize to explore teachers' and school leaders perception about SIP; to examine the implementation of SIP with respect to four domains of the program in the schools understudy (Learning and Teaching; Safe School Environment; Leadership and Management; and Community Participation); and to identify major challenges that affect the implementation of SIP in secondary schools of Buno Bedele Zone.

In order to attain these objectives data were collected through questioners, interview and document analysis. The questioners were initially distributed to a total of 256 respondents (153 secondary school teachers and 103 Educational Leaders) selected as a sample from five secondary schools. Among the distributed questionnaires a total of 238 (92.96%) (140 or 91.50 % of teachers and 98 or 95.14% of Educational Leaders) were appropriately filled and returned. The remaining 18 (7.03%) respondents had not correctly filled and returned the questionnaires. Thus, the analysis and interpretation of the data in this chapter was based on appropriately filled and returned questionnaires. Furthermore, the results of interviews conducted with Heads of Education Offices and students' council were also used in analysis and interpretation of the data. In addition data obtained regarding SIP from secondary sources also used for

analysis and interpretation of the data presented in this chapter.

4.1. Respondents' Characteristics

The demographic characteristic of the respondents include gender, age, educational status, and work experiences in education.

Table 4.1: Respondents' Background Information

Items		Teachers		Leaders		Total	
		Count	%	Cou	%	Count	%
Gender	Male	118	84.29	89	90.82	207	86.97
	Female	22	15.71	9	9.18	31	13.03
	Total	140	100.00	98	100.00	238	100.00
Age	Less than 20 Years	8	5.71	0	0.00	8	3.36
	21-30 Years	27	19.29	17	17.35	44	18.49
	31-40 years	34	24.28	31	31.63	65	27.31
	41-50 years	41	29.29	31	29.59	72	30.25
	Above 50 year	30	21.43	19	21.43	49	20.59
	Total	140	100.00	98	100.00	238	100.00
Educational Backgrounds	Diploma	0	0.00	0	0.00	0	0.00
	First Degree	129	90.97	83	84.69	212	89.08
	Masters' Degree	9	5.81	12	12.25	21	8.82
	Others	2	1.94	3	3.06	5	2.10
	Total	140	100.00	98	100.00	238	100.00
Experiences	Up to 5years	16	11.43	12	12.24	28	11.76
	6-10 years	19	13.57	18	18.37	37	15.55
	11-15 years	15	10.72	17	17.35	32	13.45
	16-20 years	29	20.71	21	21.43	50	21.00
	Above 20 years	61	43.57	30	30.61	91	38.24
	Total	140	100.00	98	100.00	238	100.00

Source: survey study, 2020

Regarding gender of the respondents, as illustrated in Table 4.1, among secondary school teacher respondents 116 (84.29%) and 89(90.82%) of leaders are male. The number of female respondents accounts only 22(15.71%) respondents from teachers and 9(9.18%) of leaders. This shows that in both groups the number of female teachers were much less than male respondents.

Almost, all of interviewee participants were males. Accordingly, PTA representatives 5(100%), 2(100%) Zone Education experts and students' councils 3(60%) were a male, and 3(60%) of students were males and 2(40%) of students were females; which again implies that the leadership positions were controlled by males.

In terms of age, majority of the respondents 72(30.25%) and 65 (27.31%) were found between 41-50 years and 31-40 years old respectively. Next to these 49 (20.59%) and 44 (18.49%) respondents age were 50 years and above and between 21 and 30 years respectively.

These findings showed that the majority of the respondents were in their youthful age and had a lot of potential to offer and energy to work

Regarding the ages of PTA chairpersons 2 (40%) of them were in the ranges of 36-45 years, 3(60%) of them were found in the ranges of 46-55 years. While 5(100%) of students have in between 16 years and 17 years'. This shows that they had better responsibility and understanding to give relevant information for the issue under study. All of interviewed Zone Education experts 2(100%) were found to be above 40 years old.

As depicted in Table 4.1, the qualification distribution of majority of teachers (129 or 90.97%) and Leaders (83 or 84.69%) participated in this study had a bachelor's degree level of education. Moreover, nine (5.81%) of teachers and 12 (12.25%) of leaders had master's degree level of education. In relation to this MOE's and regional education bureau standard for secondary school education (MOE, 1995) indicates a minimum requirement for teachers to work in secondary school is first degree. Accordingly, the data in table 4.1 confirmed that more than 90% of teacher respondents were graduated and had the required level of qualification to work in secondary schools of Buno Bedele Zone. Therefore, the findings of the study agreed with Okumbe (1999) who said that professional and academic qualification of a teacher determines the effectiveness of the teacher's delivery in his or her teaching profession.

In terms of work experiences 16(11.43%) teachers and 12(12.24%) of leaders were served for less than five years. Moreover, 19(13.57%) of teachers and 18(18.37%) of Leaders are served for 6-10 years. In addition, those respondents who served for 11-15 years accounts 10.72% of teachers and 17.35% of Leaders. Moreover, large number of teachers 61(43.57%) and leaders 30(30.61%) had worked more than twenty years.

In general, the data illustrated in table 4.1 shows that the majority of the respondents were male between 41 and 50 years old; had bachelor degree level of education; and worked for more than fifteen years. This implies that, the respondents were matured, educated and relatively experienced. So, from this it is possible to assume that the respondents provided genuine and frank responses.

4.2. Perceptions of Respondents about SIP

In this part data collected regarding perception of teachers and school leaders about overall concepts of school improvement program currently implemented in secondary schools of Buno Bedele Zone were presented and analyzed.

As reflected in Table 4.2 below, the teachers and school leaders remarkably agreed that their perception about SIP for the school improvement is about putting in place a set of well-tested processes for identifying the developmental needs, focusing on how schools improve student achievements, creating an appropriate structure, developing a sound plan, understandings of the features of each phases of the program by all stakeholders, involving of parents/community in school governance and decision- making, on requirement of well trained and committed teachers and school leaders, and the core intention of SIP is about student achievements in terms of learning outcomes with mean value ranging from 3.58 to 4.29. The mean values obtained on all items showed statistically significant differences.

Table 4.2: Independent t-test regarding the Perceptions of Respondents about SIP

S/N	Items	Teachers(N=140)		Leaders(N=98)		t-test	P- Value
		Mean	SD	Mean	SD		
1	School improvement is about putting in place a set of well-tested processes for identifying the developmental needs of each school	3.95	0.95	4.11	0.96	1.23	0.22
2	School improvement programs should focus on how schools improve student achievements	4.23	0.89	4.29	0.98	0.50	0.62
3	Creating an appropriate structure, developing a sound plan and designing a well-established system of communication to implement a SIP successfully	3.83	0.95	3.86	0.95	0.18	0.86
4	For success of SIP, understandings of the features of each phases of the program by all stakeholders are always indispensable	3.65	1.06	3.58	1.20	-0.48	0.63
5	In school improvement does the involvement of parents/community in school governance and decision- making should be considered as success factor.	4.17	1.01	4.20	0.96	0.28	0.78
6	Well trained and committed teachers are always required for successful implementation of SIP at any school levels	4.12	1.10	3.81	1.37	-1.93	0.06
7	The core intention of school improvement program is student achievements in terms of learning outcomes	4.25	0.88	4.22	0.87	-0.29	0.77
8	Successful implementation of SIP constantly needs competent, committed and informed school leaders at the frontline	4.13	0.98	4.18	1.07	0.38	0.71
Overall Perceptions		4.04	1.00	4.03	1.08	-0.22	0.98

Key: Mean scores: “ < 2.50 = disagree’; ‘2.50 - 3.49 = Moderately agreed’; and > 3.50 – strongly agreed. Significant level = 0.05, t-critical value =1.99,df=degree of freedom=236.t-is one independent t-test and Sig. (2-tailed) or P-value.

Furthermore, the results of the mean values and t-test calculated for each items listed in table 4.2; and the teachers and school leaders respondents responded that the level of understanding about school improvement programs was high with the respective mean score of M=4.04, SD= 1.00 and M=4.03, SD= 1.08, and t-test result, $t(2, 236) = 1.23$; $p=0.22$, indicating that significant difference was not observed between the respondents of the two groups.

As the computed mean values showed, the overall results of the table clearly indicated that secondary schools teachers and leaders in the study area have better theoretical

knowledge and understanding about school improvement program. Moreover, there is no significant difference between teachers and leaders in perceiving about SIP.

4.3. Planning and Implementation of SIP

This part comprises the practices of SIP with regards to planning and readiness of schools; and the actual implementation of the program in the schools understudy.

4.3.1. Planning of SIP implementation

Creating an appropriate structure, developing a sound plan and designing well-established systems of communication are the major of areas of preparation and readiness to implement a SIP successfully. Considering these facts, fourteen items associated with preparation and readiness of schools for SIP implement were administered to the respondents for rating on a five point scales (5 for Very high, and 1 for Very Low). Most of the items were focused on strategies, goals and objectives structure and communication mechanism for the implementation of SIP.

As shown in table 4.3, teachers and leaders working at secondary school level were not satisfactorily agreed with all items. Overall results of teacher and leader's respondents' responses indicated (M=2.53, SD=1.00) and M=2.69, SD=1.06) respectively. Moreover, the maximum mean score (M=3.28, SD= .82) and M=3.41, SD=84) regarding item number four and the minimum mean score (M=2.21, SD= 1.07) and M=2.27, SD=1.15) for item number one showed insufficiency of preparation for teachers and leaders respectively among secondary schools of Buno Bedele Zone for SIP implementation.

Table 4.3: Responses of respondents on planning of SIP implementation

S/N	Items	Teachers(N=14)		Leaders(N=98)		t-test	P- Value
		Mean	SD	Mean	SD		
1	During planning, PTAs, SIC, teachers, students, parents, and other stakeholders were involved	2.21	1.07	2.27	1.15	0.39	0.69
2	Plan is prepared on the basis of school's self-	2.54	1.00	2.72	1.06	1.30	0.19
3	Plan is clear, simple & understandable	2.97	0.89	3.16	1.01	1.49	0.14
4	Plan is in alignment with the vision of the school	3.28	0.82	3.41	0.84	1.18	0.24
5	Plan addresses high priority needs	2.61	1.12	2.69	1.17	0.52	0.60
6	Plan represents an attempt to improve the performance of all students	2.46	1.03	2.67	1.07	1.48	0.14
7	Objectives of the plan reflect progress towards improvement	3.20	0.74	3.40	0.80	1.91	0.06
8	Actions steps for implementation are based on proven strategies	2.44	0.92	2.53	0.92	0.73	0.46
9	Strategies are designed to achieve objectives of the plan within the established timeline	2.46	1.07	2.52	1.00	0.42	0.67
10	Plan addresses all the domains of SIP.	2.34	1.00	2.53	0.92	1.42	0.16
11	Structures required at school level are in place for SIP implementation	2.46	0.97	2.59	1.00	0.94	0.35
12	The program is well communicated among school society	2.41	1.13	2.54	1.07	0.90	0.37
13	All organs of the school knows their role on SIP implementation	2.35	0.85	2.59	1.18	1.77	0.04
14	Resources required for the program are readily available	2.20	0.73	2.42	1.07	1.88	0.02
	Overall Results	2.53	1.00	2.69	1.06	4.74	0.04

Key: Mean scores: “ < 2.50 = disagree”; ‘2.50 - 3.49 = Moderately agreed’; and ‘ > 3.50 = strongly agreed. Significant level = 0.05, t-critical value =1.99,df=degree of freedom=236. t-is one independent t-test and Sig. (2-tailed) or P-value.

Form the above table teachers score (M=2.53, SD= 1.00) and leaders score (M=2.69, SD= 1.06) . Besides, the data of the table indicated that, among fourteen items listed in the table, only five of them were rated above overall mean score.

These items ‘*Plan is prepared on the basis of school's self- Evaluation*’, ‘*Plan is clear, simple & understandable*’, ‘*Plan is in alignment with the vision of the school*’, ‘*Plan addresses high priority needs*’ and ‘*Objectives of the plan reflect progress towards*

improvement' show moderate level of implementation. The mean value scored for these provided items are respectively recorded as follow; 2.54, 2.97, 3.28, 2.61 and 3.20 of teachers, with p- value of significance difference all documented greater than .05 level of significance, and school leaders responded to the above items with mean values 2.72, 3.16, 3.41, 2.69 and 3.40 respectively, with p- value of significance difference all documented greater than .05 level of significance. Moreover, as the calculated t-value in the above table, t-values of each items (which are less than 1.96) at $\alpha=0.05$ confirms that teachers and school leaders have similar views.

However, the remaining nine items were rated below the calculated overall mean illustrated in the table, for teachers and school leaders respectively. Among these the following items were rated the least mean score: item number one (the extent of preparation of the plan is participatory; (M=2.21, SD=1.07), M=2.27, SD=1.15); item number fourteen (The extent of resources required for the program are readily available; (M=2.20, SD=0.73), (M=2.42, SD= 1.07) ; item number ten (The extent of the plan addresses all the domains of SIP; M=2.34, SD=1.00, M=2.53, SD=.92); and item number thirteen (The extent of all organs of the school knows their role on SIP implementation; (M=2.48, SD=0.97; M=2.64, SD=.98).

The above statements indicated that, the preparation of the plan was not participatory; resources required for the program are not readily available; continuous monitoring mechanisms are not clearly defined; the contents of the plan did not addresses all the domains of SIP; evaluation mechanisms for the plan are not well established; and all organs of the school did not properly know their role on SIP implementation.

The data collected from document review reveals that in all observed schools three year school improvement plan was developed by the school directors. Besides, their activities do not involve key stakeholders and self-evaluation of schools and prioritizing problems.

In relation to this, the results of an interview administered with two officials (Z1 and Z2) from Buno Bedele Zone Education Office also stated as follows:

“There is insufficient preparation and lack of readiness among government

secondary schools for SIP Implementation in the Zone. The plan was not prepared with the participation of all concerned bodies. Schools did not carry out self- evaluation to prepare the plan. Only school directors prepare and present for School Board's approval at the beginning of every academic years.'

In the same way, response obtained through interview from PTA chairpersons and student council representatives on this issue also indicates similar responses stated by the interviewees of Zone Education Office.

. According to one of the student (S4):

"The plan was not prepared with the participation of all concerned bodies. Schools did not carry out self-evaluation to prepare the plan. Out of the stakeholders, only school directors prepare and present the plan for school board's approval at the beginning of every academic year. Moreover, the participation level of students and parents were not to the required level and planning activities of SIP was a big burden left for the school principals."

These showed that preparation and readiness of SIP implementation needs the effort and commitment of school teachers and leaders to conduct self-evaluation, and to identify the focus areas that the school should give emphasis. Similarly the schools have to prioritize the problem and allocate adequate budget for implementation.

In general, seen from the opinion of teachers and leaders at educational office and secondary school level, who involved at school level; the preparation made by the schools for SIP Implementation seems not adequate. Particularly inadequacy of preparation was identified in areas like involvement of stakeholders on the preparation of the plan, developing appropriate monitoring and evaluation systems, allocating resources required for the plan, addressing all the domains of SIP in the plan, and having proper understanding on their roles in SIP implementation among all organs of the schools understudy. However, MOE (2006) suggested that school self-evaluation is the starting point to draft school improvement plan, as it gives direction to what issues should be addressed first and followed based on the priority given by school leaders, students, parents and teachers.

From all the above discussions it is possible to infer that involvement of stakeholders in formulating school strategic plan was very low. Thus, it is possible to say that the practices of planning SIP by participating key stakeholders were low in secondary schools that affect SIP implementation. So, without conducting self-evaluation and identifying specific problems areas of SIP and issues related to major domains of SIP, it is difficult to properly implement the plan and obtain efficient results expected from the program.

4.3.2. Monitoring and evaluation practices of SIP implementation

Monitoring is periodical follow up of a certain program to achieve its intended objectives. It also helps to make an immediate action if there are gaps between planned and the implemented activities. This can be feasible when the concerned bodies are involved in monitoring and evaluation.

For effective implementation of the program it is logical to put workable monitoring, and evaluation mechanism in to practice. In order to assess the monitoring and evaluation mechanism and activities used in SIP implementation, the following interrelated statements have been employed, and the results of respondents rating are discussed below. (see table 4.4).

From table 4.4, the respondents were asked to respond on School Improvement Program monitoring and evaluation. The results from teachers and leaders response indicate low level of School Improvement Program monitoring and evaluation in four dimensions in difference behaviors with an aggregate mean value of 2.48 and 2.62 for teachers and leaders respectively. Moreover, as the calculated t-value in the above table, t-value (1.50) which is less than the critical t-value (1.99) at $\alpha=0.05$ confirms that teachers and leaders have similar view.

Table: 4.4 respondents Response concerning to monitoring and evaluation

S/N	Items	Teachers (N=140)		Leaders (N=98)		t-test	P- Value
		Mean	SD	Mean	SD		
1	Internal supervisors give advice and support to students in the implementation of SIP	2.58	0.72	2.63	0.93	1.86	0.06
2	SIP team /committee has fixed meeting schedule for monitoring and evaluation.	2.33	0.82	2.50	0.84	1.65	0.10
3	WEO experts and supervisors has fixed schedule for their school visits and technical support for their implementation of SIP	2.55	1.00	2.69	1.01	1.30	0.19
	Aggregate values	2.48	.88	2.60	1.87	1.50	.145

Key: Mean scores: “ < 2.50 = disagree’; ‘2.50 - 3.49 = Moderately agreed’; and ‘ > 3.50 – strongly agreed. Significant level = 0.05, t-critical value =1.99,df=degree of freedom=236. t-is one independent t-test and Sig. (2-tailed) or P-value.

Item 1 indicates the advice and support given by internal supervisors to implement SIP. Teachers and school leaders expressed their agreement (M= 2.58, SD=0.72) and (M= 2.63, SD= .93) respectively. This means that, the advice and support given to teachers and leaders by internal supervisors was low. The t- test at t(236) 0.05 level of significance, the calculated value (t = 1.86) is less than the critical value (t=1.99). This shows that there is no significance difference in opinions between the two groups.

As the result of interviews held with zone education office representatives (Z-1 and Z-2) stated below as follows:

“Even though there is internal supervision in schools to support, and direct teaching learning process, the supervision provided to teachers and students were not sufficient. It was conducted at the beginning of the academic year, middle of the semester and at the end of the year.” From this it can be concluded that inadequate supervision is considered as key factor influencing SIP implementation.

Item 2 on the same table, Teachers and school leaders with the (M=2.33, SD=.82) and (M=2.50, SD=0.84) respectively agreed that school improvement team committee has no fixed schedule for monitoring and evaluation about the implementation of SIP.

The t- test $t(236) = 1.65$) shows significant difference was not observed among the respondents with regards to the perception of monitoring and evaluation that carried out in school.

In addition with this, interview conducted with PTA heads and student council representatives and they revealed that:

“the school conducts parent-teachers meeting three times a year that is at the beginning, semester and at the end of the academic year; during these meetings they discuss about planning the school program, evaluate the implementation, financial aspect, teaching-learning process, student’s result, promotion policy, building issue and communicate with different school issues.”

This indicated that PTA heads and student council representatives do not have fixed schedule to involve sufficiently in monitoring and evaluation timely, because PTAs and student council representatives meeting time occurs differently, since meeting as only three times a year. However, Earl *et al.* (2003, p.14) describes that:-... Evaluation process allows us to investigate the trajectory of change in a particular school improvement program as it has developed over more than a decade. We have been fortunate to be able to adopt a contextually rich longitudinal approach by following schools over a period of year as they have engaged in school improvement initiatives, because the evaluation team has been closely involved in from the beginning, we have been able to watch the various stages that the schools go through in implementing major changes to them.” This indicates the importance of evaluation is the ongoing implementation of school improvement program as it also serves as a means to check how improvement and/or change have adopted in school.

As shown in Table 4.4 item 3 deals with the extent of woreda educational experts and supervisors has fixed schedules for their school visits and give technical support for the implementation of SIP, to justify this issues teachers with the (M=3.55, SD=1.00) and

leaders (M= 2.69, SD= 1.01) were moderately agreed about the issue. The t- test result (at $p= 0.19$), $t(236) = 1.03$ is less than the critical value ($t = 1.99$) which showed that there is no significance difference in opinion between groups of respondents.

The Researcher has been conducted an interview with zone education Office representatives (Z1 and Z2) revealed that:-

“Regarding to this issue the supervisors assigned from woreda education and working with schools, they were not fully familiarized in the day to day activities of schools, and no continuous follow-up and supervision to evaluate the performance of schools and implementation of school improvement program.”

From the responses, it can be conclude that the monitoring and evaluation given by secondary school supervisors and woreda educational experts to implement SIP was low. This showed that insufficient monitoring and evaluation was one of the factors which influence SIP implementation. So far making continuous supervision monitoring and evaluation, well developing and preparing work plan helps to sustain the consistence of SIP implementation.

4.4. Implementation of School improvement program in four domains

In this sub-section, respondents responses related to the implementation of SIP were presented in tables analyzed. The tables were organized for analysis in to four categories accordance to the domains of SIP: Learning and Teaching; Creating Favorable Learning Environment; School Leadership; and Community Participation. Finally, summary of SIP Implementation in Secondary Schools of the Buno Bedele Zone was illustrated in table.

4.4.1. Teaching- learning domain

Learning and teaching domain is the major determinant of students’ achievement that indicates what is going in classroom. Not much powerful and sustainable change happened in learning teaching process unless it happens in classrooms (Earl,et al., 2003). This domain focuses on the actual interaction between teachers and students. The implementation of learning and teaching process were rated by the respondents as can be vivid from table 4.5.

Table 4.5: Implementation of school improvement program in the teaching-learning domain

Items	Types of schools	N	Mean	Std. Deviation	t-value	Sig(2)
1.The degree to which the school has developed common values that lay strong foundations for quality learning-teaching environment	Teachers	77	2.6023	.47248	-.507	.613
	school leaders	137	2.6357	.44505		
2.The extent to which teachers recognize their students' learning differences and teach accordingly.	Teachers	77	2.6753	.52419	1.729	.086
	school leaders	137	2.5328	.66478		
3.The extent to which teachers provide clear and understandable description of the topic they teach	Teachers	77	2.5065	.55306	1.484	.139
	school leaders	137	2.3650	.72635		
4.The degree to which teachers have become role models to their students.	Teachers	77	2.5455	.55121	-.739	.461
	school leaders	137	2.6131	.68865		
5.The extent to which teachers have identified students that require special needs	Teachers	77	2.6494	.53228	.403	.687
	school leaders	137	2.6204	.48706		
6.The degree to which teachers provide due support and respect for their students without any discrimination	Teachers	77	2.7143	.48279	1.531	.012
	school leaders	137	2.8759	.42781		
7.The extent to which teachers improved their teaching competency through programs designed and arranged for them by the school: like CPD, short- term training, experiences sharing programs, and others	Teachers	77	2.5195	.55275	1.643	.000
	school leaders	137	2.9270	.43106		
8.The extent to which teachers improved their teaching performances using feedbacks forwarded on their past practices	Teachers	77	2.5455	.52679	.397	.692
	school leaders	137	2.5766	.56520		
9.The extent to which the school ensure that teachers teach according to their plan (daily and annual plan)	Teachers	77	2.7662	.77623	.413	.680
	school leaders	137	2.7299	.50735		
10.The extent to which teachers teach using appropriate teaching methodologies based on learning contexts, contents of the topics, types of students, and intended objectives of the lesson	Teachers	77	2.5844	.49605	.393	.694
	school leaders	137	2.6277	.89119		
11.The extent to which teachers have sufficient subject matter knowledge and efficiently demonstrated while teaching the subject	Teachers	77	2.3636	.53580	.274	.785
	school leaders	137	2.3358	.79777		

12.The extent to which procedures are available at the school to utilize recent research findings that could helped teachers to improve teaching practices	Teachers	77	2.3247	.47132	1.59	.018
	school leaders	137	2.5328	.67575		
13.The extent to which teachers accomplish goals set to improve students' outcome	Teachers	77	2.4675	.68026	.998	.319
	school leaders	137	2.5693	.73560		
14.The extent to which teachers' commitment for professional development was reflected through active participations	Teachers	77	2.5195	.71838	.050	.960
	school leaders	137	2.5255	.91620		
15.The extent to which active participation of students have been increased on community based programs and in various co-curricular activities	Teachers	77	2.6364	.48420	.982	.327
	school leaders	137	2.7299	.75248		
16.The extent to which teachers enable their students to link the lessons learned with their real life experience	Teachers	77	2.4675	.66063	.139	.889
	school leaders	137	2.4526	.80413		
17..The extent to which benchmarks to be used for comparing results are clearly defined and communicated among school community	Teachers	77	2.6494	1.13284	1.35	.000
	school leaders	137	3.1825	.95655		
18.The extent to which students results have shown considerable improvements over time (after SIP)	Teachers	77	2.6104	.56559	1.54	.005
	school leaders	137	2.3504	.68160		
19.The extent to which school level and student assessment results helped to identify strengths and weaknesses needs further attentions	Teachers	77	2.8052	.60782	.183	.855
	school leaders	137	2.7883	.66896		
20.The degree to which survey results revealed school's high expectation of student outcomes have been achieved	Teachers	77	2.8052	.84354	1.28	.200
	school leaders	137	2.6423	.91344		
21.The extent to which participatory teaching methods improved student participation	Teachers	77	2.7922	.80029	.849	.397
	school leaders	137	2.7007	.73129		
22.The extent to which low-achieving students' performance have been identified and improved	Teachers	77	2.7273	.73693	1.76	.000
	school leaders	137	2.3577	.72495		
23.The degree to which teachers improved the delivery of their subjects by identifying students' status using various assessment mechanisms	Teachers	77	2.7013	.82820	.367	.714
	school leaders	137	2.6642	.63335		
24. The extent to which the results of school evaluation are utilized as inputs for future plan and program development.	Teachers	77	2.7273	.64147	.711	.478
	school leaders	137	2.6569	.72190		

25. The extent to which appropriate student feedback mechanisms are put in place.	Teachers	77	2.4675	.55213	1.22	.001
	school leaders	137	2.7810	.74474		
26. The extent to which students participate on assessment of subjects they learn and their self-evaluations	Teachers	77	2.7013	.60838	1.82	.069
	school leaders	137	2.8978	.82502		
27. The extent to which assessment results are used for learning-teaching process at classroom level in the further	Teachers	77	2.2468	.63154	.105	.917
	school leaders	137	2.2555	.55611		
28. The extent to which performance of students are reported to the parents regularly	Teachers	77	2.7273	.52906	1.05	.000
	school leaders	137	3.1314	.57927		
29. The extent to which curriculum materials have been revised and validated by teachers in terms of appropriateness of its contents, free from gender biases, and relevancy to the context of the school and maturity level of the students	Teachers	77	2.2338	.60472	1.61	.000
	school leaders	137	2.5255	.54341		
Average mean value	Teachers	77	2.5891	.32866	1.13	.025
	school leaders	137	2.6408	.31390		

Source: Data study, 2020.

Key: Mean scores: “ < 2.50 = disagree/low’; ‘2.50 - 3.49 = Moderately agreed’; and ‘=> 3.50 – strongly agreed/high. Significant level = 0.05, t-critical value =1.99,df=degree of freedom=236. t-is one independent t-test and Sig. (2-tailed) or P-value.

As shown in Table 4.5, the quantitative results showed that both school leaders and teachers moderately agreed that there was implementation of the variables of learning and teaching Domain of SIP in the schools. Thus, the result of a one sample t-test of leaders and teachers about learning and teaching revealed that the grand mean scores of leaders (2.64) and teachers (2.58).

Moreover, the computed t-value in the above table shows the respondents of leaders and teachers have no different views on the listed items above, since the calculated t-value (1.13) is less than the critical t-value (1.96) at $\alpha=0.05$. As shown in table 4.5 assessment of both teacher and leader respondents

scores mean values on the implementation of SIP related to teaching learning domain for items 3, 11,12,13,16, 27, and 29 with mean values 2.50,2.36,2.32,2.46,2.46,2.24,2.23 respectively for teachers and; 2.36, 2.33, 2.53, 2.56,2.45, 2.25 and 2.52 respectively for leaders.

Besides, both teachers and school leaders scores mean values greater than 2.50 (Moderate) were indicated by items 6,9,17,19, 20, 21,23,24,26 and 28 with mean values 2.71,2.76,2.64, 2.80, 2.80,2.79, 2.70,2.72, 2.70 and 2.72 respectively for teachers; and 2.87, 2.7, 3.18, 2.78, 2.64, 2.70,2.66, 2.65, 2.89 and 3.13 respectively for school leaders. Therefore, it is likely to say that the teaching learning domain had been implemented moderately in sample schools.

Similar results were obtained from interview held with students and parents. Thus, both students and parents reported that:

“Most teachers seem not to employ varied teaching methods. Even in cases when the teacher finds out that children did not understand or grasp the concept taught he/she may not try another method. They added that the use of media is has been forgotten. There is no use of media in the teaching and learning.”

One student stressed that:

“Teachers stick to text books and are too busy to get more relevant information from variety of instructional material. They tend to focus just on one source of information, the text book.”

4.4.2. Safety and conducive learning environment

School improvement framework MoE (2007) suggested that schools should create a learning environment that could effectively meet the diverse needs of the learners. School class rooms should be neat, conducive and attractive in order to inspire students motivation and learning process. In this regard, this domain mainly focuses on making school environment safety and health relation for teaching learning process since, safety and conducive-learning environment helps school leaders, teachers and students to feel secured and contributed to their maximum potential for teaching and learning process.

Table 4.6: Implementation of SIP Regarding Creating Favorable Learning Environment

Items	respondents	N	Mean	Std. D.	t-value	Sig(2)
30.The degree to which school has surrounded by fences, and become safe and attractive for students' learning	Teachers	140	3.1948	.48772	1.891	.000
	School leaders	98	3.5401	.50021		
31.The extent to which classroom contexts enhanced students' learning motivation	Teachers	140	2.2468	.65204	1.055	.000
	School leaders	98	2.5912	.56301		
32.The extent to which education supportive facilities (like pedagogical centers, laboratory, library, staff-room and sport felids) are available	Teachers	140	2.5023	.64094	1.817	.000
	School leaders	98	2.5176	.58755		
33.The extent to which accessibility of standardized separate toilets for male and female and water supply satisfied the school community	Teachers	140	2.5510	.78997	1.732	.033
	School leaders	98	2.5022	.87687		
34.The extent to which information technology facilities (radio, plasma TV, computer, etc) required for learning-teaching processes are practically available	Teachers	140	1.6623	.78824	1.555	.001
	School leaders	98	2.0584	.88920		
35.The extent to which students participate in decision-making process	Teachers	140	2.4977	1.04643	1.211	.002
	School leaders	98	2.8102	1.02565		
36.The degree to which the school has provided equal opportunity for male and female students to take part in school's leadership positions	Teachers	140	3.2078	.40839	1.445	.001
	School leaders	98	3.4234	.49590		
37.The extent to which reproductive health and issues related to environmental protection are integrated in school programs	Teachers	140	2.0130	.49983	.224	.823
	School leaders	98	1.9927	.70185		
38.The extent to which expected status students' behavior was expressed in various circumstances	Teachers	140	1.8442	.68949	1.692	.008
	School leaders	98	2.1095	.69323		
39.The extent to which studies indicated that, through learning process, Students' have developed sense of responsibility, self-confident, freedom, and acceptance	Teachers	140	2.5231	.62774	-.662	.508
	School leaders	98	2.6416	.61556		
40.The extent to which all efforts of the school were directed towards students' learning and improvement of their academic achievements	Teachers	140	2.1429	.85400	1.236	.001
	School leaders	98	2.5474	.89089		
41.The degree to which every students have given equal chance to be successful.	Teachers	140	3.1429	.45056	-1.333	.184
	School leaders	98	3.2409	.54941		
42.The extent to which supports are provided to minimize wastage (dropouts and repetition)	Teachers	140	1.7792	.98172	-3.887	.000
	School leaders	98	2.3212	.97720		
43.The extent to which special attention is provided to female students to enhance their educational performance and self-confidence	Teachers	140	2.4286	.83396	-2.507	.013
	School leaders	98	2.7153	.78543		
44.The degree to which information collected from parents and the community confirmed that, the school has become safe and attractive for learning	Teachers	140	2.5195	.88273	-1.324	.187
	School leaders	98	2.7007	1.00268		
45.The extent to which the allocated budget is appropriately utilized	Teachers	140	3.2468	.51697	1.530	.001
	School leaders	98	3.5109	.53022		

46.The extent to which ethical regulation of the school focuses on the development of students behaviors related to respecting others, using resources safely, unacceptability of actions like quarrelling, discrimination, favoritism, etc; procedure of solving conflicts peacefully; obligation of keeping and practicing school's rules and regulations	Teachers	140	1.2727	.57666	1.712	.007
	School leaders	98	1.5474	.77622		
47.The degree to which special needs education is integrated with CPD program	Teachers	140	2.5065	.50324	1.464	.000
	School leaders	98	2.8759	.33089		
48.The extent to which qualified teachers, materials and facilities required for special needs education program are fulfilled	Teachers	140	1.9481	.64678	1.323	.021
	School leaders	98	2.1533	.60501		
49.The extent to which special needs educational programs, teaching methods and materials are arranged according to the levels of students with special need education	Teachers	140	2.1688	.52321	1.694	.000
	School leaders	98	2.4818	.63132		
50.The extent to which supports made for students with special needs education satisfied their parents	Teachers	140	2.2338	.64678	-.299	.765
	School leaders	98	2.2628	.69948		
51.The degree to which the school compound and classroom arrangements suit to special needs students	Teachers	140	2.3247	.47132	1.421	.016
	School leaders	98	2.5036	.54401		
Grand Mean	Teachers	140	2.2556	.41842	1.321	.000
	School leaders	98	2.5236	.41708		

Source: Survey study, 2020.

Key: Mean scores: “ < 2.50 = disagree”; ‘2.50 - 3.49 = Moderately agreed’; and ‘=> 3.50 – strongly agreed. Significant level = 0.05, t-critical value =1.99,df=degree of freedom=236. t-is one independent t-test and Sig. (2-tailed) or P-value.

Table 4.6 indicates that the opinions of respondents of teachers and school leaders on the implementation of safety and conducive learning environment in each sample schools. As seen from the data, for majority of teachers and leaders responses were found below 2.50 average mean values for item numbers:

34, 37, 38, 42, 46, 48, 49, and 50 with mean values of 2.24, 1.66, 2.01, 1.84, 1.77, 1.27, 1.94, 2.16, and 2.23 for teachers respectively; and 2.05, 1.99, 2.10, 2.32, 1.54, 2.15, 2.48 and 2.26 for leaders respectively.

On the other sides, both teacher and leader respondents responded at moderate level for items 30, 36, 41 and 45. Also the independent t- test result, $t(2, 236) = 1.50$, $p=0.00$ indicating that there is no a statistically significant difference was observed between the respondents of the two groups of respondents.

Regarding to safety and health relationships among school communities data collected from interview with PTA heads and student representatives reported that the school environment is not safe and health.

One PTA representative (p-3) commented that;

“Our school environment is not safe and healthy; it does not meet the standards and it is not suitable to the teaching and learning activities.”

A student representative also stated that:

“To me, our school environment was somewhat safe and health; the school was relatively free from harassment and suited to teaching and learning activities.”

The two Zonal Education office representatives responded as:

“...there is inadequate awareness of SIP implementation from school principals and Woreda education office.”

On the other hand, the researcher observed that there were some attempts to make school compound attractive for school community and to facilitate teaching learning process. Interviewee from P5 revealed that student class ratio was decreased to some extent (on average from 1:90 to 1:65 primarily because of additional few blocks has been constructed in the school. These in turn help to improve the teaching learning process so as to ensure quality of education.

Another parent (P-4) reported that school grant help schools to fulfill input like laboratory equipment, reference materials, teaching aids, computers, and other necessary materials.

However, Bishop (1995:111) claims that the availability of facilities such as teaching material equipment's and laboratory apparatus in the school have an acceleration or deadening influence in the students learning that in turn affect students achievement. Thus, from the given responses and observation, it can be inferred that most of the sample schools had no laboratory works and library services which hinders the teaching learning process. Therefore, from the above discussion, it can be deduced that the implementation of Conducive Learning Environment domain in implementing SIP in secondary schools was at low level.

4.4.3. School leadership and management domain

In this section, school improvement activities related to the leadership and management domain were addressed. School leadership capacity has vital role for the effectiveness of SIP. According to Harris and Linda Lambert (2003, p.38-39) school principal empowers others to lead and serve as catalysts for change. Therefore, building leadership capacity is an important duty to carry out SIP properly. In the table below the response of teachers and leaders for the items from their questionnaire were presented together.

Table 4.7: Responses of respondents related to school leadership and management domain

Items	respondents	N	Mean	Sd	t-value	Sig(2)
52.The extent to which the preparation of strategic plan was participatory and based on school's self-evaluation results	Teachers	140	2.5455	.70370	1.344	.030
	School leaders	98	2.6788	.62936		
53.The degree to which professional appraisal fits to the school's vision and objectives	Teachers	140	2.1558	.79579	1.408	.000
	School leaders	98	2.4518	.68364		
54.The extent to which the school conformed consistently implementation of plan activities of the school	Teachers	140	2.5455	.50119	1.446	.000
	School leaders	98	3.0219	.56149		
55.The extent to which school values and standards are made known to the entire school community	Teachers	140	2.1039	.64040	1.644	.009
	School leaders	98	2.4672	.70514		
56.The extent to which systems are developed to communicate and implement strategic plan of the school	Teachers	140	2.4286	.65752	1.134	.002
	School leaders	98	2.7613	1.10602		
57.The extent to which school leaders gave attention for success of goals and higher level outcomes of the plan	Teachers	140	2.4416	.65882	1.753	.006
	School leaders	98	2.7883	.98839		
58.The extent to which school administrators used the collected data to set school improvement priorities	Teachers	140	2.9740	.58431	1.727	.000
	School leaders	98	2.5401	.50021		
59.The extent to which documented longitudinal data on students' performance records show improvements	Teachers	140	2.1299	.93683	1.406	.000
	School leaders	98	2.6569	.78063		
60.The degree to which teacher's professional development program has been prioritized in the school's strategic plan	Teachers	140	2.9740	.56134	1.285	.023
	School leaders	98	3.1314	.43416		
61.The extent to which the school laid down teachers' coaching and mentoring system	Teachers	140	2.5065	.50324	1.796	.000
	School leaders	98	2.7591	.44599		
62.The extent to which training needs are identified and trainings are provided for school leaders	Teachers	140	2.0260	.81069	1.558	.000
	School leaders	98	2.5861	.84672		
63.The degree to which positive, constructive, transparent and mutual relationship has been fostered among school-level actors	Teachers	140	2.9221	.79084	1.688	.043
	School leaders	98	2.7445	.70741		
64.The extent to which the school has developed conflict resolution guidelines	Teachers	140	1.7273	.82137	1.642	.000
	School leaders	98	2.2993	.80773		
65.The extent to which practicality and significances of programs and standards are professionally verified by school leaders and teachers	Teachers	140	2.5714	.97911	1.113	.047
	School leaders	98	2.7153	.86559		
66.The degree to which school management has discharge	Teachers	140	2.3117	.54434	1.310	.042

professional duties in developing and implementing special need education strategies	School leaders	98	2.4234	.62688		
67.The degree to which the school planning process has been justified by external validation	Teachers	140	2.3740	.87574	1.530	.001
	School leaders	98	2.4599	.82947		
68.The extent to which students' development assessment is guided by permanent procedures	Teachers	140	3.0130	.19825	1.771	.006
	School leaders	98	3.1460	.39370		
69.The degree to which agreement of purpose has been fostered through active participation of school level actors	Teachers	140	2.5065	.99503	1.870	.033
	School leaders	98	2.5045	.73163		
70.The extent to which decision-making process are rational	Teachers	140	2.4953	.63355	.046	.004
	School leaders	98	2.5745	.51491		
71.The extent to which using trained professionals through cluster resource centers the school improved learning-teaching process.	Teachers	140	2.8571	.70177	1.107	.05
	School leaders	98	2.7080	.85830		
72.The extent to which human resources, material and financial resources are applied to support students' performance.	Teachers	140	2.5455	.50119	1.276	.001
	School leaders	98	2.8029	.55359		
73.The extent to which school has documented, revised and updated its internal rules	Teachers	140	2.4286	.54841	.089	.029
	School leaders	98	2.4380	.83014		
74.The extent to which school has strengthened work procedures to be compatible with education and training policies	Teachers	140	2.4986	.57190	.428	.045
	School leaders	98	2.5000	.50186		
75.The extent to which the school has created effective regular communication with all stakeholders	Teachers	140	2.4348	.60783	-.863	.000
	School leaders	98	2.2920	.93279		
76.The extent to which internal regulation of the school equitable for all students including special needs students	Teachers	140	1.9442	.91859	1.510	.001
	School leaders	98	2.3628	.78843		
Average mean value	Teachers	140	2.4658	.48051	1.439	.003
	School leaders	98	2.5280	.40032		

Source: Survey study, 2020.

Key: Mean scores: “ < 2.50 = disagree”; ‘2.50 - 3.49 = Moderately agreed’; and ‘=> 3.50 – strongly agreed. Significant level = 0.05, t-critical value =1.99,df=degree of freedom=236. t-is one independent t-test and Sig. (2-tailed) or P-value.

Table 4.7 indicates that the opinions of respondents of teachers and leaders on the implementation of school leadership and management in each sample schools. As seen from the data, for majority of the items listed the mean responses of teachers and leaders were found below 2.50. These item numbers are: 53, 55, 64,66, 67,73,75, and 76; with mean values 2.15, 2.10,1.72, 2.31, 2.37, 2.42,2.43,and 2.29 respectively for teachers; and 2.45, 2.46, 2.29, 2.42, 2.45, 2.43, 2.29, and 2.36 respectively for leaders.

But for item numbers 58, 60, 61, 63, 68, and 71 teacher and leaders respondents rated medium with mean values of 2.94, 2.97,2.50, 2.92,3.01, and 2.85 respectively for teachers; and 2.54, 3.13, 2.75, 2.74, 3.14, and 2.70 respectively for school leaders.

. Besides, the overall mean score of respondents of leaders and teachers were at moderate and low level with grand mean of 2.46 and 2.52 respectively. Moreover, the independent t-test result, $t(2, 236) = 1.43$; $p=0.003$, depicts that statistically no significance difference was observed between teachers and leaders.

P-2 and P3 interviewee result showed that:

“SIP initiative creates better participation of teachers, students and parents on school affairs. Schools develop experience sharing habit. And better delegations of responsibilities especially to departments by school leaders were evidenced.”

However, in the interview held with Zone Education experts reported that most of the school principals were newly assigned from teaching task without leadership experience. These in turn negatively affect the implementation of school improvement program because school leadership has a decisive role in coordinating efforts to achieve the desired goals. Their views can be stated blow.

One of zonal Education office representative (Z-2) interviewee stated that,

“Most of the schools leaders do not exercise school leadership in the appropriate way for school improvement program. Therefore; school leaders are not properly playing their role in the implementation of SIP.”

Z-1 also added that:

“...the school leadership do not know the concept of the strategic vision and not oriented in this regards. Most of the school principals were newly assigned from teaching task without leadership experience. This resulted in some sort of problems in the implementation of SIP in the secondary schools of Buno Bedele Zone.”

From the above observation, one can understand that there have been limitations in retention of experienced school leaders. These in turn negatively affect the implementation of school improvement program because school leadership has a decisive role in coordinating efforts to achieve the desired goals.

MCREL, (1999) point out that school leadership and management is the most crucial force in school improvement process owning quality schools that require quality leadership. Without high quality, skilled and sustained leadership at school as well as at district and policy making levels, school improvement unlikely to be achieved. Therefore, from this evidences it can be concluded that the ability and skill of school principals is crucial

factor in promoting school improvement program. Hence, to impalement school improvement programs effectively and sustainably school leader ship capacity has to be enhanced.

4.4.4. Community participation domain

Parents and community are the key stake holders for school improvement endeavor and this domain discussed about their involvement to implement school improvement program. Their willingness to serve the community and active involvement in the school improvement process is critical for the success of the program. School leaders in this aspect should involve community to participation for better achievement of the desired goals of the schools through collaborative effort of stake holders. Kindred in Gallagher, Bagin, and More (2001,P. 13) defines school community relations as “a process of communication between the school and the community for the purpose of increasing citizen understanding educational needs, practices, interest and cooperation in the work of improving the school.” This definition showed that participation of community was determining factor for success of SIP.

Table 4.8: Responses of respondents related to community participation domain

Items	Respondents	N	Mean	SD	t-value	Sig(2)
77.The extent to which appropriate institutional structures to support parents’ participation is in place and parents are encouraged in school meetings	Teachers	140	2.5236	.94464	1.324	.009
	School leaders	98	2.6153	.93894		
78.The extent to which parents provide feedback upon reviewing their children’s academic achievements	Teachers	140	2.1299	.87885	.039	.004
	School leaders	98	2.0146	.71728		
79.The degree to which studies indicated as parents participate in school programs and information exchange activities become high	Teachers	140	2.3221	.80731	.113	.000
	School leaders	98	2.4930	.67915		
80. The extent to which announcement of students' programs and achievements are scheduled.	Teachers	140	2.7013	.76201	.362	.030
	School leaders	98	2.6277	.48518		
81.The extent to which the participation of parents in the management have been increased	Teachers	140	2.4675	.66063	.421	.045
	School leaders	98	2.5109	.75845		
82.The extent to which teachers' interact with parents to improve students' performance and behaviors	Teachers	140	2.6753	.75117	.719	.043
	School leaders	98	2.7372	.50396		
83.The extent to which the school documented list of parents	Teachers	140	2.49026	.83129	1.443	.000

contributed to school	School leaders	98	2.5372	.44176		
84.The extent to which community participation regulations are integrated with the internal rules of the school	Teachers	140	2.3566	.85480	-.902	.000
	School leaders	98	2.5226	.53865		
85.The extent to which the school has developed and implement public education and other intervention programs to strengthen practical partnership with parents and the community	Teachers	140	2.3429	.57843	1.614	.042
	School leaders	98	2.3927	.69129		
86.The degree to which external organizations have supported the teaching-learning process by sharing their practical experiences	Teachers	140	2.2857	.70444	.968	.034
	School leaders	98	2.3439	.74998		
87.The school has promoted its achievements among the school-level actors and the community	Teachers	140	2.6364	.48420	.728	.048
	School leaders	98	2.7299	1.0676		
88.Successful accomplishments of the school have been acknowledged and commemorated at school level	Teachers	140	2.5129	.82261	1.325	.000
	School leaders	98	2.5248	.71638		
Average Mean	Teachers	140	2.4475	.57038	1.230	.000
	School leaders	98	2.5005	.49494		

Source: Survey study, 2020.

Table 4.8 also indicates that the opinions of respondents of teachers and school leaders on the implementation of community participation in each sample schools. The grand mean values for the ‘community participation’ elements were 2.44 and 2.50 for teachers and leaders respectively. The independent t-test result, $t(2, 236) = 1.23, p=0.000$, indicating there were no statistically significant difference was observed between the response of the two groups.

As seen from the table 4.11, respondents of leaders score mean values less than 2.50 for items

78,79,84,85, and 86 with mean values 2.12, 2.32, 2.35, 2.34, and 2.38 respectively for teachers; and 2.01, 2.49, 2.52, 2.39 and 2.34 respectively for leaders. This shows that majority of teacher and leaders respondents responded at low level.

In connection to this, teacher and leader respondents’ score mean values greater than 2.50 for items 80, 82, and 87; with mean values 2.70,2.67, and 2.63 respectively for teachers; 2.62, 2.73 and 2.72 respectively for leaders. This indicates that respondents of teachers and leaders were responded medium to these items.

Issues related to community participation were also raised in the interview. In response to this issue, interviewee participants explained that in relative terms parents concern in the school and their participation have shown progress.

To this end, PTAs (P-5 and P-4) interview results stated as follows:

“Members of community become devoted to support schools, like give financial contribution and coordinate fund raising activities.. They also participate in construction of additional classrooms, buying laboratory equipment and reference materials for the library.”

However, the zone education representative interviewees (Z-1 and Z-2) stated that,

“The contribution of the community in terms of finance and material resources was low in comparison to budget or fund required to the implementation of SIP”.

In addition to regarding the provision of orientation and training to the communities based on roles and responsibility, the interviewee of zone educational officials also stated that

“Our office oriented all principals to give orientation to train for teachers, PTSA, KETB & SIC members on the roles and responsibilities. But the respondents revealed that, it was very low. On the other hand, orientation and training were given to the communities by few schools. The role played by them to improve the school was not adequate”.

Table 4.9: Independent t-test analysis to indicate overall SIP Implementation Status

T/L	School Domains	respondents	N	Mean	SD	F	t	p
1	Learning and teaching	Teachers	140	2.5891	.32866	7.60	1.13	0.025
		school leaders	98	2.6408	.31390			
2	Creating Favorable Learning Environment	Teachers	140	2.2556	.41842	.48	1.32	.000
		school leaders	98	2.5236	.41708			
3	School Leadership and management	Teachers	140	2.4658	.48051	6.88	1.43	.003
		school leaders	98	2.5280	.40032			
4	Community Participation	Teachers	140	2.4475	.57038	8.89	1.23	0.000
		school leaders	98	2.5005	.49494			

Source: Survey study, 2020

Key: Mean scores: “ < 2.50 = disagree”; ‘2.50 - 3.49 = Moderately agreed’; and ‘=> 3.50 – strongly agreed. Significant level = 0.05, t-critical value =1.99,df=degree of freedom=236. t-is one independent t-test and Sig. (2-tailed) or P-value.

The results of the t-tests are shown in Table 4.9 above. The results signify that group differences were not found for Learning and Teaching $t= 1.13$, $p=.025$; Creating Favorable Learning Environment $t= 1.32$, $p=.000$; School Leadership and management $t= 1.43$, $p=.003$; and Community Participation $t=1.23$, $p=.000$.

All are statistically significant (All $p < 0.05$) indicated a significant difference were not exist in all four domains of SIP implementation by teachers and school leaders. The calculated t- values were less than the critical t-value (1.96). This finding conveys that school leaders were moderately effective in implementing SIP elements than teachers.

School leadership has a vital role for the effectiveness of school improvement programs. Building leadership capacity is an important duty to carry out school improvement program properly. Supporting this ideas Harris and Linda Camber (2003, p.38-39) revealed that school principal empowers others to lead and serving as a catalyts for changes. Having strategic vision, proper leadership behaviors and school management are key elements of the leadership and management domain in the SIP.

Learning and teaching domain is the major determinant of students’ achievement that indicates what is going in classroom. Not much powerful and sustainable change happened in learning teaching process unless it happens in classrooms (Earl, et al., 2003). Among the four domain of SIP, Creating Favorable Learning Environment mainly focuses on making school environment safe and health for teaching learning process. Safe and conducive learning environment helps school leaders, teachers and students to feel comfortable during learning process in their respective school. Secured learning environment can contributed to exert their maximum potential for teaching and learning process. In this regards, schools improvement frame work (MOE, 2007, p.6) suggested that schools should create a learning environment that could effectively meet the diverse needs of the students. School classrooms should be neat, conducive and attractive in order to inspire student’s motivation and the learning process.

From the above result also showed that parents have the not played the responsibility of their children’s education to school teachers though they are expected to have frequent interaction and contact and to follow up and support their children for better performance.

In addition to participants views obtained through interview for members of students' councils and parents shown somewhat similar finding.

4.5. Major Challenges of SIP Implementation

Comprehensive implementation of SIP results in the successful attainment of its objectives. However, this demands the collaborative effort of all stakeholders. Despite their relentless effort in SIP implementation, Buno Bedele Zone Secondary Schools have encountered some challenges.

These include challenges related to: learning-teaching domain, leadership & management domain, safe & conducive learning environment domain & community involvement domain. Respondents asked some questions on this issue. Accordingly, the results of responses were presented in the following four tables (Tables 10-13).

The statistical data in Table 4.10 below depicts that for all items the p- value in the Sig.(2-tailed) column is greater than .05, which shows there is no a significant difference in the mean scores of the two respondent groups (teachers and school leaders) on factors affecting the Learning - Teaching Domain.

Table 4.10. Challenges Related to Learning - Teaching Domain

S/N	Items	Teachers (N=140)		Leaders (N=98)		t-test	Sig.(2 tailed)
		Mean	SD	Mean	SD		
1	Academic achievement prioritized.	2.52	1.114	2.65	1.09	1.48	.002
2	Various teaching methods used.	2.43	1.107	2.68	1.02	1.91	.031
3	Regular students' performance checked.	2.32	1.101	2.56	0.93	0.73	.037
4	Provision of continuous feedback	2.35	0.917	2.53	0.83	0.42	.000
5	Multiple evaluation method is employed.	2.45	0.925	2.76	1.13	1.86	.042
6	Academic achievement Progress regularly	2.52	0.954	2.85	1.05	1.65	.021
7	High expectation of students	2.42	1.065	2.72	1.02	1.22	.033
8	Timely reporting of assessment results	2.56	1.106	2.69	0.92	1.42	.030
9	Performance data was used to improve students' failure	2.53	1.080	2.82	1.05	0.94	.020
	Aggregate values	2.46	1.13	2.62	1.01	1.29	.027

Source: Survey Study, 2020.

Key: Mean scores: “ < 2.50 = disagree”; ‘2.50 - 3.49 = Moderately agreed’; and ‘ > 3.50 – strongly agreed. Significant level = 0.05, t-critical value =1.99,df=degree of freedom=236. t-is one independent t-test and Sig. (2-tailed) or P-value.

However unlike school leaders, teachers indicated that Lack of using various teaching methods and evaluation mechanisms, absence of checking students’ performance regularly, absence of Provision of continuous feedback were the major factors which impede the implementation of SIP in the schools with mean value ranging from 2.32 to 2.45.

The t- values obtained on all items showed statistically significant mean value differences between the responses of teachers and leaders. The computed mean values revealed that challenges related to learning- teaching domain were high. However, great variations had been observed between the mean values of teachers’ and leaders’ response in most items. Consequently, the challenges related to this domain might impede the implementation of SIP.

Student councils (S 5) and (P5) stated as:

“Most of the time teachers’ teaching learning method is theoretical, and they didn’t use available resources /laboratory, and teaching aids.”

In Table 4.11 the results showed that the mean values of all items raised were above average (M=2.62, SD=1.23). Teachers and leaders agreed that leadership experience to realize shared vision, leadership dedication for SIP implementation and experience of good practices to promote transparency had been worked better in their school. This might imply that the challenges related to leadership and management domain were minimum.

Table 4.11. Challenges Related to Leadership and Management Domain

S/N	Items	Teachers (N=140)		Leaders (N=98)		Av. Mean value	t- test	Sig.(2- tailed)
		Mea	SD	Mean	SD			
1	Leadership experience to realize Shared	2.53	1.12	2.80	1.25	2.66	1.23	.025
2	leadership dedication for SIP implementation	2.45	.89	2.77	1.04	2.61	0.82	.034
3	experience of good practices to promote transparency	2.59	1.09	2.61	1.20	2.60	1.67	.019
	Aggregate values	2.52	1.03	2.72	1.16	2.62	1.24	.026

Source: Survey study, 2020.

Key: Mean scores: “ < 2.50 = disagree’; ‘2.50 - 3.49 = Moderately agreed’; and ‘ > 3.50 – strongly agreed. Significant level = 0.05, t-critical value =1.99,df=degree of freedom=236. t-is one independent t-test and Sig. (2-tailed) or P-value.

The grand mean values for the challenges related to Leadership and Management Domain were 2.52 and 2.72 for teachers and leaders respectively. The computed t- test values also showed no statistically significant differences between the two groups of respondents on all items for the computed t- values are less than the t- critical value (1.99).

Zone Education Office representatives (codes Z-1 and Z-2) stated:

“... lack of leadership competence, inappropriate programming, not properly scheduling for SIP implementation, lack of sufficient attention among school management and teachers as challenges of SIP in the secondary schools of the zone.”

Z2 also state that:

“... failure to have education management information system (EMIS), paralleled going tasks and plans faded SIP plan implementation, attrition of experienced school principals and teachers to other sector cause instability to properly implement SIP.”

Table 4.12. Challenges Related to Safe & Conducive Learning Environment Domain

S/N	Items	Teachers		Leaders		Av. Mean Value	t-test	Sig.value (2-tailed)
		Mean	SD	Mean	SD			
1	Participation of Students in SIP activities	2.49	1.07	2.51	1.41	2.50	0.52	.048
2	Favorable environment increased students' learning interest.	2.45	1.26	2.51	1.46	2.45	1.43	.032
3	Open-students-teachers relationship is developed	2.44	1.21	2.53	1.33	2.48	1.23	.019
4	Students are encouraged for new innovation	2.36	0.92	2.54	1.40	2.45	1.54	.007
	Aggregate values	2.43	1.11	2.51	1.40	2.47	1.06	.034

Source: Survey study, 2020.

Key: Mean scores: “ < 2.50 = disagree”; ‘2.50 - 3.49 = Moderately agreed’; and ‘ > 3.50 – strongly agreed. Significant level = 0.05, t-critical value =1.99,df=degree of freedom=236. t-is one independent t-test and Sig. (2-tailed) or P-value.

For students to be successful in their academic performance, safe & conducive learning environment is one of the basic conditions. With this regard, students learning environment was given adequate attention in this research. From table 4.12, the teachers and leaders agreed that participation of students in SIP activities, open students-teachers relationships and encouraging students for new innovation had been in moderate position in their schools.

The grand mean values for the challenges related to Safe & Conducive Learning Environment Domain were 2.43 and 2.51 for teachers and leaders respectively. The independent t-test result, $t(2, 236) = 1.06, p=0.034$, indicating statistically significant difference was not observed between the response of the two groups.

Table 4.13: Challenges Related to Community Involvement Domain

S/N	Items	Teachers (N=140)		Leaders (N=98)		Av.M ean value	t-test	Sig.value (2-tailed)
		Mean	SD	Mean	SD			
1	community Participation in planning SIP	2.45	1.03	2.50	1.06	2.47	.87	.041
2	community provision for SIP implementation	2.38	1.20	2.49	0.98	2.43	1.53	.045
3	Good school-parent relationship has created	2.47	1.09	2.53	1.04	2.50	1.47	.035
4	practice of promoting school achievement to wider	2.53	1.07	2.55	0.93	2.54	1.35	.043
	Aggregate mean value	2.45	1.09	2.51	1.00	2.48	1.05	.039

Source: Survey study, 2020.

Key: Mean scores: “ < 2.50 = disagree”; ‘2.50 - 3.49 = Moderately agreed’; and ‘ > 3.50 – strongly agreed. Significant level = 0.05, t-critical value =1.99,df=degree of freedom=236. t-is one independent t-test and Sig. (2-tailed) or P-value.

The activities of SIP are very broad and need community participation at large. The level of community involvement was, however, limited to physical improvements of their schools and their involvement used to happen only when they asked or told by higher authorities. So, community involvement was challenge for SIP implementation. Both teachers and leaders showed their feeling that community participation in planning SIP, community provision for SIP implementation, good school-parent relationship and practice of promoting school achievement to wider community hadn’t been in good position in their schools.

As shown in Table 4.13, the results of computed average mean value for teachers were low (M=2.45, SD=1.09). However, average mean value for school leaders were moderate (M=2.51, SD=1.00). This may indicate that the community involvement in SIP issues was very low. As the t- values obtained on all items in Table 4.13 showed there were no statistically significant differences between mean values of teachers’ & leaders’ responses.

Embedding and sustaining of change in school improvement is important to make school a community of learning. Sustaining SIP depends on factors like motivation and capacity of teachers to engage in the reforms, continued professional development to reinforce and extend the reforms, local leadership, and schools' capacity for continuous change (Earl *et al.*, 2003).

Furthermore, students, and PTA chairpersons also reported in the interview that the community participation for the SIP was below the expected level.

Moreover, interview responses obtained from official of Buno Bedele Zone Education Office (Z1 and Z2) identified similar factors as challenges of SIP implementation in secondary schools of Buno Bedele Zone. They stated that, lack of leadership competence, low participation of students and parents in planning and implementing SIP; lack of sufficient attention among school management and teachers as challenges of SIP in the study schools. As to Anderson (1992,p.84) among others reluctant to change happens due to lack of awareness on the purpose of the intended change, lack of knowledge and skills needed to make the change and belief that the changes will not make any difference to their students.

As shown in table 4.13 below, the respondents indicated the descending order of the major challenges encountered in implementing SIP based on their mean values. Hence, teachers and leader respondents implied that the first serious challenges in implementing SIP in secondary schools of Buno Bedele zone are related to students learning environment domain with mean values of (2.43, S.D=1.11; and M=2.51, S.D=1.40) respectively.

Table 4.14: Mena Rank of Challenges Encountered in Implementing SIP

S/N	Items	Teachers (N=140)		Leaders (N=98)		Av. Mean Value	t-test	Sig. value (2-tailed)
		Mean	SD	Mea	SD			
1	Challenges related to students learning environment domain	2.43	1.11	2.51	1.40	2.47	1.06	.034
2	Challenges related to community participation domain	2.45	1.09	2.51	1.00	2.48	1.05	.039
3	Challenges related to learning-teaching domain	2.46	1.13	2.62		2.54	1.29	.027
4	Challenges related to leadership & management domain	2.52	1.03	2.72	1.16	2.62	1.24	.026

Source: Survey study, 2020.

Key: Mean scores: “ < 2.50 = disagree”; ‘2.50 - 3.49 = Moderately agreed’; and ‘ > 3.50 – strongly agreed. Significant level = 0.05, t-critical value =1.99,df=degree of freedom=236. t-is one independent t-test and Sig. (2-tailed) or P-value.

Similarly, teachers and leader respondents revealed that challenges related to community participation domain and challenges related to students learning-teaching domain have come to the second & third rank order respectively. But, teacher and leader respondents indicated challenges related to leadership & management domain were on the fourth order with mean values (2.52, S=1.03; and 2.72, S.D=1.16) respectively.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the major findings of the study and draws conclusion on the basis of the findings. Then, feasible recommendations that are thought to be helpful to address the problems are forwarded.

5.1. Summary of Major Findings

The purpose of the study was to assess the implementation of School improvement Program in Secondary Schools of Buno Bedele Zone, Oromia National Regional State. Hence, based on the identified problems, possible solutions were forwarded. In order to meet the objectives; the study was guided by the following basic questions of the research.

1. To what extent SIP effectively implemented in Secondary Schools of Buno Bedele Zone under study with respect to four domains of the program (Learning and Teaching; Safe School Environment; Leadership and Management; and Community Participation)?
2. How do teachers' and school leaders perceive SIP in secondary schools of Buno Bedele Zone?
3. What major challenges that affect the implementation of SIP in secondary schools of Buno Bedele Zone?

The study was carried out in five woreda and mainly five secondary schools included. Accordingly, 153 teachers, 103 school leaders, 5 PTA chairpersons, 5 student council representatives, and 2 Zone education officers were involved in the study. Therefore, the total sample had been consisted 268 respondents. The data were collected from school leaders and teachers through questionnaire. Interview was employed to collect data from the students, PTA chairpersons and education officers.

Among the distributed questionnaires 238 (92.96%) were appropriately filled and returned. Thus, the analysis and interpretation of the data was made on those questionnaires. Furthermore, the results of interview with students' council were also used in the analysis and interpretation of the data. In addition data obtained regarding SIP from official documents also used for analysis and interpretation of the data made in previous chapter.

So, in this part major findings of the study were presented in four parts. The first part presents about background information of the respondents. In the second part issues related to perception of SIP were summarized. The third part summarizes results related to the implementation of SIP. In the fourth part, the results obtained regarding major challenges that affect SIP implementation were presented briefly.

5.1.1. Background Information of the Respondents

The demographic characteristic of the respondents include gender, age, educational status, and work experiences. Regarding gender of the results showed that, among teacher respondents

84.29% and 90.82% of Leaders are male. In terms of age, 27.31% and 20.25% of the respondents were found between 31-40 years and 41-50 years old respectively. Next to these, 49(20.59%) respondents age was 50 years and above. The age of the remaining teachers and leaders participated in this study was found below 30 years.

With regards to level of education, most teachers (90.97%) and Leaders (84.69%) had a bachelor's degree. This confirmed that almost all teacher respondents were graduated and had the required level of qualification to work in secondary schools of Buno Bedele Zone. Concerning work experiences, the result of this study showed that large number of teachers 61(43.57%) and Leaders 30(30.61%) had worked more than twenty years.

5.1.2. Perceptions of Respondents about SIP

- The data gathered from teacher and school leader respondents about the level of understanding school improvement programs was high with the respective mean score of $M=4.04$, $SD= 1.00$ and $M=4.03$, $SD= 1.08$, and t-test result, $t(2, 236) = 1.23$; $p=0.22$, indicating that significant difference was not observed between the respondents of the two groups. As the computed mean values showed, the overall results of the table clearly indicated that secondary schools teachers and leaders in the study area have better theoretical knowledge and understanding about school improvement program. Moreover, there is no significant difference between teachers and leaders in perceiving about SIP.

5.1.3 Planning of SIP implementation

- Stakeholders' active participation is vital for the success of SIP. It was found out that the involvement of teachers in SIP was low.
- There are low level of school improvement program preparation and readiness of schools in nine dimensions in difference behaviors with an aggregate mean value of 2.37 and 2.51 for teachers and school leaders respectively.
- Similarly the interview results revealed that the participation level of SIP committee were not to the required level and planning activities of SIP left only for the school principals.
- Thus the study revealed that there was weak coordination of SIC in developing school plan. This showed that the school improvement committee that was founded in school to run school improvement program in majority of schools not performed their duties properly.

5.1.4 Monitoring and evaluation practices of SIP implementation

- Regarding monitoring and evaluation, the results of the study shows that, the mechanism through which they were practiced to support SIP implementation was low.
- The results from teachers and leaders response indicate low level of School Improvement Program monitoring and evaluation in four dimensions in difference behaviors with an aggregate mean value of 2.48 and 2.62 for teachers and leaders respectively. Moreover, as the calculated t-value in the above table, t-value (1.50) which is less than the critical t-value (1.99) at $\alpha=0.05$ confirms that teachers and leaders have similar view.
- Interview participants also informed that monitoring of the process and evaluation at the end of SIP were not properly undertaken. However, school self -evaluation has been conducted while preparing school improvement strategic plan and at the beginning of each year when preparing action plan.

5.1.5. School Improvement Plan Implementation in the Four Domains

5.1.5.1. Teaching- learning domain

It was found out that the implementation of activities in the teaching learning domain was moderate with aggregate mean value of for teachers ($M=2.58$, $SD=.32$) and for leaders ($M=2.64$, $SD=.31$).

- The level of teachers provide due support and respect for their students without any discrimination with mean value of ($M=2.71$, $SD=.48$) and $M=2.87$, $SD=.42$); The extent to which the school ensure that teachers teach according to their plan (daily and annual plan); with mean value of ($M=2.76$, $SD=.77$) and $M=2.72$, $SD=.50$); The extent to which benchmarks to be used for comparing results are clearly defined and communicated among school community with mean value of ($M=2.64$, $SD=1.13$) and $M=3.18$, $SD=.95$; 19.The extent to which school level and student assessment results helped to identify strengths and weaknesses needs further attentions with mean value of ($M=2.80$, $SD=.60$) and $M=2.78$, $SD=.66$; The degree to which survey results revealed school's high expectation of student outcomes have been achieved with mean value of ($M=2.80$, $SD=.84$) and $M=2.64$, $SD=.91$) ; The extent to which participatory teaching methods improved student participation with mean value of ($M=2.79$, $SD=.80$) and $M=2.70$, $SD=.73$); The degree to which teachers improved the delivery of their subjects by identifying students' status using various assessment mechanisms with mean value of ($M=2.70$, $SD=.82$) and $M=2.66$, $SD=.63$); The extent to which the results of school evaluation are utilized as inputs for future plan and program development with mean value of ($M=2.72$, $SD=.64$) and $M=2.65$, $SD=.72$) ; The extent to which students participate on assessment of subjects they learn and their self-evaluations with mean value of ($M=2.70$, $SD=.60$) and $M=2.89$, $SD=.82$) and .The extent to which performance of students are reported to the parents regularly with mean value of ($M=2.72$, $SD=.52$) and $M=3.13$, $SD=.57$) by the respondents of teachers and leaders of the study respectively was moderate.

On the other hand , lowest rating results were observed in both teacher and leaders respectively for items: the extent to which teachers provide clear and understandable description of the topic they teach with mean value of ($M=2.50$, $SD=.55$) and ($M=2.365$, $SD=.72$);The extent to which teachers have sufficient subject matter knowledge and

efficiently demonstrated while teaching the subject with mean value of (M=2.36, SD=.53) and (M=2.33, SD=.79); The extent to which procedures are available at the school to utilize recent research findings that could helped teachers to improve teaching practices with mean value of (M=2.32, SD=.47) and (M=2.53, SD=.67); The extent to which teachers accomplish goals set to improve students' outcome with mean value of (M=2.46, SD=.68) and (M=2.56, SD=.73); The extent to which teachers enable their students to link the lessons learned with their real life experience with mean value of (M=2.46, SD=.66) and (M=2.45, SD=.80); The extent to which assessment results are used for learning-teaching process at classroom level in the further with mean value of (M=2.24, SD=.63) and (M=2.25, SD=.55); and The extent to which curriculum materials have been revised and validated by teachers in terms of appropriateness of its contents, free from gender biases, and relevancy to the context of the school and maturity level of the students with mean value of (M=2.23, SD=.60) and (M=2.52, SD=.54).

- Result from interview also showed that there was problem of supplying the school facility, (for instance, library and laboratory), lack of teaching materials and not to employ varied teaching methods in the class.

5.1.5.2 Learning Environment

With respect to learning environment domain, there is lack of commitment from teachers to create conducive environment. The aggregated mean for teachers (2.25) and leaders (2.52) shows that the extent of implementation in this domain was low and moderate respectively. Compared to the other domains, this domain scored the lowest mean value. Thus, the result showed that among all items listed under this domain the variables scored mean value less than 2.50 by both teachers and leaders were

- The extent to which information technology facilities (radio, plasma TV, computer, etc) required for learning-teaching processes are practically available
- The extent to which reproductive health and issues related to environmental protection are integrated in school programs
- The extent to which expected status students' behavior was expressed in various circumstances
- The extent to which supports are provided to minimize wastage (dropouts and repetition).

- The extent to which ethical regulation of the school focuses on the development of students behaviors related to respecting others, using resources safely, unacceptability of actions like quarrelling, discrimination, favoritism, etc; procedure of solving conflicts peacefully; obligation of keeping and practicing school's rules and regulations
- The extent to which qualified teachers, materials and facilities required for special needs education program are fulfilled
- The extent to which special needs educational programs, teaching methods and materials are arranged according to the levels of students with special need education and
- The extent to which supports made for students with special needs education satisfied their parents.

However, teachers and leader respondents responded moderately with the following items:

- The degree to which school has surrounded by fences, and become safe and attractive for students' learning
- .The degree to which every students have given equal chance to be successful, and
- The extent to which the allocated budget is appropriately utilized.

Besides, the interview results obtained from interview students, parents and Zone Education Office officials regarding creating favorable learning environment among secondary schools found in the Zone also confirmed what was responded by teachers and leaders of the schools understudy.

5.1.5.3 Leadership and Management Domain

- With regard to domain of leadership and management, teachers and school leaders reported that Most of SIP activities related to leadership and management domain, especially those of shared and consistent school vision, goals, and priorities were embedded in schools were weak with mean values (M=2.46, SD= .48) and M=2.52, SD=.40) respectively.

Furthermore, the mean values for teachers and leaders were less than 2.50 for the following variables.

- The degree to which professional appraisal fits to the school's vision and objectives
- The extent to which school values and standards are made known to the entire school community.
- The extent to which the school has developed conflict resolution guidelines
- The degree to which school management has discharge professional duties in developing and implementing special need education strategies
- The degree to which the school planning process has been justified by external validation
- The degree to which agreement of purpose has been fostered through active participation of school level actors
- The extent to which school has documented, revised and updated its internal rules
- The extent to which school has strengthened work procedures to be compatible with education and training policies.
- The extent to which the school has created effective regular communication with all stakeholders.
- The extent to which internal regulation of the school equitable for all students including special needs students

The result findings showed that there is imposition of politics in school. Lack of giving attention to teaching and learning rather it gives more time for the need political party.

Furthermore, interviews results obtained from interview Zone Education Office officials regarding creating favorable learning environment among secondary schools found in the Zone also confirmed what was responded by teachers and leaders of the schools understudy.

5.1.5.4 Community participation domain

- The average mean values for the 'community participation' elements were low and moderate with mean values of 2.44 and 2.50 for teacher and leader respondents respectively.
- As a result, it appears that parents have not sufficiently played the responsibility of their children's education to school teachers though they are expected to have

frequent interaction and contact and to follow up and support their children for better performance moderately.

5.1.6. Challenges in the Implementation of SIP

As identified by both group of respondents, the most dominant factors that has been influencing proper implementation of SIP in the study schools includes the following items:

- i) Low encouragement of Students for new innovation (M=2.45)
- ii) Poor environment that decrease students' learning interest (M=2.45)
- iii) Poor students – teachers relationship (M=2.48)
- iv) Absence of Participation of Students in SIP activities (M=2.50)
- (v) Lack of community provision for SIP implementation (M=2.43)
- (vi) Poor community Participation in planning SIP (M=2.47)
- (vii) Furthermore, lack of using various teaching methods and evaluation mechanisms, absence of checking students' performance regularly, absence of Provision of continuous feedback were the major factors which impede the implementation of SIP in the schools with mean value ranging from 2.32 to 2.45.

5.2. Conclusions

Connected thoughts taken from the review of related literature and analyzed data of quantitative and qualitative part of the study helped to draw the following reasonable conclusions about the findings.

- There is no doubt that successful school improvement is related to systematically planning, monitoring and evaluation process which enable to increase student's achievement. Hence, the key stake holders (teachers, students and parents) should also be encouraged to have active participation in SIP planning and implementation by continuously aware them . The extent of providing monitoring and evaluation by concerned bodies and the extent of school leadership capacity determine the extent of stake holders' participation in planning and implementing SIP. In this study, it is

found that overall process of SIP practices lacks having properly prepared plan for SIP implementations; understanding of SIP at school level, weak monitoring and evaluation system; lack of leadership capacity; different organs of the school not had proper understanding of their role in SIP; lack of sufficient stakeholders involvement in SIP and giving less attention for SIP implementation. This implies that low involvement of key stake holders in planning and implementing SIP was the most challenge affecting its success in secondary schools found of the city.

- Majority of schools implement SIP at low level of performance with respect to four domains of SIP. However, the practice of SIP with regards to learning -teaching was relatively better. Whereas, the practices of SIP activities concerning conducive learning environment domain showed unsatisfactory level of performance at the schools understudy. This indicated that, the practices of SIP was better regarding learning-teaching; but weak with regards to learning environment and community participation to be successfully implemented in the study schools.
- The challenges related to each domain have their own nature of existence & prevailing rate. Lower level of involvement among stakeholders in SIP implementation, inadequate planning of SIP process, Low encouragement of Students for new innovation; Poor learning environment, Poor students – teachers relationship, lack of using various teaching methods and evaluation mechanisms, absence of checking students’ performance regularly, absence of Provision of continuous feedback were reported to be the challenges of SIP implementation at present. This disappointing results confirmed inadequate consideration given to the importance of school improvement program among school leaders and other stakeholders.

5.3. Recommendations

The central focus of SIP was improving student’s achievements. In order to improve academic achievements of students, therefore, the schools should implement school improvement program properly by making awareness creation for stake holders on collaborative planning to develop the accountability and responsibility in all stakeholders, to implement and improve the four domains of SIP, perform continuous monitoring and

evaluation on the implementation of SIP and identifying challenges that affect the implementation of SIP. Therefore, based on the findings and conclusions drawn the following recommendations are forwarded to be used by the practitioners.

1. The study indicates that SIP plan was developed by individual school leaders or a few individuals were involved in the planning process. The involvement of stakeholders in the planning of SIP was very low. To improve the challenges related to planning even implementation, all stakeholders should be involved in planning process. To do so, school leaders are expected to organize stakeholders to actively participate in planning SIP in their respective schools.

2. The finding of the study also indicates that conducting self-evaluation and prioritizing problems to develop strategic plan of SIP was weak. Therefore, the school leadership have to give attention to participatory planning in developing strategic plan that entirely involves conducting self-evaluation by participating key stakeholders (like teachers, students and parents) and deploy by building consensus among them for effective program implementation.

3. In order to improve students' achievements in teaching learning process, Practicing and developing the extent of SIP implementation was crucial. As the study reveals, the community involvement in improving teaching learning was the most critical issue which was not achieved yet. So WEO and schools should make great effort to strengthen their relationship with local authorities and communities by creating forum so that they could get necessary support from them. In addition, creating mechanisms that enable school principals, teachers, parents, students and educational officials at every level of education sectors to work together, trust each other on SIP implementation is vital.

4. Providing the necessary resources and school facilities for the implementation of SIP is important step to improve school environment. Therefore, it is better to recommend to schools, woreda and zonal education office and school management bodies to provide the necessary resources and school facilities before starting the implementation of SIP to achieve the intended objective s of the program.

5. As indicated in the study, school improvement team committee did not discharge their responsibility to desirable stage. Therefore, school should make the committee functional for its better contribution to the success of the plan. In addition, empowering the capacity of school principals and SIP team committee in each school to work

successfully and closely with stakeholders so as to make the implementation visible requires attention.

6. The study indicated that most of the challenges in implementing SIP are related to the four domains of school improvement. Therefore, Buno Bedele zone and woreda education offices should give much attention to how the challenges can be solved according to the situation of the preparatory schools in the zone.

a. The staff should get continuous shared & common understanding about the four domains of SIP, the practices and its implementation through regular discussions with experts.

b. The schools should encourage teachers to be committed to collaborate, participate as decision makers and leaders of efforts of SIP implementation and solve SIP problems by giving responsibility and reward for better performance.

c. Students, teachers, school leadership, parents and the wider community should have common continuous discussions about SIP & its implementation to solve the challenges on spot.

d. The government should allocate additional budget to the school grant for successful SIP implementation and moreover, in order to solve their problems of finance and material resource, the schools should design income-generating mechanisms by taking in to account the available school facilities and technical experts to make involvement of all the school stakeholders. On top of this, Woreda educational office and schools should allocate budget to motivate school principals, teachers and other stakeholders who perform well.

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APPENDICES
Jimma University
College of Education and Behavioral Science
Department of Educational Planning and Management

APPENDIX A: Questionnaires to be filled by Teachers and school leaders

General Directions:

The main purpose of this study is to assess the practices and challenges of school improvement program implementation in secondary schools of Buno Bedele Zone. It is also aimed at identifying the possible strategies that could be implemented to improve and maximize the role of teachers, principals and cluster supervisors in school improvement programs. You have been selected to participate in this study.

Thus, you are kindly requested to answer the questions, in order to give the necessary information on the different issues related to the study. The success of this study depends on your honest and genuine response to the questions. The information will be used for academic purpose only.

Please note the following point before you start filling the questionnaire.

1. No need of writing your name.
2. Read all the instructions before attempting to answer the questions.
3. Please provide appropriate response by using “X” mark in the space given.
4. Your response will be kept confidentially.

Thank you in advance for your co-operation!

Part I: Background information of the respondents

1. Name of your School _____
2. Sex: Male _____ Female _____
3. Age: Less than 20 Years _____ 21-30 Years _____ 31-40 Years _____
41-50Years _____ Above 50 Years _____
4. Work experience:
Up to 5 Years _____ 6-10 Years _____ 11-15 Years _____
16-20 Years _____ Above 20 Years _____
5. Educational Status: Diploma _____ Bachelor Degree _____ Masters Degree _____
Others _____
6. Your responsibility in the school:
Principal/Vice Principal _____ School Improvement Committee _____
Member of _____ School Level Supervisor _____
PTA
Teacher _____ Other (Specify) _____
7. Work experience as school Principal/Vice Principal _____ year/s
8. Areas of specialization/Field of studies:
Educational Leadership _____ Natural Science _____ Mathematics
_____ Social Studies _____ Language _____ Others _____

9. Have you ever participated in any training program related to SIP? a) Yes ___ b) No _____

If "Yes", please state year and topics of the trainings _____

Part II: Items Related to Perception

1. How do you express your understanding of SIP and its objectives? Please, write them briefly.

2. Please, show your level of agreement or disagreement for the following statements using the scales; 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=Strongly Agree

S/ N	Items	Rating scales				
		1	2	3	4	5
1	School improvement is about putting in place a set of well-tested processes for identifying the developmental needs of each school					
2	School improvement programs should focuses on how schools improve student achievements					
3	Creating an appropriate structure, developing a sound plan and designing a well-established system of communication are the major areas of preparation and readiness to implement a SIP successfully					
4	For success of SIP, understandings of the features of each phases of the program by all stakeholders are always indispensable					
5	In school improvement doings the involvement of parents/community in school governance and decision-making should be considered as success factor.					
6	Well trained and committed teachers are always required for successful implementation of SIP at any school levels					
7	The core intention of school improvement program is student achievements in terms of learning outcomes					
8	Successful implementation of SIP constantly needs competent, committed and informed school leaders at the frontline					

Part III: Items Related to the Practices of SIP

3. In the following table items related to preparation and readiness of the school for SIP implementation are listed. Please, show the extent of practices in the school for each item by putting tick mark “√” in the space provided under the rating scales; 1=Very Low 2=Low, 3=Medium, 4=High, and 5=Very High.

No	Items	Rating Scales				
		1	2	3	4	5
1	The extent of preparation of the plan is participatory: involving PTAs, SIC, teachers, students, parents, and other stakeholders					
2	The extent of plan is prepared on the basis of school's self- Evaluation.					
3	The extent of plan is clear, simple and understandable					
4	The extent of plan is in alignment with the vision of the school					
5	The extent of plan addresses high priority needs					
6	The extent of plan represents an attempt to improve the performance of all students					
7	The extent of objectives of the plan reflect progress towards improvement					
8	The extent of actions steps for implementation are based on proven strategies					
9	The extent of strategies are designed to achieve objectives of the plan within the established timeline					
10	The extent of evaluation mechanisms are well established					
11	The extent of continuous monitoring mechanisms are clearly defined					
12	The extent of evaluation reports are always used as an input for the following year's planning.					
13	The extent of the plan addresses all the domains of SIP.					
14	The extent of structures required at school level are in place for SIP implementation					
15	The extent of the program is well communicated among school society					
16	The extent of all organs of the school knows their role on SIP implementation					
17	The extent of resources required for the program are readily available					

4. In the following tables items related to *SIP Implementation* are listed under four

domains. Please, show the extents of practices in the school for each item by putting tick mark “□” in the space provided under the rating scales; 1=Very Low, 2=Low, 3=Moderate, 4=High, and 5=Very High.

1. School Leadership and Management Domain

S/N	Variables	Rating Scales				
		1	2	3	4	5
1	The extent to which the preparation of strategic plan was participatory and based on school’s self-evaluation results					
2	The degree to which professional appraisal fits to the school’s vision and objectives					
3	The extent to which the school conformed consistently implementation of plan activities of the school					
4	The extent to which school values and standards are made known to the entire school community					
5	The extent to which systems are developed to communicate and implement strategic plan of the school					
6	The extent to which school leaders gave attention for success of goals and higher level outcomes of the plan					
7	The extent to which school administrators used the collected data to set school improvement priorities					
8	The extent to which documented longitudinal data on students’ performance records show improvements					
9	The degree to which teacher’s professional development program has been prioritized in the school’s strategic plan					
10	The extent to which the school laid down teachers' coaching and mentoring system					
11	The extent to which training needs are identified and trainings are provided for school leaders					
12	The degree to which positive, constructive, transparent and mutual relationship has been fostered among school-level actors					
13	The extent to which the school has developed conflict resolution guidelines					
14	The extent to which practicality and significances of programs and standards are professionally verified by school leaders and teachers					
15	The degree to which school management has discharge professional duties in developing and implementing special need education strategies					

16.	The degree to which the school planning process has been justified by external validation					
17	The extent to which students' development assessment is guided by permanent procedures					
18	The degree to which agreement of purpose has been fostered through active participation of school level actors					
19	The extent to which decision-making process are rational					
20	The extent to which using trained professionals through cluster resource centers the school improved learning-teaching process.					
21	The extent to which human resources, material and financial resources are applied to support students' performance.					
22	The extent to which school has documented, revised and updated its internal rules					
23	74.The extent to which school has strengthened work procedures to be compatible with education and training policies					
24	75.The extent to which the school has created effective regular communication with all stakeholders					
25	75.The extent to which the school has created effective regular communication with all stakeholders					
26	76.The extent to which internal regulation of the school equitable for all students including special needs students					

2.Learning and Teaching Domain

S/N	Variables	Rating Scales				
		1	2	3	4	5
27	The degree to which the school has developed common values that lay strong foundations for quality learning-teaching environment					
28	The extent to which teachers recognize their students' learning differences and teach accordingly.					
29	The extent to which teachers provide clear and understandable description of the topic they teach					
30	The degree to which teachers have become role models to their students.					
31	The extent to which teachers have identified students that require special needs					
32	The degree to which teachers provide due support and respect for their students without any discrimination					
33	The extent to which teachers improved their teaching competency through programs designed and arranged for them by the school: like CPD, short-term training, experiences sharing programs, and others					
34	The extent to which teachers improved their teaching performances using feedbacks forwarded on their past practices					
35	The extent to which the school ensure that teachers teach according to their plan (daily and annual plan)					
36	The extent to which teachers teach using appropriate teaching methodologies based on learning contexts, contents of the topics, types of students, and intended objectives of the lesson					
37	The extent to which teachers have sufficient subject matter knowledge and efficiently demonstrated while teaching the subject					
38	The extent to which procedures are available at the school to utilize recent research findings that could helped teachers to improve teaching practices					
39	The extent to which teachers accomplish goals set to improve students' outcome					
40	The extent to which teachers' commitment for professional development was reflected through active participations					

41	The extent to which active participation of students have been increased on community based programs and in various co-curricular activities					
42	The extent to which teachers enable their students to link the lessons learned with their real life experience					
43	The extent to which benchmarks to be used for comparing results are clearly defined and communicated among school community					
44	The extent to which students results have shown considerable improvements over time (after SIP)					
45	The extent to which school level and student assessment results helped to identify strengths and weaknesses needs further attentions					
46	The degree to which survey results revealed school's high expectation of student outcomes have been achieved					
47	The extent to which participatory teaching methods improved student participation					
48	The extent to which low-achieving students' performance have been identified and improved					
49	The degree to which teachers improved the delivery of their subjects by identifying students' status using various assessment mechanisms					
50	The extent to which the results of school evaluation are utilized as inputs for future plan and program development.					
51	The extent to which appropriate student feedback mechanisms are put in place.					
52	The extent to which students participate on assessment of subjects they learn and their self-evaluations					
53	The extent to which assessment results are used for learning-teaching process at classroom level in the further					
53	The extent to which performance of students are reported to the parents regularly					
55	The extent to which curriculum materials have been revised and validated by teachers in terms of appropriateness of its contents, free from gender biases, and relevancy to the context of the school and maturity level of the students					

3.Safety and conducive learning environment Domain

S/N	Variables	Rating Scales				
		1	2	3	4	5
56	The degree to which school has surrounded by fences, and become safe and attractive for students' learning					
57	The extent to which classroom contexts enhanced students' learning motivation					
58	The extent to which education supportive facilities (like pedagogical centers, laboratory, library, staff-room and sport felids) are available					
59	The extent to which accessibility of standardized separate toilets for male and female and water supply satisfied the school community					
60	The extent to which information technology facilities (radio, plasma TV, computer, etc) required for learning-teaching processes are practically available					
61	The extent to which students participate in decision-making process					
62	The degree to which the school has provided equal opportunity for male and female students to take part in school's leadership positions					
63	The extent to which reproductive health and issues related to environmental protection are integrated in school programs					
64	The extent to which expected status students' behaviour was expressed in various circumstances					
65	The extent to which studies indicated that, through learning process, Students' have developed sense of responsibility, self-confident, freedom, and acceptance					
66	The extent to which all efforts of the school were directed towards students' learning and improvement of their academic achievements					
67	The degree to which every students have given equal chance to be successful.					
68	The extent to which supports are provided to minimize wastage (dropouts and repetition)					
69	The extent to which special attention is provided to female students to enhance their educational performance and self-confidence					

70	The degree to which information collected from parents and the community confirmed that, the school has become safe and attractive for learning					
71	The extent to which the allocated budget is appropriately utilized					
72	The extent to which ethical regulation of the school focuses on the development of students behaviors related to respecting others, using resources safely, unacceptability of actions like quarrelling, discrimination, favoritism, etc; procedure of solving conflicts peacefully; obligation of keeping and practicing school's rules and regulations					
73	The degree to which special needs education is integrated with CPD program					
74	The extent to which qualified teachers, materials and facilities required for special needs education program are fulfilled					
75	The extent to which special needs educational programs, teaching methods and materials are arranged according to the levels of students with special need education					
76	The extent to which supports made for students with special needs education satisfied their parents					
77	The degree to which the school compound and classroom arrangements suit to special needs students					

4. Creating Favorable Learning Environment

SN	Variables	1	2	3	4	5
78	The extent to which appropriate institutional structures to support parents' participation is in place and parents are encouraged in school meetings					
79	The extent to which parents provide feedback upon reviewing their children's academic achievements					
80	The degree to which studies indicated as parents participate in school programs and information exchange activities become high					
81	The extent to which announcement of students' programs and achievements are scheduled.					
82	The extent to which the participation of parents in the management have been increased					

83	The extent to which teachers' interact with parents to improve students' performance and behaviours					
84	The extent to which the school documented list of parents contributed to school					
85	The extent to which community participation regulations are integrated with the internal rules of the school\					
86	The extent to which the school has developed and implement public education and other intervention programs to strengthen practical partnership with parents and the community					
87	The degree to which external organizations have supported the teaching-learning process by sharing their practical experiences					
88	The school has promoted its achievements among the school-level actors and the community					
	Successful accomplishments of the school have been acknowledged and commemorated at school level					

Please list any improvements that could be attained through the implementation of SIP in your respective school.

Part IV: Items Related to the Challenges of SIP Implementation

Please indicate your level of agreement on the items listed below. The scale is underscored as follows: Strongly agree=5 Agree =4 Not Decided =3 Disagree = 2 strongly Disagree =1

S/N	Items	Rating scales				
		1	2	3	4	5
	Challenges Related to Learning - Teaching Domain					
1	Academic achievement prioritized.					
2	Various teaching methods used.					
3	Regular students' performance checked.					
4	Provision of continuous feedback					
5	Multiple evaluation method is employed.					
6	Academic achievement Progress regularly monitored.					
7	High expectation of students					
8	Timely reporting of assessment results					
9	Performance data was used to improve students' failure.					
	Challenges Related to Leadership and Management					
10	Leadership experience to realize Shared					
11	leadership dedication for SIP implementation					
12	experience of good practices to promote transparency					
	Challenges Related to Safe & Conducive Learning Environment Domain					
13	Participation of Students in SIP activities					
14	Favorable environment increased students' learning interest.					
15	Open students – teachers relationship is developed					
16	Students are encouraged for new innovation					
	Challenges Related to Community Involvement Domain					
17	community Participation in planning SIP					
18	community provision for SIP implementation					
19	Good school-parent relationship has created					
20	practice of promoting school achievement to wider community					

A/ If there are any other challenges, other than listed in the above table (if any), Please state

Them. _____

B/ What did you recommend for the improvements of SIP implementation in your school

Thank you.

Appendix-B

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Unstructured Interview Guide Lines with Officials from Buno Bedele Zone Education

The objective of this guide line is to collect the necessary data on the practices and challenges of SIP in the secondary schools of Buno Bedele zone.

- 1) Background information about the interviewee
- 2) How do you express your understanding of SIP and its objectives?
- 3) How do you describe about preparation and readiness of government secondary schools for SIP implementation?
- 4) How do you describe the situation of Creating Favorable Learning Environment; and making school environment safe and health for teaching learning process
- 5) Any challenges that influence SIP in secondary schools. Please state them.
- 6) What did you recommend for the improvements of SIP implementation in secondary schools?

Thank you!

Appendix-C

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Unstructured Interview Guide Lines for PTA representatives and students' councils

1) Background information of the respondents:

a/Gender: M: _____ F=_____, Total=_____

b/Educational Level

Grade: 9:_____ 10:_____

Dip_____ degree_____ Levels_____

- 2) How do you express students/parents understanding of SIP and its objectives?
- 3) How do you describe preparation and readiness of the school for SIP implementation with respect to parents'/students' participation and efforts made by school leadership?
- 4) Do you believe that Favorable Learning Environment Created in your school? Does school management attempted to make school environment safe and health for teaching learning process?

Thank you!