

**JIMMA UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIORAL  
SCIENCES**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**A COMPARATIVE STUDY OF THE IMPLEMENTATION OF SCHOOL  
IMPROVEMENT PROGRAM IN RURAL AND URBAN SECONDARY SCHOOLS OF  
BUNO BEDELE ZONE**

**BY:**

**DESSALEGN AMENTE**

**DECEMBER, 2020**

**JIMMA, ETHIOPIA.**

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**BY  
DESSALEGN AMENTE**

**A THESIS SUBMITTED TO: THE COLLEGE OF EDUCATION AND BEHAVIORAL  
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**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER  
OF ARTS IN SCHOOL LEADERSHIP**

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**DECEMBER, 2020  
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THIS IS TO CERTIFY THAT THE THESIS PREPARED BY DESSALEGN AMENTE, ENTITLED: “A *COMPARATIVE STUDY OF THE IMPLEMENTATION OF SCHOOL IMPROVEMENT PROGRAM IN RURAL AND URBAN 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: A comparative study of the implementation of school improvement program in Rural and Urban 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 AND ACRONYMS**

EFA- Education for all  
ESDP I-IV – Education Sector Development Program One-Five  
ETP - Education and Training Policy  
GER- Gross Enrolment Ratio  
ICT – Information Communication Technology  
ISIP – International School Improvement Project  
MOE – Ministry of Education  
NER – Net Enrolment Ratio  
NETP- National Education and Training Policy  
NLA - National Learning Assessment  
OECD – Organization for Economic Cooperation and Development’s  
OREB – Oromia Regional Education Bureau  
PTA’s – Parent Teacher Association  
QEIP- Quality Education Improvement Programs  
RSS - Rural secondary School  
SGG - School Grant Guidelines  
SIP – School Improvement Program  
SPSS - Statistical Program Software for Social Science  
SOWT – Strengths, Opportunity, Weakness and Threats TGE- Transitional Government of  
Ethiopia  
TQM – Total Quality Management  
USS - Urban Secondary School  
UNESCO – United Nations Educational, Scientific and Cultural Organization

## ABSTRACT

*This paper compares the Implementation of School Improvement Program between rural and urban Secondary Schools of Buno Bedele Zone. Out of 32 secondary schools, 12 secondary schools were selected by purposive sampling from randomly selected five Woredas. The population for the study consists of 129 teachers, 6 principals, 4 supervisors, 6 students, 6 parents and 4 woreda education heads in rural secondary schools. At the same time, the population of urban secondary schools consists of 252 teachers, 6 principals, 4 supervisors, 6 students, 6 parents and one woreda education heads. By simple random sampling techniques, 97 and 152 teachers were selected from rural and urban secondary schools respectively. A total of 12 principals, 8 supervisors, 12 PTA chair persons and 12 students' councils and 5 woreda education heads were sampled by purposive sampling techniques from both rural and urban secondary schools. Semi structured interview was conducted to collect data from PTA chair persons, students' councils and woreda education Heads. Buno Bedele Zone education head was also selected by purposive sampling technique for interview purpose. The collected data was analyzed using statistical Programme for social science software (SPSS) version 20. To analyze the data from questionnaires, descriptive statistical analysis like frequencies, percentile, mean values, and standard deviation and independent sample t-test were used. While, qualitative data generated from interviews and document analysis were transcribed, coded and interpreted thematically. Although further efforts are needed to bring significant improvement in both rural and urban, the study indicates that urban secondary schools implement the four SIP domains more frequently than rural secondary schools. However, in Urban secondary schools' achievements in Creating Favorable Learning Environment ( $\bar{x} = 2.52$ ,  $SD = .417$ ) and Community Involvement ( $\bar{x} = 2.57$ ,  $SD = .294$ ) Domains were found low. Furthermore, in rural achievements in all four domains of SIP with mean values less than 2.50 were found very low. The findings of the study also indicated that factors that impede the implementation of SIP in rural secondary schools were many and stronger than factors that impede the implementation of SIP in urban secondary schools. From the rural secondary schools, the results of the t-tests showed that the most dominant challenges that have been influencing proper implementation of SIP in the study schools were absence of self-evaluation at the end of each academic year ( $\bar{X} = 3.96$ ;  $SD = 1.04$ ); Absence of collaboration among stakeholders ( $\bar{X} = 3.90$ ); lack of finance and materials ( $\bar{X} = 3.87$ ) and High turnover of principals ( $\bar{X} = 3.58$ ). The most dominant challenges that impede the implementation of SIP in highly performing school were Absence of collaboration among stakeholders ( $\bar{X} = 3.83$ ,  $SD = .729$ ); Lack of finance and material ( $\bar{X} = 3.65$ ,  $SD = .721$ ); and Teachers resistance to the programme ( $\bar{X} = 3.24$ ,  $SD = .552$ ). The greatest difference that occurred, in reference to factors that impede the implementation of SIP, in the two areas of secondary schools were absence of self-evaluation at the end of each academic year, High turnover of principals and lack of awareness about the school improvement program. It may be possible to conclude that Schools which give focus for effective implementation of SIP are expected in performing better realization of its objectives than those schools that do not. In order to overcome the challenges and to realize the objectives of the Programme, the study has recommended integrated efforts of all stakeholders of the Programme mainly, the school community, the external community including parents and the Government.*

**Key words:** Comparison, Rural secondary schools, urban secondary schools, SIP Domains

# CHAPTER ONE

## 1. INTRODUCTION TO THE STUDY

This chapter includes the background of the study, statement of the problem, objectives of the study, significances of the study, delimitation of the study, limitation of the study, operational definition of key terms, and organization of the study report.

### 1.1 Background to the Study

Policymakers, education experts and other concerned bodies are working hard on education quality improvements through various initiatives, programs and Projects. Since the early 1980's educators around the world have been faced with continual and dynamic changes both in their schools and in those systems that are in support of them. Such a merciless change at schools makes the multiplicity of complex educational demands to be the responsibility of teachers and administrators (Telford, 1996). Such increasingly competitive environment in which schools operate forced them to raise standards and to improve the quality of their service (Harris, 2005).

In 2015, the United Nations launched the new framework for Sustainable Development Goals to frame the most urgent global challenges and how to address them up to the year 2030 (United Nations 2015). The goals have increased in numbers and now include 17 target areas with new sub-targets. Goal 4 explicitly highlights the quality component, as it aims to 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' (United Nations 2016, 5). Also, many governments in developing countries have recently been shifting to decentralization in order to adequately deal with local needs. Due to the necessity for an active local economy within decentralization, rural development is receiving increasing attention (OECD, 2012).

Ethiopia has recently experienced massive improvement in access to education. Primary school enrolment has increased five-fold since 1994, and there are now more than 14 million children in school compared to five million in 2000. Secondary school enrolment has also shown modest improvement, with a 3.2% increase in the net enrolment rate between 2005/06 and 2009/10 (Goshu

and Woldeamanuel, 2019). These are extraordinary achievements in terms of increasing enrolment, but education quality remains a daunting challenge.

In 1994, Ethiopia took several steps toward providing better access to education: i) the Education and Training Policy and the Education Sector Strategy were adopted; ii) in 1995, the Constitution stated that education should be provided without religious, political and cultural considerations, and that the state has the obligation to allocate resources to provide educational services; and iii) in 1995, the Teacher's Career Structure was established (UNESCO, 2006). Twenty years later, in 2014, the gross primary school enrollment was above 100 percent and the adult literacy rate reached 49% (Cuesta, 2018).

Although there have been significant infrastructural improvements since 1994 (MOE, 2012). However, many rural schools still lack clean running water, electricity, libraries, laboratories and computers (MOE, 2012). Villages and rural communities are difficult to reach, the physical conditions in schools are inadequate, and learner performance in comparison to schools elsewhere is weak. Various factors, such as differences in income, access to electricity, running water, and health care, play central roles in creating rural–urban educational disparity in sub-Saharan Africa (Eloundou- Enyegue & Giroux 2012).

Moreover, in Ethiopia, there was a large education gap between rural and urban children (World Bank, 2005; CSA and World Bank, 2017). For instance, gross enrollment rates in grades 1-4 were 122.9 percent for urban areas and 65.3 percent for rural areas in 2000, while enrollment rates for secondary education were 76.3 percent in urban areas and 0.4 percent in rural areas. The low enrollment rates for secondary education in rural areas could reflect the lack of school facilities in rural areas. The Ministry of Education Annual Report (2015) reports that in 2013 the country had 32,048 primary schools (27,597 in rural areas) and 2,329 secondary schools (693 in rural areas). Although the enrollment rates have increased, the secondary education enrollment rate is still low, and the urban-rural gap persists in 2015; as shown in Table 1b, enrollment in secondary school of children aged 7-18 for boys was only 2.7 percent in rural areas, compared to 22.5 percent in urban areas (large towns), and for girls they were 2.6 and 21.7, respectively. The Ministry of Education Annual Report (2015) reports that in 2013 out of the 1'969,576 students enrolled in secondary school, less than 20 percent were students enrolled in rural areas (368,918).

Data for 2015 confirm that the urban-rural educational gap continues to persist. Study result shows that the youth and adult literacy rates have increased for the newer generations, but there are still

large rural and urban differences. For example, 32.5 percent of children aged 7 to 18 years residing in rural areas are not enrolled in school, while this percentage drops to 19 in small towns and 16.4 in large towns (MoE, 2015).

The actual implementation of the School Improvement Programme (SIP) focuses on the four domains, namely: the Learning and Teaching Process Domain, the School/Education Environment Domain, the Leadership and Management Domain and the Community Involvement Domain.

School improvement program is not an overnight task. It requires time, resources and relentless effort. It is difficult to take everything at once and improvement never ends (Frank, 2004). John, *et al.* (1995) on the other hand, notes that the improvement of schools takes place over extended periods. Estimates by school improvers of time needed vary, but often spans of three to five years are mentioned.

It is undeniable fact that school improvement affects the lives of children and it must become a permanent part of school practice, not one –time or occasional event. In strengthening this point, Hopkins, *et al.* (1994) implies school improvement as “a distinct approach to educational change that enhances student outcomes as well as strengthening the school’s capacity for managing changes. In this sense school improvement is about raising student achievement through focusing on the teaching- learning process and the conditions which support it.”

As identified by MoE (2010), the capacity to implement SIP at school and Woreda level is still limited. In the same way as 2018/19 annual report of Oromia Regional Education Bureau (OEB, 2019) indicated the implementation of SIP in secondary school (9-12) did not achieve the target of ESDP -V. This study attempts to analyses as well as compare SIP Implementation in two school locations, Rural and Urban.

## **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).

A large number of families choose their children’s school; it was found that certain Urban schools had been experiencing congestion during the registration day. Some schools receive very high



secondary school students from neighboring rural woredas while some schools receive very low students, by restrictions.

Therefore, the phenomenon of parents has been less confident with rural schools, so many farmers have sent their children to neighboring town to despite it tiresome. This clearly shows that parents choose urban secondary schools for their children, but what factors they consider are still unknown and cannot be answered. Therefore, this study is to fill this gap by making an assessment on the comparative study of implementation of SIP in rural and urban secondary schools by taking teaching and learning, school leadership and management; school climate and community participation.

Accordingly, the study was intended to answer the following basic questions;

1. What differences exist between urban and rural secondary schools in terms of the implementation of the four components of SIP?
2. What were the factors that impeded the success of the school improvement program?
3. What are the possible solutions to solve the problems that affected the implementation of SIP in the study area?

### **1.3. Objectives**

#### **1.3.1. General Objectives**

To compare the implementation of School Improvement Program in Urban and Rural Secondary Schools of Buno Bedele Zone, Oromia Regional State.

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

1. To find out any difference between urban and rural secondary schools in terms of the implementation of four components of SIP.
2. To identify the major challenges those encountered in implementing SIP in poorly and highly performing secondary schools.
3. To identify the possible solutions for the implementation of SIP.

### **1.4 Significance of the study**

The purpose of the study was to investigate the level of SIP effectiveness in urban and rural secondary schools. Ultimately, I believe the findings from this study achieve two goals: (1) to uncover a more holistic picture of how SIP is experienced in Secondary schools of Buno Bedele Zone; and (2) to explore the impact of SIP Domains in urban and rural Secondary Schools. In the

broader context of improving quality of education through Implementation of SIP Domain, these findings contribute valuable information for school leaders, teachers and community as the whole. This study may also identify challenges in the areas of school leadership and management, the teaching and learning process, the school learning environment and community involvement in the school improvement programme implementation.

Ended, the study may help the school leadership to fill the gaps. The woreda and zone education offices may get information to give enough professional support for schools on the implementation of SIP. This study provides a responsive, critical theoretical grounding for understanding conflicting perspectives, policies, and approaches to improving the quality of education through SIP program.

### **1. 5. Delimitation of the Study**

The proposed study was delimited to assess the Comparative Study of the Implementation of School Improvement Program in urban and rural 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.. Geographically the scope of this study will also delimit to Buno Bedele Zone, specifically 13 secondary (grade 9-10) schools in the zone; due to problems related to time and resources.

### **1.6 Limitations of the Study**

The study was not free of limitations. Some of the limitations to the study were the following. Getting principals, supervisors and teachers in the schools for questionnaire dissemination was difficult due to the disease COVID-19. This can be overcome by disseminating the questionnaires outside open area/classroom and applying WHO rules and regulation on Covid-19. Interviewing PTA, students and Woreda Education Heads were also difficult due to the same problem. However, the researchers overcome the encountered problems by visiting repeatedly.

### **1.7. Definition of Key Terms**

The following terms are defined in the context they are used in the study.

**Community participation**-is viewed as the involvement of the community in different school

activities such as in the management of schools through their representatives, contributions of resources, supervising school activities and helping in their children learning .In this study community participation and involvement was used interchangeably.

**Leadership and Management:** Leadership is influencing others' actions in achieving desirable ends. Management means running the school in accordance with the guidelines, the law and the regulations. While managing well often exhibits leadership skills, the overall function is toward maintenance rather than change. Leadership and management need to be given equal prominence if schools and colleges are to operate effectively and achieve their objectives.

**Learning environment:** The rights of learners with regard to their school environment implies learners right to learn to a clean and safe environment that is conducive to education Security of property, well-cared for school facilities, school furniture, equipment, clean toilet facilities, water and green environment etc. all create an atmosphere that is conducive for education and training.

**School Improvement:** A concept emphasized on schools self-evaluation on domains school and work to improve students' achievement by improving educational input & process.

**School improvement program:-**is a concept focused in increasing the academic performance of students by conducting self-evaluation on various school domains by improving learning input and the following process (MOE, 2006).

**Secondary School:** is a schooling system offering a post elementary school program (from Grade 9 to 12). In Ethiopian context duration consists of two years of general secondary education.

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

This study is organized into five chapters. Chapter one provides the basis for the study. It introduces background of the study, the research problem, aims and objectives of the study, significance of the study, delimitation and limitations of the study and definition of key concepts. The second chapter presents a review of relevant literatures. Chapter three presents research design and methodology including the sources of data, the study population, sample size and sampling technique, procedures of data collection, data gathering tools, methodology of data analysis and ethical consideration. Chapter Four presents the results and analysis of the collected data. It presents the demographic data of respondents, data analysis procedure, and discussion of survey, and interview results. Chapter Five summarizes the findings, and provides discussion and conclusions based on the findings, and recommendations.

## CHAPTER TWO

### 2. REVIEW OF RELATED LITERATURE

#### 2.1. Concept and Definitions of School Improvement

School improvement became a dominant feature of educational reform and has gained prominence and recognition on the international stage. The pressure up on schools to improve performance has resulted in a wide range of school improvement programs and initiatives. Schools must improve their basic functions of teaching and learning process aiming at helping and empowering all students to raise their broad out comes through school improvement program.

Different scholars define school improvement in various manners. Among these, Fullan (1998) defined school improvement program as systematic, planned and lasting process of change school-based , in order to achieve concrete educational aims in a more effective way by identifying , reformulating and optimizing basic school elements and their interrelations. Moreover, the majority of the educational community is involved in the program. From the definition we can understand that, school improvement programs are planned change, long - term action, the process of change occurs in a systemic way, oriented towards educational objectives and so on.

School improvement program can be defined also as a systematic and sustained effort aimed at change in learning conditions in one or more schools, with ultimate aim of accomplishing educational goals more effectively (van velzen *et al.*, 1995). The definition highlighted that school improvement is a change process which involves a rigorous planning that focuses on teaching and learning as well as creating supportive internal conditions. In addition, it was seemed to be explained in the definition that the improvement should not be only in individual school; rather it focused on successful efforts at systemic improvement of schools reform at large scale. John *et al.*, (1999) stated school improvement as “an improving school... may be defined as one which increases in its effectiveness over time, where effectiveness” is judged in a value- added terms ... one which secures year- on- year improvements in the outcomes of successive cohorts of similar pupils.”

Generally, we can summarize that school improvement is essentially about bringing changes in levels of school performance. The improvement of schools takes place over extended periods. And hence, school improvement is a process rather than as an event.

## **2.2. The Rational of School Improvement**

Change usually emerges when there is dissatisfaction with the existing state of affairs. This is also true for educational changes. That is, when there is a sense of unhappiness in the existing operation of schools, Velzen described that; there will be a sustained effort in side of schools to change the conditions for teaching and learning. These changes are directed towards accomplishing new educational goals (cited in Husen and Postlethwaite, 1994). Recently, most education systems and educationalists around the world have been faced with continual and radical change both in their education systems and in particular schools (Telford, 1996).

The dynamic change that the education systems face, more than ever before, demands schools to think about new methods of addressing educational challenges and new approaches in which schools can make needed and desired improvements (Senge in Carlson, 1996). Besides, at no time in history has the world been so interconnected and interdependent as it is today in the age of globalization (Raja, 2003). Hence, high competition occurs in different environments. This, in turn places much greater emphasis up on schools to raise standards and to improve their outcomes (Harris et al, 2008). As a result, the concern for school effectiveness has attracted international interest for some years as school systems worldwide become subject to wide ranging reform programs (Dimmock, 1993).

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

## **2.3. 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 that need to be followed in the school improvement process as listed below:

- 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 programmes 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 programme;
- Teachers must be involved in staff development by planning and implementing the school improvement programme;
- School environment has to be safe, healthy and pupil friendly;
- school community relationships should be strengthened so that community and parents need to be involved in school improvement programme implementation; and
- School leadership should be shared among staff, student and parents.

#### **2.4. The Types of School Improvement Programmes**

There are three major types of school improvement programmes known by different countries. These can be characterized by the initiator of improvement efforts (whether it came from within the school or outside) and the perceived need for improvement (felt by the school or defined by others (Sally, 2013:21). These are:

- Bottom up programmes -improvement programmes fully initiated and implemented by the school, for example in Finland;
- Top down programmes-external improvement programmes forced on the school, including improvement programmes supplied to schools with low results, aimed at solving the troubles that determined the low results, for example in Italy;
- Mixed programmes – improvement programmes initially developed by external agents but subsequently voluntarily implemented in schools or adapted by them, for example, in Portugal where schools have some freedom to adjust nationally prescribed programmes to their own contexts and needs.

According to Sally (2013:10) there was no linear relation between the types of school improvement programme and educational system in a country. Abebe (2014:37) argued that it would be far too simplistic to say that relatively decentralized countries only have bottom up school improvement, while relatively centralized countries only have top down school improvement programmes. Sally (2013:20) verified that countries moving from a centralized system to a more decentralization one did not automatically show a mixed approached to school

improvement.

In theory, all types can occur in all countries, although the bottom up approach is more likely to be found in countries where schools have some freedom to make their own decisions; however, freedom of schools does not guarantee effective „boom-up“ school improvement (Sally, 2013:21; Abebe, 2014:37). The type of school improvement programme that a school is involved in has consequences for the occurrence and the influence of the particular factors explored. For example, readiness for change and school ownership of school improvement tends to appear more frequently in bottom-up approaches (Workneh & Tassew, 2013:20). The types of school improvement we examined, therefore, did not lead to totally different sets of factors that may explain effective school improvement programmes, but the role that these factors played in a specific situation varied. It was important for us to keep this context specifically of school improvement efforts in mind in interpreting the influence of factors included in the effective school improvement (Sally, 2013:14; MOE, 2010:5).

## **2.5. Purpose of School Improvement Program**

According to Husen and Postlethwaite (1994:5241), the purpose of most school improvement policies is improving educational process that includes instruction or subject matter. It helps schools to improve their organizational functioning that are indirectly linked to students' achievement, such as school climate, staffing and school organization. Besides, SIP encourages schools to conduct self-enquiry regarding the strengths and weakness of their performance. Moreover SIP helps schools to get a collaborative effort of several stakeholders at different levels of the education system, as the success of an improvement policy largely requires the interaction between many participants.

## **2.6. Objective of School Improvement Program**

School improvement, in general, is about strategies for improving the school's capacity for providing quality education. The major concern of SIP is raising students' achievement focusing on the teaching and learning process and conditions that support the process (Hopkins, 2002). Having this general objective of SIP, one can see that specific objectives of school improvement programs may vary from country to country or from school to school based on the prevailing problems in which particular schools or the education system in general suffer from. For example, SIP in Egypt is carried out with the objective to improve accountability, efficiency and quality of

primary education system having the purpose of improving children learning outcomes, increasing enrollment and retention rates, and reducing repetition and dropout rates (plan Egypt, 2007). SIP in Sudan similarly, intended to promote access and utilization of good quality and efficient basic education with focus on geographical and gender equity (plan Sudan, 2006).

The above examples show that, the major problem of schooling in the two countries (at least in those schools covered by the SIP program) is not only the issue of providing quality education but also problems related to access, efficiency and equality of education. That is the reason for these countries' to include the issues of access, efficiency and quality of education in their SIP programs. On the other hand in western countries like UK and Wales, where issues of access, equality and efficiency of education are no more serious problems, the main objectives of SIP is searching for teaching approaches that are effective in achieving high academic standards whilst at the same time enhancing the students' range of learning skills as well as contributing to aspects of personal and social development (Hopkins, 2002).

In general, the above explanation shows that, even though the general aim of SIP seems to be providing quality of education to its entire pupil, particular challenges and problems in which particular nations or schools suffer from determine the objectives of the school improvement programs.

## **2.7. Assumptions of School Improvement**

School improvement program works from an assumption that schools are most likely to strengthen their competence to give enhanced out comes for all pupils when they adopt ways of working that are consistent with not only their aspirations, but also with the current reform agenda (Hopkins, 2002:05). Having a broader assumption as listed above, particular school improvement projects may have developed their own assumptions. Hopkins and his colleagues has adopted six assumptions to a school improvement program known as IQEA which had been carried out in UK, Wales, Port'oreico and South Korea (1993).

The first assumption is that the school improvement will bring enhanced out comes for both students and staff. Out comes may vary in accordance with the focus of the improvement effort. However, whatever outcome they aspire for, school improvement will make them reality to and fro (1993). Here the assumption underlines that the school improvement should not only goal oriented but also efficient in achieving the goals set by the school.



In order for the SIP to be effective and efficient, it must take the school culture in to account. In this regard, the type of school cultures that must be supportive of school improvement are identified to be; collaborative planning, high expectations for both students and staff, exhibiting a consensus on values, support an orderly and secure environment and encouraging teachers to assume the variety of leadership roles. Without the existence of such cultures, it is hardly possible to bring about the desired improvement in schools. The school's background and organization, as the third assumption, are key factors in the school improvement process. If the goals of school improvement are to be realized in schools, organizational factors should also be changed in relation to the change process they often become inhibitors of change otherwise.

The school improvement works best when there is a clear and practical focus for the development effort. The fourth factor assumes that the school's priorities are normally some aspects of teaching and learning which the school has identified from the many changes that confront it. In other words, they are priorities of the school. Most priority setting activities focus on identifying those issues that are few in number, central to the mission of the school, related to the teaching and learning process and leading to specific outcomes for students and staff.

The fifth assumption described that the conditions for school improvement are worked on at the same time as other priorities the school has set itself. Conditions are the frameworks, the roles and responsibilities and ways of working that enable a school to get work done. All conditions should be given an equal attention, particularly in the initial stage of the improvement. The last assumption according to Hopkins, assumes that a school improvement strategy needs to be developed in order to link priorities to the conditions. This is because the implementation of school improvement program is an equally costly phase of the change process. Hence, effective implementation requires parallel policies and procedures (O'Neil *et al*, 1995).

## **2.8. Conditions Influencing School Improvement**

There are factors that influence any educational change in general, and school improvement in particular. These can be categorized in to three: (a) characteristics of the innovation itself, (b) the internal context of the school and (c) the external context of the school (Hussen and Postlethwaite; 1994).

### **2.8.1. Characteristics of the Change**

The kind and the nature of the improvement program that we introduced in the school system affect its implementation. Because, such characteristics of change as centrality, quality, scope and complexity of the improvement program are associated with its implementation. For example, improvements that are closely related to core educational activities such as instructional processes or and improvements that can provide significant advantages over past practice are more likely to continue over longer periods of time. Moreover, improvements that require involvement of the large proportions of classes are more likely to have a real impact than activities involving minor modifications of existing practices. In general, according to Posch, if improvements are required to create change they must not only be different from the past, but must also be consistent with underlying values and interpretable (Hussein and Postlethwaite, 1994).

### **2.8.2. Internal Conditions of Schools**

The internal context existed in schools also influence the school improvement programs. Internal context of the school refers to such conditions as Staff Development, Involvement, Leadership, Coordination, Enquiry and Reflection, and finally collaborative planning (Hopkins, 2002)

#### **A. Staff Development**

Establishing the professional learning of teachers is central to most notions of school improvement. This is true for that, creating learning opportunities helps the staff to actively engage in activities expected of them (Huberman and Miles 1994). Besides, the attention to teachers learning is likely to have direct spin-offs in terms of pupils learning. In general, schools will not improve without teachers' development, individually or collectively. Therefore, schools should be able to develop appropriate strategy for staff-development that can provide teachers to learn together, if the whole school is to develop (Hopkins; 2000).

#### **B. Involvement**

The success of schools 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 staffs' 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 (Hussein and Postlethwaile; 1994). In this regard, Farrar et al stated that, where there is a poor fit

between a reform program designed at the national level and the community's expectations for schooling, the actual change is unlikely. Because, communities that have fragmented value systems cannot provide teachers with the kind of positive adult feedback that support innovations (Hussen; 1994: 5243). Hence, any strategy of promoting students' learning needs to give attention to the participation of students, parents, and community members with a particular focus to students' participation.

### **C. Leadership**

Almost all school improvement scholars underline the role of leadership for school improvement. Hopkins for example, argued that, the quality of leadership of the head is the most important single factor in the success of effective schools (2005). From the above explanation, we can see that the role of principals /school leaders/ is so central in the success of school. That is, if the leader fails, the school fails and the vice versa. The role of leadership in the school improvement has some key dimensions. The establishment of a clear vision for teaching and learning is determined to be the first dimension of school leader's role. Because, schools that are clearer with the vision of their own school improvement efforts become more effective consumers and interpreters of reforms (Hopkins, 2002).

In defining vision for teaching and learning, school leaders need to give due attention to the way in which the vision is developed as it is an important as vision itself in generating staff commitment. As the conditions in which teachers and other become empowered to jointly undertake in the formulation the school's vision is fundamental to the notion of collaboration (Telford; 1996). The second role of leaders is related to their ability in bringing together the best team for the job. As schools that have strong team are more likely to succeed in policy development and implementation than schools in which the team is weak (Hopkins, 2002: Hussen and Postlethwaite 1994).

In this regard, school leaders need to have genuine professional regard for the abilities and inputs of those people around them in order to create an atmosphere of respect and valuing of all members of the community. This in turn helps them to realize the group effectiveness (Telford, 1996). In general, the above explanation makes it clear that leadership is a critical factor of school effectiveness. That is the reason for contemporary education reforms to place a great premium on the effective leadership and management of schools. So far it has been argued that leadership is a key factor in school improvement.

However, it seems so wise to raise such questions as what kind of leadership does really contribute to achieve school improvement goals more effectively Leithwood and Steinbatch (1993), in addressing the question, said that, all leaders cannot make a significant contribution to the improvement of school, rather their contribution differ in the methods they use for this purpose. The question “what kind of method then?” is answered by Hopkins (2005; 56-57) as follows: Complex and dynamic, such as the cultural changes that are required for school improvement are less likely to occur as a result of transactional leadership. A model of leadership more congruent with the requirements of cultural changes is that of transformational leadership which focuses on people involved, their relationships and requires an approach that seeks to transform feelings, attitudes and beliefs.

Here it is clear that, transformational leaders not only manage structures, they also purposefully seek to impact up on the culture of the school in order to change it. As a result, transformational leadership could exist to be in line with a desire to bring about school improvement, rather than simply change the school. However transformational leadership is a necessary but not sufficient condition for school improvement, as it lacks a specific orientation to student’s learning. As a result, school improvement writers such as Elmore are seeking for another approach that at the same time focuses on organizational conditions of the school as well as the way teaching and learning are conducted which termed as instructional leadership. This type of leadership approach is considered to be an inclusive of a range of other leadership skills. In general, schools to be successful need to establish a clear vision for them and regard leadership as a function to which many staff contributes (participatory), rather than a set of responsibilities vested in a single individual. ‘If the principal tries to do all of it, much of it will be left undone by any one’ (Telford: 1996:49).

#### **D. Coordination**

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).

## **E. Enquiry and Reflection**

Enquiry and reflection are important conditions for school improvement. Because they make it easier to sustain improvement effort around established priorities, and are better placed to monitor the extent to which policies actually deliver the intended out-comes for pupils. Since improvement programs must be different from past practices, school generated data must be reviewed in its current use made of and to consider the opportunities for improved future. The enquiry hence must help to answer questions that need to be addressed by the improvement. Besides, the data generated through enquiry must consider methods that are feasible and neither intrudes on nor disrupts the school's patterns of activity and it must serve the purpose of the school. To do so, schools need to adopt a systematic approach to information collection, analysis and interpretation, particularly where the information about the impact, rather than the implementation, of improvement programs is wanted. To sum up, "important opportunities come not where and when we could plan for them, but must be seized on whenever they present themselves. Enquiry helps us to spot them-reflection guides us towards appropriate action" (Hopkins, 2002:43).

## **F. Collaborative Planning**

According to Husen and Postlwaite (1994), effective school improvement requires that those participants to be capable to draw up and agree upon a plan, to be willing and able to make decisions to shape and alter the plan as the realities of the change process. In addition to this, the school improvement plans need to be clearly linked to the schools' vision for the future. Where there is a lack of congruence between the school's long term plans and particular initiatives, it is difficult to build commitment amongst staff. To solve such lack of congruence wide involvement in the planning process collaborative planning is essential. Because collaborative planning is more than producing plans but it is through which goals emerge, differences can be resolved and a basis for action is created (Hopkins, 2002).

### **2.8.3. The External Context**

Schools operate within a context of outsiders, which Jackson and Hopkins have called external opportunities in order to emphasize their positive contribution towards the improvement (2005). They are the change forces and reform directives so often paralyzing, destabilizing or debilitating. This shows that, successful school improvement program cannot be realized without the interaction between many participants. Hussen and Postehwaite, regarding the external context of the school stated as follows: The success of an improvement program requires interaction between

many participants at different levels of the education system: government, external support systems, school administrators and staff. While the nature of the improvement effort may be shaped by local preferences and decisions, socially desirable changes are rarely instituted solely as a consequence of intrinsic motivation to improve (1994:5243).

The above explanation shows that, in order to bring socially desirable changes the consideration of external factors is essential. In addition to this, social and community support for change is a frequently neglected factor that is particularly important major innovations (cited in Hussen and Postethwaite, 1994). In general, a school improvement that failed to consider the role of the community for school improvement is nothing but, as Hopkins and Jacksons said, it is “an apartheid of professional development and school improvement” (2006). To avoid the apartheid, the school leadership should develop the schools capacity and greater confidence to work in creative and resourceful ways with external agencies and initiatives (Harris, 2006).

Concerning the above three major factors the school leadership should not only consider them, but should also plan in the way that all the three support one another in a reciprocal relationship, if student’s achievement is to be enhanced.

## **2.9. Overview of SIP in Ethiopia**

In Ethiopia, in previous years, due to a great effort exerted to implement the education and training policy, various promising results were registered. In spite of those achievements, 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 state. Accordingly, the MoE has developed the general education quality assurance package in 2007 so as to ensure the equitable provision of quality education (MoE, 2007).

One of the six programs included in General Education Quality Assurance package is the school improvement program. The program is aimed to bring about a desirable influence up on the promotion of quality education. To this end, the ministry, in collaboration with Regional Education Bureaus had developed school improvement framework in 2007 marking experiences drawn from other countries.

### **2.9.1. The Purpose and Objectives of SIP in Ethiopia**

According to MoE (2007), school improvement is an essential program to the realization of quality education. Hence, it should be implemented in the schools of nationwide. The program is expected to help schools in enhancing the academic performance of their students.

### **2.9.2. The Purpose of SIP**

School improvement program enables schools to undertake self-enquiry regarding their performance using centrally established indicators of successful schools. The ‘enquiry’ in turn enables them to identify their strengths and weaknesses. Based on the data obtained from the ‘self-enquiry’ process, schools become in a good position to develop their strategic plan on the basement of their actual current picture. In addition to this, SIP encourages schools so as to show accountability to their stakeholders. It also provides schools an insight on the extent to which the service they are providing is satisfying to their customers, on how to provide improved education, on the impact to education they are providing as well as on how the education is to be improved in the future (MoE, 2007).

### **2.9.3. The Objectives of SIP**

The MoE SIP document clearly identified three basic objectives of SIP. These are; highly maximizing students’ academic results and their learning capabilities, making schools effective through ensuring good governance and democratic procedures and creating a system that promotes participation and accountability and finally decentralizing the leadership and administration of schools so as to provide them administrative autonomy.

### **2.9.4. The Domains of School Improvement Program**

The domains of school improvement are key strategic areas of school improvement. They are more likely to advance achievement for all students, if they address not only the learning of individual teachers, but also other dimensions of the school capacity (Hopkins, 2002). This indicates that, advanced students’ achievement is not a sole domain of teachers’ competencies; rather it is the domain of other several aspects. Besides, since the school improvement strategy is required to reflect the specific context of the school, improvement strategies might differ along with different schools (Hopkins, 2002).

However, most improvement policies focus on educational process, which includes instruction that is, learning processes and environments or subject matter contents and other aspects of

organizational functioning such as, leadership and management, a school climate, staffing, school organization, and participation in education (Hopkins, 2002, Hussen and Postethwaite 1994, Plan international 2007).

The domains of SIP refer to critical issues that the program is meant to make interventions in order to improve students' learning outcome (MoE 2007). There are four but interrelated domains. Each consists of three sub-domains and several standards and indicators.

#### **2.9.4.1. Teaching and Learning**

The teaching and learning domain, having sub-domains such as: the work of teaching, learning and assessment, and curriculum; mainly focuses on the roles and responsibilities of teachers. First of all, teachers are expected to plan, to make adequate preparation and present learning activities. To this end, teachers need to have an adequate academic and professional knowledge. Besides, they are required to apply appropriate teaching methods that help in teaching large and diversified classroom. Here, the preparation and utilization of teaching aids from locally available materials is another concern of teachers. Hence, in order to get teachers in such position, their appointment (assignment) will be made in such a way that their qualification could fit with the level they are teaching. To enable them adequate trainings will be provided (MoE. 2007).

In order to ensure, whether students acquired adequate knowledge or not, teachers need to conduct timely and continuous assessment. Class works, home works, short tests, individual or group works should be provided timely by teachers. They need to record students' results and give timely feedback as soon as possible. On the basis of students' result, they need to prepare tutorials for low achievers, made discussions with parents and evaluate and modify their teaching methods.

Moreover teachers should work to rein active learning in the classroom to make the teaching and learning process more effective. They should encourage active participation of students in leaning activities and facilitate educational trips and visits to the field. This helps students to get an opportunity to apply what they have learnt in classrooms. Finally, teachers are highly expected to appreciate and treat individual differences amongst their learners with respect to age, sex, learning capabilities and special needs in all their activities (MoE, 2007).

#### **2.9.4.2. School Leadership and Administration**

In our context, school leadership consists of principals, vice principals, school committees composed of teachers, students, parents and different groups of the community as well as



educational leaders in different levels that are found out of schools. These bodies are expected to be vanguard in the school improvement program. Since, primarily accountability for the failure of schools and responsibility of suggesting possible solutions lies on the shoulder of the leadership of the school, the school leadership should be organized in decentralized way. Besides proper and timely support and training will be rendered to the leadership (MoE, 2007)

#### 2.9.4.3. Parent-Community and School Relations

Parents, community members, and NGO's play a vital role for the success of school improvement. Accordingly, various activities are identified to be carried out in promoting the participation of these key stakeholders. The participation of parents is justified for they have children in schools. Hence, they need to make a discussion with school leaders on issues pertaining students' discipline, dropouts and participation. Teachers and school principals are expected to encourage parents to follow the learning of their children and to make regular visits to schools.

Moreover, parents, other community members and NGO's will be given with a system through which they could support the improvement program financially or in kind. Because, the government alone cannot avail all the inputs required for effective teaching and learning. In this regard, different mechanisms will be established in order to raise the awareness of the parents-community and in turn to promote their sense of ownership on issues of education.

#### 2.9.4.4. Safe and Healthy School Environment

According to MoE (2007:29), the safe and healthy nature of schools' environment enhances students learning out comes. Hence, in the school improvement program, a greater effort is exerted to make our schools safe and healthy. The school environment must be healthy in which students can learn without any type of fear of rape, physical harassment, and abduction, in which students' discipline is maintained, in which a teacher-student relationship is healthy and smooth. Besides, educational facilities such as classrooms, textbook, references, libraries, science kits, laboratory chemicals, sport materials, plasma TVs, and ICT centers will be facilitated.

Infrastructures and sanitations such as: water supply, electric power (where the service exists), toilets will be availed. To sum up, the above four domains are the key areas in which the school improvement program focuses. Of the four domains, the teaching and learning domain is given a particular attention as it mainly determines the success of schools in promoting students' learning out-comes (MoE, 2007).

The relationship between these school domains and its constituent elements that affect student learning and learning outcomes are presented in diagram below (MoE, 2006).

### 2.9.5. The Phases of School Improvement Program

MoE has developed school improvement framework, a system consists of several tools and processes by which schools able to conduct self-enquiry, develop strategic plan, implement the plan, monitor and control the progress and report to the stakeholders. The SIP framework identified that, the process of SIP is not only continuous, and cyclical but also modified on the basis of information obtained from both external evaluation and self-enquiry which the school itself conducted at the end of each year as well as at the end of three years. The strategic plan of school improvement program covers three years. There are activities to be performed as per years. The following diagram briefly depicts activities to be performed within three years.

**Figure 2.1: School improvement cycle**



(Source: MoE, 2005)

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. 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.

## **2.10. Evaluation of School Improvement Program**

### **2.10.1. School Self Evaluation**

School self-evaluation is the starting point to draft school improvement plan. It gives direction to what issues should be addressed first and what follows based on the priority given by school leaders, students and parents. Schools can plan and implement their school improvement programs only when they are aware of their current status in respect to the four domains based on reliable and accurate information and when they design and execute their improvement plan (MoE, 2006). According to School Improvement Framework which was prepared by MoE, the collected information will help schools determine their status by viewing the descriptors of each indicators of practice to point out the rating characteristics (MoE, 2006). In practice school self-evaluation is also employed at the beginning of academic year to assess the extent of implementation and prepare annual action plan.

This shows the importance of self-evaluation of schools to prepare school improvement plan and its implementation schemes.

### **2.10.2. Monitoring and Evaluation of School Improvement Process**

The questions rose in school improvement program like; what does it mean to be an improving school? How can it be measured? needed to be answered and decisions about schools and children are likely to be based on this evidence. This point stretched to the evaluation process of school improvement. Although school effectiveness and school improvement research have been areas of intense activity for several decades, they are, in many ways, still in their infancy (Earl et al., 2003,). Certainly, the work that has been done in many different countries has extended our

knowledge and understanding about the influence of schools on results and about ways in which educators and the broader community can engage in processes to improve schools. Goldstein (1998) in Earl et al. (2003) indicated that the academic research community is just beginning to establish some comprehensive models of how schools can change to become more effective and to develop research methodologies and analysis techniques that capture the complexity of change. As stated by the same author, one of the challenges in evaluating school improvement is that schools and the people who inhabit them do not stand still or sort themselves into random experimental and control groups so that they can be studied easily.

Rather, they are in a continual state of flux, as contextual conditions and people within and around them shift. It is imperative that the concept of school improvement is clearly defined and understood and the measures used to represent it are congruent with the definition. The implication of measuring school improvement is far-reaching.

With regard to the trends evaluating of school improvement initiatives Earl *et al.* (2003 : 14) described 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 years 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 schools go through in implementing major changes to the "way they do business."*

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

Monitoring and evaluation consists measuring the status of an objective or activity against an "expected target" that allows judgment or comparison (UNESCO, 2006). With this regard, School Improvement Guideline prepared by MoE has given emphasis monitoring and evaluation. These includes : conducting evaluation ,documentation and reporting activities that are connected with national curriculum evaluation and learning capacity studies; supervising improvements in student result and providing assistant as needed; making sure that teachers and other staff members have developed sufficient skills in evaluation, information analysis, portfolio preparation and setting

targets; analyzing the result of evaluations and assessments conducted and using them in plan preparation; supervising the progress (improvement) of students according to the outlined targets; identifying low academic performance in individual student level ,section, class level and subject type (MoE,2006). This shows that monitoring and evaluation is an integral part of school improvement plan implementation.

### **2.10.3. School Improvement Team**

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

The committee members are comprised of teachers, management personnel, students, parents, and the community and the principal of each school work s as the committee chairman (MoE, 2006). The responsibilities of school improvement committee as specified in the document includes: they prepare school improvement; they outline strategies through which the school community contributes substantially to the school improvement; they organize a system with the school community participates in the school improvement program starting from self-evaluation to implementation and assessment; and they implement such system ; they closely supervises school improvement plan provide the necessary assistance and support ; and at the end academic year of the they present a report to the school community on the improvement activity carried out by the school. Based on the evaluation report they inform the school's status to the local community (MoE, 2006). This shows that school improve committee/team /has a vital role in school

improvement process. Besides the role they play has implication on the effectiveness of the program.

### **2.11. School Culture**

School culture is a set of shared meanings, collective norms and views on interaction and collaboration (Scheerens and Bosker, 1997). For continuous school improvement productive school culture is essential. Cultural elements more coercively influence the attitudes and behavior of members of the organization. Scheerens and Bosker(1997) strongly adhered that school culture and climate have great importance to provide what they called the "normative glue" that holds school organization together, but it has received relatively little attention. Research shows that several of the effectiveness enhancing condition concerned with ethos and expectations like firm and purposeful leadership 'collegiality and collaboration' high expectation, clear and fair discipline are resulted from productive school culture.

Scheerens and Bosker (1997) also argued the importance of good school culture to school improvement to the extent that: In the literature on educational innovation and school improvement culture, in the sense of attitudes towards change, is considered of great importance, so why not include something like development of a strong school culture as an alternative effectiveness enhancing principle?

Creamers et al. (2007) supported the above argument and stated their view about school culture that schools with a favorable culture for improvement will start and continue improvement efforts more easily than schools that constantly try to avoid changes and are fearful of improvement. The improvement culture can be considered the foundation of all improvement processes in the school. Research has identified nine factors that contributes to the improvement culture of a school: a) internal pressure to improve; b) autonomy used by school c) shared vision; d) willingness to become a learning organization; e) improvement history; f) ownership; g) leadership ; h) staff stability ; i) time for improvement ( Creamers et al. ,2007 ).

This shows the importance of culture towards the effective implementation of school improvement initiatives.

### **2.12. School Effectiveness**

Effectiveness can be described as the extent to which the desired level of output is achieved (Scheerens and Basker, 1997). According to this definition of effectiveness, the production or return

of secondary school can be measured by the numbers of pupils who successfully pass to the next higher grade. This type of effectiveness measure has problems when it comes to the education. These authorities that argued that "should only performance in basic skills is studied or should the concern also be with higher cognitive process, and should social and/or affective returns on education be established?" Other problems related to economic analysis of schools are the difficulty in placing a monetary value on inputs and processes and the prevailing lack of clarity on how the production process operates (Scheerens and Bosker, 1997).

This shows the complex nature of measurement in education effectiveness. It is assessing objective needs in a subjective process (Dimmock, 1993).

### **2.12.1. Characteristics of Effective School**

The characteristics of 'good' or effective school have been extensively researched and there is convergent much greater understanding of research on school improvement is still developing (Maden, 2001). However, Scheerens and Bosker (1997) identified characteristics of effective schools as strong leadership, emphasis on the acquiring of basic skills, an orderly and secure environment, high expectations of pupils attainments and frequent assessment of pupil progress.

Maden (2001:345) on the other hand put features successful schools as: strong positive leadership by the head and senior staff; a good atmosphere or spirit, generated both by shared aims and values and by a physical environment that is as attractive and stimulating as possible; high and consistent expectations of all pupils; a clear and continuing focus on teaching and learning; well-developed procedures for assessing how pupils are progressing; responsibility for learning shared by the school; participation by pupils in the life of the school; rewards and incentives to encourage pupils to succeed; parental involvement in children's education and in supporting the aims of the schools; and extra- curricular activities which broaden pupils' interests and experiences expand their opportunities to succeed, and help to build good relationship within the school.

Research has shown that there is no silver bullet - no single thing that schools can do to ensure high student performance. Rather, as mentioned in ACT (2009) high performing schools tend to show evidence of the following nine characteristics:

#### **I. Clear and Shared Focus**

Everybody knows where they are going and why. The vision is shared-everybody is involved and all understand their role in achieving the vision. The vision is developed from common beliefs and values, creating a consistent focus.

## 2. High Standards and Expectations

Teachers and staff believe that all students can learn and that they can teach all students. There is recognition of barriers for some students to overcome, but the barriers are not insurmountable. Students become engaged in an ambitious and rigorous course of study.

## 3. Effective School Leadership

Effective leadership is required to implement change processes within the school. This leadership takes many forms. Principals often play this role, but so do teachers and other staff, including those in the district office. Effective leaders advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.

## 4. High Levels of Collaboration and Communication

There is constant collaboration and communication between and among teachers of all grades. Everybody is involved and connected, including parents and members of the community, to solve problems and create solutions.

## 5. Curriculum, Instruction and Assessment Aligned with Standards

Curriculum is aligned with the Essential Academic Learning Requirements (EALRs). Research based materials and teaching and learning strategies are implemented.

Furthermore, the research study by Tucker, as cited by Schleicher (2018) revealed a surprising range of features common to all high-performing education systems.

- ✓ The first thing we learned is that the leaders in high-performing education systems have convinced their citizens that it is worth investing in the future through education, rather than spending for immediate rewards, and that it is better to compete on the quality of labour rather than on the price of labour.
- ✓ Valuing education highly is just part of the equation.
- ✓ Another part is the belief that every student can learn. In some countries, students are segregated into different tracks at early ages, reflecting the notion that only some children can achieve world-class standards. But PISA shows that such selection is related to large social disparities. By contrast, in countries as different as Estonia, Canada, Finland and Japan, parents and teachers are committed to the belief that all students can meet high standards. These beliefs are often manifested in student and teacher behavior. These systems have advanced from sorting human talent to developing human talent.



- ✓ In many education systems, different students are taught in similar ways. Top school systems tend to address the diversity of student needs with differentiated pedagogical practice - without compromising on standards. They realize that ordinary students can have extraordinary talents; and they personalize the education experience so that all students can meet high standards. Moreover, teachers in these systems invest not just in their students' academic success but also in their well-being.
- ✓ The quality of a school system and the quality of its teachers. Top school systems select and educate their teaching staff carefully. They improve the performance of teachers who are struggling and they structure teachers' pay to reflect professional standards. They provide an environment in which teachers work together to frame good practice, and they encourage teachers to grow in their careers.
- ✓ Top-performing school systems set ambitious goals, are clear about what students should be able to do, and enable teachers to figure out what they need to teach their students. They have moved on from administrative control and accountability to professional forms of work organization. They encourage their teachers to be innovative, to improve their own performance and that of their colleagues, and to pursue professional development that leads to better practice. In top school systems, the emphasis is not on looking upward within the administration of the school system. Instead it's about looking outward to the next teacher or the next school, creating a culture of collaboration and strong networks of innovation.
- ✓ The best-performing school systems provide high-quality education across the entire system so that every student benefits from excellent teaching. To achieve this, these countries attract the strongest principals to the toughest schools and the most talented teachers to the most challenging classrooms.
- ✓ Last but not least, high-performing systems tend to align policies and practices across the entire system. They ensure that the policies are coherent over sustained periods of time, and they see that they are consistently implemented.

### **2.13. Sustaining School Improvement**

Continuation is a key challenge of school improvement and educational reform initiatives. Over time, researchers have concentrated on understanding the outcomes of various innovations, as well as the process of adoption and implementation of change initiatives, but very few studies have been done of the sustainability of reforms, in part, because most have not lasted (Earl et al., 2003).

Although many innovations have been suggested and tried over the years, schools have not really changed very much. Cuban (1998) in Earl et al., (2003) drew attention to this fundamental puzzle in school reform that through a whole century of rhetoric about school reform, the basics of schooling have remained remarkably similar.

He further argued that:

*Reforms and innovations in education seem to come and go, without lasting influence. Improvement and educational reform are fundamentally concerned with changing what already exists; It is relatively easy for some schools, at least, to get started on the road to improvement and to achieve considerable success (Earl et al., 2003:13).*

Maden (2001) also affirmed that when they are visited a number of years later, however, there is frequently evidence of subsequent decline. As stated in Earl et al. (2003) recently, there have been a number of studies that document the difficulty of embedding and sustaining changes in education. Evaluations of reform efforts in different countries have reinforced the evolutionary nature of educational reform, whether it comes through 'government mandate or local adoption of reforms. These may be the case that innovations are not static and educational change is not a single phenomenon. Besides, evolution is certainly not predictable or linear. Instead, the trajectory of change seems to move from simple to complex and from small scale to "scaling up." And, it is very susceptible to the vagaries of the context, the nature of the reform itself and the extent to which the school makes the innovation its own (Earl et al., 2003).

Further they convinced that implementation and sustainability are dependent on whether the essence of the reforms becomes part of the daily routines of the professionals who work in schools. Otherwise, once the reform has lost its novelty, schools are the places where the details of changes in organization, teaching, time, and so on continue or not. Consequently, questions remain to be raised like: "Why is it so hard to change schools? What are the factors that influence adoption, implementation and, especially, sustainability of change in schools? (Earl et al. 2003).

The ability to thrive in circumstances which constantly challenge pupils and teachers and which constantly throw up new opportunities is needed. A fusion of dynamism and calm order seems to characterize most of school (Maden, 2001).

To this end as proposed by Maden (2001) a clearer understanding of 'school capacity' and its contributory elements, including shared leadership and high level of consciousness, amongst staff and pupils, about the schools essential values and purposes are important. When staffs and pupils

feel positive about their work and this in turn centers on a press for achievement then it is more likely that all kinds of success will be celebrated.

#### **2.14. The School as an Organization in the Perspective of School Improvement**

The school as a body (organization) consists of body parts (organs) that enable it to function in order to perform certain tasks - teaching and learning. If these body parts are not coordinated and regulated in their functioning, the essential task, which is quality teaching and learning, will not be attainable (Marishane & Zengele, 2013:17). Marishane & Zengele (2013:18) further underline that the school as an organization comprises of activities that are meticulously planned and coordinated. They in turn form significant components of the educational structure in the education system. That is, the school principal, parents, teachers and learners form part of the school as an organization (Marishane & Zengele, 2013:19).

In the school, the principal, teachers, parents and learners as organs of the body (school) are essential for the body (school) to function properly. The organs of the school need to have common goals which are driven by the vision and mission statement of the school. The place of the school is within the community that it serves, while its purpose is to achieve the educational goals of the community. The educational goal of school improvement is quality learning and teaching in an environment that it is conducive to learning (Marishane, & Zengele, 2013:18). As Elmore (2000) cited in Marishane & Zengele, (2013:18) suggests, schools should be remade so that they can focus on the core function of teaching and learning.

The school as an organization is a place where activities are assigned to various stakeholders that function together to achieve the educational goal as a main target of school improvement. Assigning various activities is the responsibility of the principal and the school management team (Marishane & Zengele, 2013:19). The responsibilities of teaching and managing are delegated to the individuals who contribute their skills and intellectual resources to achieve the aims of school improvement as an organization (Gultig and Butler, 1999:16). From the management perspective, the school is concerned with the functions that allow it to operate as an institute or organization and, in terms of the leadership perspectives, it involves the manner in which the principal brings all stakeholders together to function as a unit towards achieving goals (Zengele, 2013:20).

Everard and Morris (1996:150) also state that schools as organizations consist of a structure (hierarchical chart, committees, department, procedures, etc.), people (teachers, pupils and non-teaching staff), technology (the plant and the process) and culture. Everard and Morris (1996) further explain that the management of a school as an organization involves not only managing each of these elements separately, but also bringing about balance or harmony between them. Accordingly, Clark, (2012:6-10) summarizes that a school as an organization has ten ways of improving as follows:

- **Create a safe school** – is a place where a culture of inclusion and respect is established, welcoming all students and making sure that students interact safely.
- **Ensure good order** – without good order, teaching and learning become a rather haphazard affair. Good order means discipline within the school environment.
- **Ensure a clean and well maintained school** – a school that is clean, neat and well maintained is more pleasant for everyone. Cleaning and maintenance need to be part of a systematic and ongoing process with clear standards and regular monitoring.
- **Teachers teach** – if our teachers are in class when they are meant to be, are well prepared and teach every lesson completely, half the battle is won.
- **Good work should be acknowledged** – teachers should be expected to be praised for good work and, where suitable, to display such acknowledgements on the walls of their classrooms and in the corridors of the school.
- **A range of extracurricular activities should be provided** – participation in extracurricular activities has a significant impact on how students relate to their school, provided the activities are well organized and provide opportunities for students with a wide range of interests to participate in the activities on a regular basis.
- **There should be fun events** - fun events for each grade and/or for the whole school have to be there to build a sense of belonging in each grade through shared experience.
- **Students should be involved in decisions that affect them** – part of the value of a representative council of learners and other management structures involving students is that they give them an opportunity to influence decisions that may affect them.
- **Parents should be involved in the school** – when parents become involved in the activity of the school, education becomes a family affair which is always good for pupils.
- **Parents and students should be kept informed** – keeping students and parents

informed of what is happening makes them feel part of the school.

When it comes to the practices of the current trends of school improvement programmes, the major problem in Ethiopia was that a home-grown movement has never existed even if there were some promising signs for the future (Melanie & Caine, 2013:22). It is equally clear that much of the research within these traditions has been undertaken by outsiders. Numerous school improvement projects and programme evaluations consistently point to reliable patterns of failure and the absence of sustainability (Abebe, 2010:18).

### **2.15. Challenges of Implementing the School Improvement Programme in the Secondary School System**

The increased competition between schools at global and national levels creates the need for continuous school improvement to help schools to compete. As stated by the Ministry of Education (MOE, 2008:5-6), improving education quality could enable schools to become effective, focused for sustained school improvement in every aspect of schools. In addition, the Ministry of Education (MOE, 2010:12-13) states that the needs of the government and society can be met more adequately if schools diversify, adopt new ways of implementing school improvement and deepen education reform to improve the quality of education. Thus, secondary schools require changes to the existing situation of the school improvement programme which encompasses school leadership and management, the teaching and learning process, creating attractive learning environments and enhanced community involvement.

Secondary education in Ethiopia is considered an important subsector in the education system as well as for the development of the country's economy and social development. Inputs into higher education and the labor force in Ethiopia depend on qualified outputs from secondary schools (MOE, 2008:8). The importance of secondary school education as a subsector in Ethiopia is raising demand for secondary school education and for secondary schools to accommodate the children completing primary education. As the Ministry of Education (MOE, 2010:45) explains, improving the quality of secondary schools through school improvement programmes is considered important for educating the needed work force for different sectors in the country. As a result, secondary education has recently been raised in the consciousness of the Ethiopian people and the demand to access this education has grown. The growth in demand has created the need to improve and build more schools and classrooms in order to expand access

opportunities in the country.

Nevertheless, there are many challenges that exist in the effort to provide quality education and in implementing school improvement programmes in secondary schools. These challenges include leadership and management capacities at institutional level which still remain very weak; insufficient and well qualified teachers and continuous professional development have not been given attention by school leaders and teachers (Workneh & Tassew, 2013:21).

Derbessa (2006:1) states that empirical evidence suggests that educational investment has been one of the most important factors that contribute to socio-economic growth in both developed and developing countries. Mitchell (2013:10) argued that Ethiopia has recently experienced massive improvement in access to education. Primary school enrolment has increased five-fold since 1994, and there are now more than 20 million children in school compared to five million in 2000. Secondary school enrolment has also shown a modest improvement, with a 3.2% increase in the net enrolment rate between 2006 and 2015 years. According to Mitchell (2013:13) there was an achievement in terms of increasing enrolment, but education quality still remains a daunting challenge. Pigozz (2008) cited in Derbessa (2006:3) explains that poor quality of education frustrates efforts to use education as an effective device for economic growth and development in this age of accelerating globalization. Within this understanding, it is clear that school improvement as a tool to augment quality education is a prominent agenda across the world, and countries are looking for various school improvement initiatives.

Concerning infrastructure, some schools were constructed using nondurable materials and in the absence of support of school construction through government funds and this has obliged poor communities to invest in facilities. Despite significant investment in quality inputs like teachers, books, buildings and related infrastructures, the national assessment shows deteriorating trends in student achievement (ESDP IV, 2010:23). The Education Sector Development Program (ESDP IV, 2009:22; Nega, 2012:11) emphasizes that in secondary schools the enrolment rate remains very low, data on community participation is not properly reported, communities are overburdened and/or stressed by contributions; there is the risk of community fatigue and participation and policies about community contributions are not clearly articulated and community members are not well informed about them. The capacities of secondary schools to implement school improvement at school and district level were very low and the school

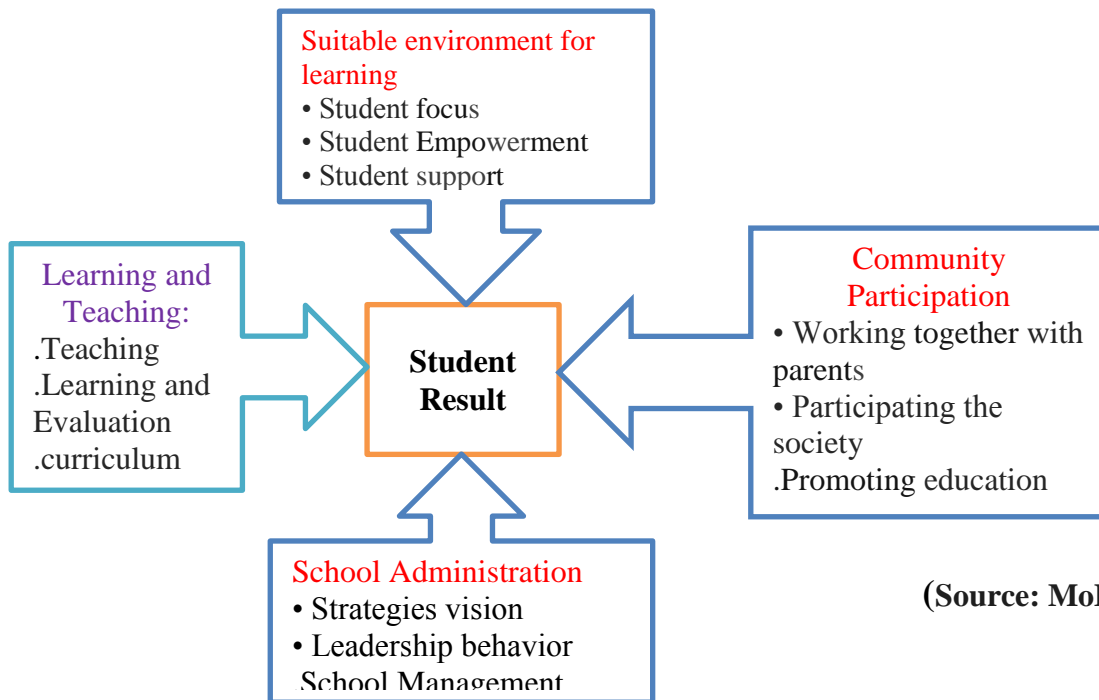
improvement programme monitoring and evaluation system was not well established. This is an area that appears to need ongoing and focused attention for all schools. To add more lack of coherence, if any it is fragile and vulnerable to forces outside the control of schools. Generally, the main challenge in school improvement everywhere in the world that not much powerful and sustainable change happens in schooling is inability to make it happens in classrooms. Although many of the SIP initiatives were related to teaching and assessment practices, we heard little to suggest that classroom practices were being transformed in ways that would lead to improved student learning (Earl *et al.*, 2003).

### 2.16. Conceptual Framework

The aimed of this study was to assess the implementation of SIP components in Urban and Rural secondary schools. In the study school improvement domains are school leadership and management, teaching and learning process, School climate, parents and local community involvement. SIP highly maximizing students’ academic results and their learning capabilities, making schools effective through ensuring good governance and democratic procedures and creating a system that promotes participation and accountability and finally decentralizing the leadership and administration of schools so as to provide them administrative autonomy.

Figure 2.2 presents SIP Domain and students’ Result.

**Figure 2.2: Effect of SIP Domains on Students’ Result**



(Source: MoE, 2020)

## **CHAPTER THREE**

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

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

Research design is the plan, structure and strategy of investigation conceived so as to obtain answers to research questions and to control variable, Kerlinger (1998). Descriptive research analysis was also employed in this study. A descriptive survey design was chosen for this research. Survey research according to Mugenda and Mugenda (1999) involves collection of data to determine the facts as they are about variables under the study. This research involved an investigation of implementation of SIP and how it varies in Rural and Urban secondary schools in Buno Bedele Zone. Thus the study was interested in finding out the state of performance in regard to types of secondary schools. Therefore, descriptive survey design was found suitable for this study. A set of t-tests was utilized to determine the differences in Rural and Urban Secondary schools.

#### **3.2. Research methods**

Creswell and Creswell (2018) defined the research methods as the forms of data collection, analysis, and interpretation used in a study. Both quantitative and qualitative approaches were used. Using mixed research method could neutralize the biases of any simple method; the more dominant approach used in the research called quantitative. But the qualitative data obtained from interviews and observation was applicable to support Quantitative data. It is used as a means for convergence and integrating qualitative and quantitative data (Creswell, 2009:14).

#### **3.3 Population of study**

Population refers to the large group of people to which a researcher wants to generalize the sample results; and the complete set of cases (Johanson and Christensen, 2012:257). Before data collection takes place, it is imperative to be clear on what the study population is. The population for this study was comprised of Teachers, students' councils, principals, PTA chair persons, supervisors and Woreda Education Heads from 12 selected Secondary schools, viz., Wayessa Gota, Gechi, Ingibi, Sekacha, Chora, DaboTemo, Dabaso Kemise, Chara, Abdella, Kollo siri Haro toree and Lilo. Furthermore, Zone education Head was also part of the study.



### 3.4 The Sample Size determination and Sampling Technique

The sample size of the study subjects had been determined by using Daniel (1999) sample size determining formula.

A cluster sampling technique was used to divide different woredas in Buno Bedele zone and simple random sampling technique was used to select a particular woreda and school to conduct the study. In Buno Bedele Zone of Oromia National Regional state, there are nine woredas and one town administration. The sample rural Woredas was selected by cluster sampling. Bedele town is purposively selected and was included in the study. So, four Woredas and one town Administration was selected. These are Bedel town, Bedele Woreda, Gechi, Chora, and Dabo. The fact that 50% of them was involved in the study makes the data more reliable (Table 3.1). That is, availability sampling methods was used to select schools in each sample woredas and administrative town. Out of a total of 31 secondary schools (grades 9-12) in the administrative zone in 10 education offices, 12 secondary schools was selected by purposive sampling methods from the clustered geographical location.

**Table 3.1: Sample population of the study**

Number of Woredas clustered in 3 geographical location		Randomly selected Woredas from the clusters by simple random sampling technique	Total number of Secondary schools in randomly selected Woredas	Sampled schools (Purposive sampling)	%
Cluster One	➤ Chewaka ➤ Dabo Hana	❖ Dabo Hana	a)Dabo Temo b)Lilo	2	100
Cluster Two	➤ Chora ➤ Dega ➤ Mako	❖ Chora	a/Chora b/Dabaso Kemise c/Abdella	3	100
Cluster three	➤ Gechi ➤ Didessa	❖ Gechi	a/ Gechi b/ Sekacha c/Chara	3	100
Cluster Four	➤ Bedele Woreda ➤ Boracha	❖ Bedele Woreda	a/ Haro toree b/Kolo siri	2	100
Purposively selected		❖ Bedele Administrative town	a/Wayessa Gota b/Ingibi	2	100
Total			12	12	100

Out of 12 secondary schools in the sample woredas, six (6) secondary schools were located in rural area; and the rest six (6) secondary schools were located in the town of sampled areas.

Accordingly, Chara, Dabaso Kemise, Kolo-sirri, Haro-toree, Abdella and Lilo secondary schools were purposively selected from Rural areas of Sample Woredas. On the other hand, Wayessa Gota, Gechi, Ingibi, Sekacha, Chora and DaboTemo secondary schools were purposively selected from Urban of sample woredas.

Since the number of teachers is not proportional: stratified sampling technique was used to select representative samples from teachers using the Daniel (1999) sample size determination formula.

$$S = \left( \frac{X^2 N P(1-P)}{d^2(N-1) + X^2 P(1-P)} \right)$$

Were; S =required sample size N=the population

$X^2$  =the table value of chi square for 1 degree of freedom at the desired confidence level or level of confidence (3.841). Where,  $X=1.96$  then  $x^2=3.841$

P=the population proportion respected proportion (assumed to be 0.5 sin ethic would provide the maximum sample size

d=the degree of accuracy expressed as a proportion (0.05).

Therefore using the sample size determination formula (Daniel&Cross2012), the required sample size of teachers will be:

**a/ For Rural Secondary schools**

$$S = \frac{(1.96)^2 \times 129 \times 0.5(1-0.5)}{(0.05)^2(129-1) + (1.96)^2 0.5(1-0.5)} = 97$$

To determine the sample size of teacher from each school the Williams formula was employed to have the fair representation of sample as follows:

$$n = \text{Total teachers sample size}$$

$$N = \text{Total number of teachers in the six sample secondary school}$$

Accordingly, the total numbers of teachers in the six Rural Secondary schools are 129 which are N. The determined sample to be taken is 97 which is n. Thus,  $\frac{n}{N}$  gives the proportional number i.e.  $97/129=0.75$  Then proportional number multiplied by the number of teachers in each school gives proportional sample of teachers to be taken from each school as presented( Table 3.3).

**Table: 3.2.The sample of teachers to be selected from Rural and Urban secondary schools**

NO.	Name of school	Total population	Proportional number	Proportional no. x no. teachers	Proportional sample taken from each school	Site /Area
1	Dabaso Kemise	24	0.75	.75* 24	18	Rural
2	Chara	23	0.75	.75*23	17	
3	Abdella	18	0.75	.75*18	14	
4	Kollo siri	16	0.75	.75*16	12	
5	Haro toree	25	0.75	.75*25	19	
6	Lilo	23	0.75	.75*23	17	
		129			97	
7	Wayessa Gota	62	0.60	0.60*62	37	Urban
8	Gechi	46	0.60	0.60*46	28	
9	Ingibi	48	0.60	0.60*48	29	
10	Sekacha	18	0.60	0.60*18	11	
11	Chora	46	0.60	0.60*46	28	
12	DaboTemo	32	0.60	0.60*32	19	
	Average	252			152	

Source of statistics (2018\2019 GC) 2011 EC data of Buno Bedele Zone education office

**b/For Urban Secondary schools**

$$S = \frac{(1.96)^2 \times 252 \times 0.5(1-0.5)}{(0.05)^2(252-1) + (1.96)^2 0.5(1-0.5)} = 152.41 \approx 152$$

To determine the sample size of teacher from each school the Williams formula was employed to have the fair representation of sample as follows:

$$n = \text{Total teachers sample size}$$

$$N = \text{Total number of teachers in the eight sample secondary school}$$

Accordingly, the total numbers of teachers in the six poorly performing schools are 252 which are N. The determined sample to be taken is 152 which is n. Thus,  $\frac{n}{N}$  gives the proportional number i.e.  $152/252=0.60$  Then proportional number multiplied by the number of teachers in each school gives proportional sample of teachers to be taken from each school as presented ( Table 3.3).

**Table: 3.3. The sample of teachers to be selected from Highly performing schools**

NO	Name of sample school	Total population	Proportional number	Proportional no x no teachers	Proportional sample taken from each school
1	Wayessa Gota	62	0.60	0.60*62	37
2	Gechi	46	0.60	0.60*46	28
3	Ingibi	48	0.60	0.60*48	29
4	Sekacha	18	0.60	0.60*18	11
5	Chora	46	0.60	0.60*46	28
6	DaboTemo	32	0.60	0.60*32	19
	Average	252			152

**Source:** Statistics 2018\2019 GC data of Buno Bedele Zone education office

On the other hand, purposive sampling was used to sample students' councils, PTA chair persons, principals, Woreda and zone education heads. 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. Thus, 12 principals, 12 PTA chair persons, 12 student councils and 5 woreda education heads, will be selected as the sample. Since their number are assumed to be minimal and manageable.

**Table 3.4: Distribution of Study Participants**

Participants		School location		
		Rural secondary schools	Urban secondary schools	Total
1	Teachers	97	152	249
2	Principals	6	6	12
3	Supervisors	4	4	8
4	Parents	6	6	12
5	Students	6	6	12
6	Woreda Education Heads	4	1	5
	Total	123	175	298
	Buno Bedele Zone Education Head	0	0	1(100%)

Source: Survey Study, 2020.

### **3.5 Data Collection Techniques**

This part explains the diverse instruments that were used to collect data in this study. The selection of data collection techniques was based on the scope of the study and to attain a complete picture of the problem under study. This research uses questionnaires, interviews and documents from schools and zone education offices as data collection tools.

#### **3.5.1 Questionnaires**

Questionnaires were used to gather data from teachers, principals and supervisors. They contained closed ended and open ended questions formulated using simple and clear language. They can enable to obtain data from individuals about themselves & the work of larger social institutions like school (Gay, 2000). According to Creswell (2003), there are distinct advantages in using questionnaire vs an interview: questionnaires are less expensive and easier to administer than personal interviews; they lend themselves to group administration; and, they allow confidentiality to be assured.

In this study, respondents were asked to rate the level of performance attributed to each of the school improvement programme components related to secondary school performance in terms of set targets using the 5 point Likert scale of agreement. Cohen & Morrison (2007:375-378) proclaim that the Likert scale is very quick to grade, and allows the researcher to look at a wide sample of respondents; remove subjective factors from the assessment; measure objectively and get rid of bias and permits more reliable comparison of outcomes across all descriptive statements. The questionnaires were adapted from nationally prepared framework of school improvement guide for all schools grades 1-12 by Ministry of Education in June 30, 2010, pp 6-18, as a source. As stated above, questionnaires were used to collect data from secondary school supervisors, principals and teachers. The questionnaires were prepared in English. The questionnaire had the following parts: part 1 of the questionnaire dealt with demographic information of the respondents, part 2 contained the four SIP domains to measure school improvement programme implementation and part 3 contained Factors that impede effectiveness of SIP.

### **3.5.2. Interview**

Semi-structured interview was used to gather in-depth qualitative data. Employing semi-structured interview is quite important, because interview has great potential to release more in-depth information, provide opportunity to observe non-verbal behavior of respondents; gives opportunities for clearing up misunderstandings, as well as it can be adjusted to meet many diverse situations (Abiyi *et al.*, 2009). The interview questions were translated in to the local language (Afan Oromo) for students and PTA representatives to minimize communication barriers.

### **3.5.3 Document Review**

In addition to primary sources, relevant information was included from secondary sources. This technique would help the researcher to cross check the data that would be obtained through primary sources (i.e. questionnaire and interview).

The documents were being included Grade ten EGSELCE students' result (2017/2018-2018/19), School improvement plan, School self-evaluation, self- assessment tools, evaluation tools and over all SIP practices records. In addition, a researcher carried out an observation to check the availability and adequacy of teaching and learning infrastructure facilities in the schools. This aimed at investigating the conduciveness of learning environments in the schools.

## **3.6 Data Analysis and Interpretation**

The Quantitative data that were collected through close-ended questionnaire from all respondents are coded, tabulated, analyzed, described, and interpreted based on the nature of the questions. In similar way, the quantitative data were analyzed by using the frequency, percentage and mean score, standard deviation and independent t-test. The qualitative data that was collected through interview, document and open-ended questionnaire were analyzed qualitatively using narrative form.

Comparisons of implementation of SIP in both Rural and Urban secondary schools in Buno Bedele Zone were made to establish the influence of SIP on academic achievement. t-test, a parametric statistical tool, was used to compare mean differences of the perceptions of teachers, principals and supervisors on all aspects of SIP under study in both Rural and Urban Secondary schools. A t-test was used to determine whether two means were significantly different at selected probability levels (Gay, Mills, & Airasian, 2006). The level of significance was set at 0.05 in this study. The level of probability indicated for statistical significance was  $p < .05$  (Field, 2005, p. 126).

Prior to conducting independent test, the relevant assumptions of this statistical analysis were tested. Dependent variable is continuous, no relationship between the subjects in each sample, random sample, homogeneity and normal distribution (approximately) of the dependent variable for each group (Hair, 1998 and Pallant, 2001).

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

In any research study, validity and reliability are aspects of research that need to be addressed to ensure that the collected data is trustworthy and reliable.

Checking the validity and reliability of data collecting instruments before providing for the actual study subject is the core to assure the quality of the data (Yalew, 1998). To ensure validity of instruments, the instruments was developed under close guidance of the advisors and, also a pilot study was carried to pre-test the instrument. The pilot study results were not included in the main results of the study. The pilot test was providing 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).

Additionally the reliability of the instrument was measured by using a Cronbach alpha test. A reliability test is performed to check the consistency and accuracy of the measurement scales. Best and Kahan (2005:285) define reliability as the extent to which the instrument measures whatever it is measuring consistently. If the instrument/measure is reliable, similar results was found when carried out on similar groups of participants in research in a similar milieu.

The researcher found the Coefficient of Alpha ( $\alpha$ ) to be 0.706, which is regarded as good correlation Coefficient by (Daniel M, 2004, and Jackson, 2009). Supporting this, George and Mallery (2003) and Cohen, *et al.*, (2007) also suggest that, the Cronbach's Alpha result >0.9 excellent, >0.8 good, >0.7 acceptable,  $\alpha < 0.6$  questionable, and < 0.5 poor. The table below indicates the computed internal reliability coefficient of the pilot test.

**Table 3.5: Reliability Statistics**

Variables	No. Items	Cronbach's Alpha
School leadership and Management	25	.712
Teaching and Learning	29	.743
Creating favorable environment	22	.739
Community Participation	12	.693
Factors affecting the implementation of SIP	6	.757

Source: Survey questionnaires, 2020.

### **3.8 Ethical Issues**

Research ethics refers to the type of agreement that the researcher enters into with his or her research participants. Ethical considerations play a role in all research studies and all researchers must be aware of and attend to the ethical considerations related to their studies. Therefore the student researcher communicates all secondary schools legally and smoothly. The researcher explained to the respondents how they were selected for research and why their participation was necessary. Any communication with the concerned bodies was accomplished at their voluntarily agreement without harming and threatening the personal and institutional wellbeing. The identity of the respondents' was kept confidential.



## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

#### 4.1 Introduction

This chapter deals with the demographic information of the sample population involved in the study and the information gathered from them. Accordingly, the respondents' responses are discussed in terms of age, Sex, educational qualification and work experience in the first part of the chapter. The second part deals with the result of the empirical data that was gathered through questionnaire and interview from secondary school students' Councils, teachers, principals, supervisors, PTA chairpersons and education officers.

#### 4.2. Demographic information of respondents

Out of the distributed questionnaire, 214 copies (77 from rural secondary schools and 137 from Urban schools) were appropriately filled in and returned, producing an overall 85.9% return rate. 100 percent of sampled students, Principals, Supervisors, Parents and Woreda Education Heads were involved in the interview. And analysis and interpretation of the data was made based on the responses obtained from respondents.

##### 4.2.1 The Background Information of the Teachers, principals and supervisors

**Table 4.1: Respondent Category by Sex and Age**

Characteristics		Respondents																	
		Rural Secondary schools						Urban secondary schools						total					
		Teachers		Principals		Supervisors		Teachers		Principals		Supervisors		Teachers		Principals		Supervisors	
		f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Sex	Male	65	84.42	5	83.33	4	100.00	117	85.40	5	83.33	4	100.00	182	85.05	10	83.33	8	100.00
	Female	12	15.58	1	16.67	0	0.00	20	14.60	1	16.67	0	0.00	32	14.95	2	16.67	0	0.00
	Total	77	100.00	6	100.00	4	100.00	137	100.00	6	100.00	4	100.00	214	100.00	12	100.00	8	100.00
Age	30-35 years	41	53.73	1	16.67	1	25.00	34	23.62	1	16.67	0	0.00	75	34.02	2	16.66	1	12.5
	36-45 years	33	43.28	5	83.33	3	75	88	66.14	4	66.67	3	75	121	58.24	9	75.00	6	75.00
	46 years and above	3	2.99	0	0.00	0	0.00	15	1.24	1	16.67	1	25.00	18	7.73	1	8.33	1	12.50
	Total	77	87.01	6	7.79	4	5.20	137	92.70	6	4.38	4	2.92	214	90.65	12	5.60	8	3.73

*Source: Survey study, 2020*

Questionnaire return rate is the proportion of the sample that participated as intended in all the research procedures. Respondents from rural secondary schools were requested to indicate their gender. Table 4.2 above presents the data. The data in table 4.2 indicate that 65(84.42%), 5(83.33%) and 100% of teachers, principals and supervisors were males respectively. On the other hand, 12(15.58%) and 1(16.67%) of the teachers and principals were females respectively.

In addition, the data in table 4.1 indicate that 182(85.05%), 10(83.33%) and 8(100%) of teachers, principals and supervisors were males respectively. On the other side, 32 (14.95%) and 2(16.67%) of the teachers and principals were females respectively. There were many differences in terms of demographic background; it was found that male respondents were in higher number compared to female respondents.

In addition, among 12 interviewee students' councils, 8(66.67%) of them were males and 4(33.33%) of them were females. All of the interviewees of PTA chair persons, school principals, Woreda Education office heads and Zone Education head were all male respondents. From this, one can recognize that the number of females in the teaching profession and in the position of leader is much lower than males in secondary schools as well as in the Education offices of in Buno Bedele Zone.

In the table 4.1 above shows age distribution of participants. Ages are an important indicator for assessing the experience they have as well as future supply on the basis of attrition which could result from retirement, death and other factors. 66 (34.02%), 113 (58.24%) and 15(7.73%) of teachers were in between 30 years and 35 years, 36 years and 45 years and 46 years and above respectively. Majority of Principals 9(75.00%) and supervisors 6 (75.00%) were in between 36 and 45 years old respectively. This showed that most of respondents were matured enough and energetic to perform educational processes.

In the table 4.2 below, majority (85.98%) of teacher respondents were first degree holders, whereas all principals and supervisors were master degree holders. This indicates that the majorities of participants at the rural and urban performing schools were similar in Educational preparation and they have good background to respond to questions presented to them. Hence, it may possibly imply that it would be problem for effective implementation of SIP, particularly the teaching-learning domain.

**Table 4.2: Respondents' Educational level**

Educational level			Location of secondary schools				Total	
			Rural secondary school		Urban secondary school		f	%
			f	%	f	%		
First degree	Respondents	Teacher	67	87.01	117	85.40	184	85.98
	Total		67	87.01	117	85.40	184	78.63
Second degree	Respondents	Teacher	10	11.49	20	14.60	30	14.02
		school principal	6	100.00	6	100.00	12	100.00
		Supervisor	4	100.00	4	100.00	8	100.00
	Total		20	22.99	30	20.40	50	21.37
Total	Respondents	Teacher	77	88.50	137	93.20	214	91.45
		school principal	6	6.90	6	4.08	12	5.13
		Supervisor	4	4.60	4	2.72	8	3.42
	Total		87	100.00	147	100	234	100

Source: Survey study, 2020

On the other side, the principals and supervisors hold the desired qualification to lead secondary schools. This may help to plan and manage SIP activities in a better way especially to solve problems around leadership and management domain.

**Table 4.3:Field of study**

Field of study			Location of secondary school				Total	
			Rural secondary school		Urban secondary school		f	%
			f	%	f	%	f	%
Teaching	Respondents	Teacher	67	100.00	127	100.00	194	100.00
		Supervisor	0	0.00	2	33.33	2	25.00
	Total		67	87.01	129	94.16	196	91.59
EDPM	Respondents	school principal	6	100.00	6	100.00	12	100.00
		Supervisor	4	100.00	2	50.00	6	75.00
	Total		10	12.99	8	5.84	18	8.41
Total	Respondents	Teacher	67	87.01	127	92.70	194	90.65
		school principal	6	7.79	6	4.38	12	5.61
		Supervisor	4	5.20	4	2.92	8	3.74
	Total		77	100.00	137	100.00	214	100.00

Source: Survey study, 2020.

In terms of their field of study, the data on the part of the principals and supervisors 12(100.00%) and 6(75%) respectively were graduated in EDPM (Table 4.3). This shows that a good number of qualified human resources are assigned at the sector. Studies showed that without well qualified principals the goal of achieving quality of educational plans will be threatened (McEwen, 2003).

Table 4.4 Service year at present school/office

Service year at present school/office			Schools				Total	
			Rural secondary school		Urban secondary school			
			f	%	f	%	f	%
below 5 years	Respondents	Teacher	22	32.84	45	35.43	67	34.53
		school principal	2	33.33	4	66.67	6	50.00
		Supervisor	1	25.00	0	0.00	1	12.50
	Total	25	32.47	49	35.77	74	100.00	
5-10 years	Respondents	Teacher	38	56.72	73	57.48	111	57.21
		school principal	4	66.67	2	33.33	6	50.00
		Supervisor	3	75.00	4	100.00	7	87.5
	Total	45	58.44	79	57.66	124	57.94	
11-15 years	Respondents	Teacher	7	10.45	7	5.51	14	7.21
	Total	7	10.45	7	5.51	14	7.21	
16 years and above	Respondents	Teacher	0	.00	2	1.57	2	1.03
	Total				2	1.57	2	1.03
Total	Respondents	Teacher	67	87.01	127	92.70	194	90.65
		school principal	6	7.79	6	4.38	12	5.60
		Supervisor	4	5.20	4	2.92	8	3.73
	Total	77	100	137	100.00	214	100.00	

Source: Survey study, 2020.

The table (4.4) above also shows that the work experiences of teachers, principals and supervisors in their current school. Thus, majority 111(57.21%), 6(50.0%), and7(87.5%) of teachers, principals and supervisors respectively have current work experience in between 5-10 years.

Table 4.5 Total service year, including the current position

Total service year			Location of Secondary Schools				Total	
			Rural secondary school		Urban secondary school			
			f	%	f	%	f	%
5-15 years	Respondents	Teacher	22	32.84	18	14.17	40	20.62
		school principal	1	16.67	0	0.00	1	8.33
		Supervisor	1	25.00	0	0.00	1	12.50
	Total	24	31.17	18	13.14	42	19.63	
16-25 years	Respondents	Teacher	38	56.71	52	40.95	90	46.39
		school principal	2	33.33	1	16.67	3	25.00
		Supervisor	1	25.00	0	0.00	1	12.50
	Total	41	53.25	53	38.69	94	43.93	
26 years and above	Respondents	Teacher	7	10.45	57	44.88	64	32.99
		school principal	3	50.00	5	83.33	8	66.67
		Supervisor	2	50.00	4	100.00	6	75
	Total	12	15.58	66	48.18	78	36.45	
Total	Respondents	Teacher	67	87.01	127	92.70	194	90.65
		school principal	6	7.79	6	4.38	12	5.61
		Supervisor	4	5.20	4	2.92	8	3.74
	Total	77	100.0	137	100.00	214	100.00	

Source: Survey study, 2020

Apart from professional preparation, the selection and placement of principals commonly requires work experience on the job as well as on related tasks such as teaching, unit leader, department head and other responsibilities (MOE, 1996:7). This was so because of the belief that such experiences improve the competency as well as effectiveness of principals in their position.

Referring to the total service of respondents, the majority 90(46.39%) of teachers had work experience between 16 and 25 years. Furthermore, principals and supervisors 8(66.67%), and 6(75%) respectively have total work experiences between 26 years and above.

#### 4.2.2 The Background Information of the students, PTA Chair-persons and Woreda & zone Education officers

**Table 4.6: Gender of students, PTA Chair-persons, Woreda & zone Education officers**

Characteristics		Respondents											
		Rural secondary schools						Urban secondary schools					
		Parents(PTA)		Students		Woreda Education Heads		Parents(PTA)		Students		Woreda Education Heads	
Gender		f	%	f	%	f	%	f	%	f	%	f	%
	Male	6	100.00	4	66.67	4	100	6	100	5	83.33	1	100
	Female	0	0.00	2	33.33	0	.000	0	0	1	16.67	0	
	Total	6	100.00	6	100.00	4	100.	6	100	6	100.00	1	100

Source: Survey study, 2020

From table 4.6 above, the study sought to establish the demographic characteristic of the parents, Students, Woreda & zone Education officers. From rural secondary schools, the findings indicated that 6(100%), 4(66.67%) and 4(100.00%) parents, students and woreda education heads were respectively males, and 2(33.33%) students were females.

On the other hand, from Urban secondary schools, 6(100%) of Parent, 5(83.33%) students and 1(100%) of Woreda Education heads were males. From highly performing schools, the findings indicated that 6(100%), 5(83.33%) and 2(100.00%) were males, and 1(16.67%) of students were females.

A few representations of female leaders in the sampled schools are in sharp contrast to the national education policy of Ethiopia which seeks to achieve gender equity and parity in school leadership. The Fifth Education Sector development Program (ESDP V) clearly states that gender imbalance in education is of national concern. Currently, women account for only 8% of school leadership roles (ESDP V, 2014/15), requiring a nationwide strategy for improved female participation in school leadership.

Regarding the ages of PTA chairpersons 5 (41.67%) of them were in the ranges of 36-45 years, 7(58.33%) of them were found in the ranges of 46-55 years. While 8(66.67% of students have in between 16 years and 17 years', the remaining 4(33.33%) of students were 18 years and above.

This shows that they had better responsibility and understanding to give relevant information for the issue under study.

Moreover, 4 (33.33%) interviewee PTA chairpersons completed grade 10; and majority of them 8(66.67%) diploma holder. From this, it is possible to conclude that, PTAs in the sample Woredas of Buno Bedele zone were relatively well qualified (Table 4.8).

**Table 4.7 Interviewee respondents' Age and Educational levels**

		Respondents	Frequencies	
			f	%
Age	Between 16years and 17 years	Students	8	66.67
		Students	4	33.33
	Between 36-45 years	Parents(PTA)	5	41.67
		Woreda and zone Education Heads	4	66.67
	Between 46 years and above	Parents(PTA)	7	58.33
		Woreda and zone Education Heads	2	33.33
	Total	Students	12	100.00
		Parents(PTA)	12	100.00
		Woreda and zone Education Heads	6	100.00
		Total	29	100.00
Education al level	Grade ten completed	Parents(PTA)	4	33.33
	Diploma	Parents(PTA)	8	66.67
	First degree	Woreda Education Heads	5	100.00
	Second degree	Zone Education Heads	1	100.00
Total	Students	12	100.00	
	Parents(PTA)	12	100.00	
	Woreda and zone Education Heads	6	100.00	

Source: Survey study, 2020

The majority of respondents of educational experts 5(71.43%) fall between the age brackets of 36-45 years while the remaining 2(28.57%) were between the age interval of 46 years and above. Regarding their educational background, 5(100%) of Woreda education experts have their first degree holders. And 1(100%) of Zone education office head is second degree holder. Similarly, education experts were also asked to describe their field of study which were 4 (57.14%) teaching followed by EDPM 3 (42.86%).

### **4.3. Analysis of Research Questions**

The purpose of this study was to determine the differences in implementation of Domains of SIP in Urban and Rural Secondary schools. To answer the research questions, a t-test was used. An independent t-test analysis was used to analyze the scores of the 214 respondents. The mean and standard deviation was calculated for each of the domains of SIP in Urban and Rural Secondary schools. Schools had two categories (Rural secondary schools and Urban secondary schools), while the respondents had three levels (teachers, school principals and supervisors).

#### **4.3.1. Level of Implementation of SIP in four domains**

As indicated in review of related literature there are four domains or focus areas for school improvement program (MOE, 2006) which are supposed to enhance students' achievement and ultimately improves quality of education. This part discusses the major activities that should perform to bring about school improvement. Therefore, in this respect, the extent of implementation in RSS and USS on the four domains namely; teaching-learning process, safe and conducive learning environment, school leadership and community participation had been treated based on the selected items that represent the successful implementation of SIP in each school domains. The 88 items and classified into 4 Domains.

For each domain two groups of respondents (from rural and urban secondary schools) were asked to rate issues raised in each domain with five liker scales; from "5" for very high to "1" for very low level of implementation. For analysis purpose in table 8 and 9 the mean values were interpreted as mean and  $< 2.50$  low;  $2.50-3.50$ =moderate and  $> 3.50$ = High

#### ***Research Question #1***

***Q1.What differences exist between urban and rural secondary schools in terms of the implementation of the four components of SIP?***



**Table 4.8: Means and Standard Deviations, Study Variables**

SIP Domains	School Location	N	Mean	Std. Deviation	Std. Error Mean
Learning and teaching	Rural Secondary school	77	2.30	.57825	.06590
	Urban Secondary school	137	2.61	.38120	.03257
Creating Favorable Learning Environment	Rural Secondary school	77	2.25	.41854	.04770
	Urban Secondary school	137	2.52	.40118	.03428
School Leadership and management	Rural Secondary school	77	2.43	.45052	.05134
	Urban Secondary school	137	2.62	.44137	.03771
Community Participation	Rural Secondary school	77	2.35	.46777	.05331
	Urban Secondary school	137	2.57	.39389	.03365

Source: Survey study, 2020

Key: df = degrees of freedom, t-critical value =1.96;  $\bar{X}$  = Mean, SD = Standard Deviation  $\bar{X} < 2.50$ = very low,  $\bar{X}=2.50 - 3.50$  = Moderate/Average,  $\bar{X}= 3.50$  to  $5.00$  = High

**Table 4.9. Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Teaching and Learning Domain	Equal variances assumed	33.134	.000	-4.552	212	.000	-.29926	.06575	-.42887	-.16966
	Equal variances not assumed			-4.071	113.864	.000*	-.29926	.07351	-.44488	-.15365
Creating Favorable Learning Environment	Equal variances assumed	.188	.665	-4.346	212	.000*	-.25225	.05804	-.36665	-.13784
	Equal variances not assumed			-4.295	152.093	.000	-.25225	.05873	-.36829	-.13620
School Leadership and management	Equal variances assumed	1.080	.300	-3.183	212	.002*	-.20159	.06333	-.32643	-.07674
	Equal variances not assumed			-3.165	154.920	.002	-.20159	.06370	-.32742	-.07575
Community Participation	Equal variances assumed	6.982	.009	-3.309	212	.001	-.19882	.06009	-.31726	-.08037
	Equal variances not assumed			-3.154	136.529	.002*	-.19882	.06304	-.32348	-.07415

\* Significant at  $p < 0.5$  (2-tailed).

Based on the tables 4.8 above, statistical analysis demonstrated a mean *teaching learning domain* of 2.61 for USS (N = 137) and a mean of 2.30 for RSS (N = 77). The table also shows the Levene's test for equality of variances between RSS and USS. We reject if  $p\text{-value} > \alpha=0.05$ . Since the  $p\text{-value}$  is  $0.000 < \alpha=0.05$ , we fail to reject. Therefore, we can conclude that there is mean difference between RSS and USS. The Confidence interval is between -.42887 and -.16966 which contain significance number so we can say that there is significance difference between RSS and USS. Table 4.8 also identified  $t = -4.071$ ,  $df = 113.864$ ,  $p = .000$  and mean difference = -.29926 for teaching and learning domain. This demonstrated a significantly different in implementation of learning and teaching domain for those USS versus those RSS (table, 4.8).

An Independent t-test was employed to determine the secondary school location difference in *Creating Favorable Learning Environment* as perceived by respondents from two areas of secondary schools. Thus, when evaluating Creating Favorable Learning Environment Domain in secondary schools from the two locations, a mean of 2.52 was achieved by those USS (N = 137) and a mean of 2.25 for those RSS (N = 77) (Table 4.8). Table 4.9 demonstrated Creating Favorable Learning Environment Domain and indicated  $t = 4.071$ ,  $df = 113.864$ .  $p = .000$  and mean difference = -.2992. This finding showed a significant difference in Creating Favorable Learning Environment Domain between RSS and USS.

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, 2007:6) 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.

For *School Leadership and management*, Table 4.8 demonstrated a mean of 2.62 for USS (N = 137) and a mean of 2.43 for those RSS (N = 77). In Table 4.9 the t-test for independent means identified  $t = 3.183$ ,  $df = 154.920$ ,  $p = .002$ , and mean difference = -.20159 for School Leadership and management.

This finding showed a significant difference in School Leadership and management Domain between RSS and USS.

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 (2003:38-39) 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.

*Community Participation Domain* demonstrated a mean of 2.57 for those USS (N = 137) and a mean of 2.35 for those RSS (N = 77) (Table 4.8). Table 4.9 identified  $t = 3.154$ ,  $df = 136.529$ ,  $p = .002$  and mean difference =  $-.19882$ . This finding showed a significant difference in Community Participation Domain between RSS and USS.

Thus, the above result 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.

#### **4.3.1.1 Teaching- learning domain**

##### ***Q1.1.How are teaching and learning component of SIP compared in Urban and Rural secondary schools?***

Teaching learning domain is the major determinant of students' achievement that indicates what is going in the class room. Not much powerful and sustainable change happens in teaching learning process unless it happens in class rooms (Earl, 2003). This domain focuses on the actual interaction between teachers and learners. The following items stated the teaching learning process, and were rated by the respondents of the study as can be vivid from table 4.10.

Table 4.10: Implementation of school improvement program in the teaching-learning domain in the rural and urban secondary schools

Table 4.10: Implementation of school improvement program in the teaching-learning domain

Items	School Location	N	Mean	Sd	t-value	Sig(2)
1.1.The degree to which the school has developed common values that lay strong foundations for quality learning-teaching environment	Rural Secondary school	77	2.4704	.35685	-4.820	.000
	Urban secondary school	137	2.7828	.50153		
1.2.The extent to which teachers recognize their students' learning differences and teach accordingly.	Rural Secondary school	77	2.4026	.51961	-1.483	.140
	Urban secondary school	137	2.5328	.66478		
1.3.The extent to which teachers provide clear and understandable description of the topic they teach	Rural Secondary school	77	2.4416	.52549	-3.057	.003
	Urban secondary school	137	2.6569	.47648		
1.4.The degree to which teachers have become role models to their students.	Rural Secondary school	77	2.3506	.48030	-3.582	.000
	Urban secondary school	137	2.6642	.67820		
1.5.The extent to which teachers have identified students that require special needs	Rural Secondary school	77	2.3636	.53580	-4.699	.000
	Urban secondary school	137	2.7080	.50236		
1.6.The degree to which teachers provide due support and respect for their students without any discrimination	Rural Secondary school	77	2.5584	.52549	-5.163	.000
	Urban secondary school	137	2.9343	.50300		
1.7.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	Rural Secondary school	77	2.5195	.55275	-5.983	.000
	Urban secondary school	137	2.9270	.43106		
1.8.The extent to which teachers improved their teaching performances using feedbacks forwarded on their past practices	Rural Secondary school	77	2.5455	.52679	-.397	.692
	Urban secondary school	137	2.5766	.56520		
1.9.The extent to which the school ensure that teachers teach according to their plan (daily and annual plan)	Rural Secondary school	77	2.7922	.56980	-1.992	.048
	Urban secondary school	137	2.9197	.36498		
1.10.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	Rural Secondary school	77	2.0649	.81657	-4.567	.000
	Urban secondary school	137	2.6277	.89119		
1.11.The extent to which teachers have sufficient subject matter knowledge and efficiently demonstrated while teaching the subject	Rural Secondary school	77	2.3636	.53580	-.239	.811
	Urban secondary school	137	2.3869	.74998		

1.12.The extent to which procedures are available at the school to utilize recent research findings that could helped teachers to improve teaching practices	Rural Secondary school	77	2.4416	.49983	-1.503	.134
	Urban secondary school	137	2.5766	.69370		
1.13.The extent to which teachers accomplish goals set to improve students' outcome	Rural Secondary school	77	2.2597	.63666	-4.158	.000
	Urban secondary school	137	2.7007	.79857		
1.14.The extent to which teachers' commitment for professional development was reflected through active participations	Rural Secondary school	77	2.0130	.85060	-4.029	.000
	Urban secondary school	137	2.5255	.91620		
1.15.The extent to which active participation of students have been increased on community based programs and in various co-curricular activities	Rural Secondary school	77	2.4156	.57010	-4.033	.000
	Urban secondary school	137	2.8029	.72598		
1.16.The extent to which teachers enable their students to link the lessons learned with their real life experience	Rural Secondary school	77	1.8442	.67013	-5.926	.000
	Urban secondary school	137	2.5401	.89947		
1.17.The extent to which benchmarks to be used for comparing results are clearly defined and communicated among school community	Rural Secondary school	77	2.6494	1.13284	-2.443	.015
	Urban secondary school	137	3.0146	.99989		
1.18 The extent to which students results have shown considerable improvements over time (after SIP)	Rural Secondary school	77	2.2078	.54622	-1.573	.117
	Urban secondary school	137	2.3504	.68160		
1.19.The extent to which school level and student assessment results helped to identify strengths and weaknesses needs further attentions	Rural Secondary school	77	2.4286	.84959	-1.103	.271
	Urban secondary school	137	2.5401	.61852		
1.20.The degree to which survey results revealed school's high expectation of student outcomes have been achieved	Rural Secondary school	77	1.7013	1.02681	-3.092	.002
	Urban secondary school	137	2.1606	1.05184		
1.21.The extent to which participatory teaching methods improved student participation	Rural Secondary school	77	2.0130	1.00647	-2.613	.010
	Urban secondary school	137	2.3504	.84533		
1.22.The extent to which low-achieving students' performance have been identified and improved	Rural Secondary school	77	1.8312	1.11689	-2.647	.009
	Urban secondary school	137	2.2263	1.00727		
1.23.The degree to which teachers improved the delivery of their subjects by identifying students' status using various assessment mechanisms	Rural Secondary school	77	2.5065	.78846	-.814	.416
	Urban secondary school	137	2.5839	.58965		
1.24.The extent to which the results of school evaluation are utilized as inputs for future plan and program development.	Rural Secondary school	77	2.5974	.49364	-1.635	.103
	Urban secondary school	137	2.7445	.69694		

1.25.The extent to which appropriate student feedback mechanisms are put in place.	Rural Secondary school	77	2.4675	.55213	-1.902	.058
	Urban secondary school	137	2.6642	.80693		
1.26.The extent to which students participate on assessment of subjects they learn and their self-evaluations	Rural Secondary school	77	2.7013	.60838	-1.829	.069
	Urban secondary school	137	2.8978	.82502		
1.27.The extent to which assessment results are used for learning-teaching process at classroom level in the further	Rural Secondary school	77	1.8701	.89370	-.306	.760
	Urban secondary school	137	1.9051	.74640		
1.28.The extent to which performance of students are reported to the parents regularly	Rural Secondary school	77	2.1429	.95579	-9.421	.000
	Urban secondary school	137	3.1314	.57927		
1.29.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	Rural Secondary school	77	1.8182	.85420	-4.069	.000
	Urban secondary school	137	2.2847	.77601		
Grand mean	Rural Secondary school	77	2.3028	.45076	-5.290	.000
	Urban secondary school	137	2.6109	.38360		

Source: Data study, 2020.

**Key:**  $\bar{X}$  = Mean, SD = Standard Deviation  $\bar{X} < 2.50$ = very low,  $\bar{X}=2.50 - 3.50$  = Moderate/Average,  $\bar{X}= 3.50$  to  $5.00$ = High; degree of freedom (df) =212

As indicated in Table 4.10, the quantitative results showed that both respondents from Urban and Rural Secondary Schools 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 highly performing and Low performing schools about learning and teaching revealed that the grand mean scores of Urban secondary school (2.30) and Rural Secondary School (2.61).

Moreover, the computed t-value in the above table shows the respondents of RSS and USS have different views on the listed items above, since the calculated t-value (-5.29) is greater than the critical t-value (1.96) at  $\alpha=0.05$ . As shown in table 4.8 assessment of respondent agreement from PPSS on the implementation of SIP related to teaching learning domain indicates that the mean score was rated low for items 1.1, 1.2, 1.3, 1.4, 1.5, 1.10, 1.12, 1.13, 1.14, 1.15, 1.16,1.19, 1.23, 1.25, and 1.28 with mean values 2.47,2.40, 2.44, 2.35,2.36,2.06, 2.44, 2.25, 2.01, 2.41,1.84,2.42,2.50, 2.46 and 2.14 respectively. Besides, assessment of respondent agreement from HPSS on the implementation of SIP related to teaching learning domain indicates that the mean score was rated moderate for items 1.1, 1.2, 1.3, 1.4, 1.5, 1.10, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.19, 1.23, 1.25, and 1.28 with mean values of 2.78, 2.53, 2.65, 2.66, 2.70, 2.62, 2.57, 2.70, 2.52,

2.80, 2.54, 3.01, 2.54, 2.58, 2.66 and 3.13 respectively. Both RSS and USS scores mean values greater than 2.50 (Moderate) were indicated by items 1.6, 1.7, 1.8, 1.9, 1.17 and 1.24.

However, both RSS and USS score with mean values below 2.50 for items 1.11, 1.18, 1.20, 1.21, 1.22, 1.27 and 1.29. Therefore, it is likely to say that the teaching learning domain had been implemented at moderate level in USS. On the other side, the implementation of the teaching learning domain was low in RSS.

Similar results were obtained from interview held with students and parents in Urban Secondary schools. Thus, both students and parents reported that first; teachers practiced student centered method owing to training given on active learning, continuous assessment and action research to teachers. Second, tutorial and work sheet has been given to students. Furthermore, schools have better input than before by the effort made by PTA and financial support /school grant given to schools. School grant is allocated based on the number of student population enrolled in that specific school. Students and parents reported school grant help schools to fulfill input like laboratory equipment, reference materials, teaching aids, computers, and other necessary materials.

Interview results from student representatives of Rural Secondary schools showed 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

From them group 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.

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 teaching learning domain in implementing SIP in USS and RSS was at moderate and low levels respectively.

4.3.1.2 Safety and conducive learning environment

**Research Question #1.2**

**Q.1.2. How is school climate component of SIP compared in Urban and Rural Secondary schools?**

This domain mainly focuses on making school environment safety and health relation for teaching learning process. Safety and conducive-learning environment helps school leaders, teachers and students to feel secured and contributed to their maximum potential for teaching and learning process. School improvement framework (MOE, 2007:6) suggested that schools should create a learning environment that could effectively meet the diverse needs of the learners. School class rooms should be neat, conducive and attractive in order to inspire students' motivation and learning process.

Table 4.11: The response on safety and conducive-learning environment

Items	School Location	N	Mean	Std. Deviation	t-value	Sig(2)
1.30.The degree to which school has surrounded by fences, and become safe and attractive for students' learning	Rural Secondary school	77	3.1948	.48772	-4.891	.000
	Urban Secondary school	137	3.5401	.50021		
1.31.The extent to which classroom contexts enhanced students' learning motivation	Rural Secondary school	77	2.2468	.65204	-4.055	.000
	Urban Secondary school	137	2.5912	.56301		
1.32.The extent to which education supportive facilities (like pedagogical centers, laboratory, library, staff-room and sport felids) are available	Rural Secondary school	77	1.6623	.64094	-4.917	.000
	Urban Secondary school	137	2.0876	.58755		
1.33.The extent to which accessibility of standardized separate toilets for male and female and water supply satisfied the school community	Rural Secondary school	77	1.8571	.78997	-2.032	.043
	Urban Secondary school	137	2.1022	.87687		
1.34.The extent to which information technology facilities (radio, plasma TV, computer, etc) required for learning-teaching processes are practically available	Rural Secondary school	77	1.6623	.78824	-3.255	.001
	Urban Secondary school	137	2.0584	.88920		
1.35.The extent to which students participate in decision-making process	Rural Secondary school	77	2.3377	1.04643	-3.211	.002
	Urban Secondary school	137	2.8102	1.02565		



1.36.The degree to which the school has provided equal opportunity for male and female students to take part in school's leadership positions	Rural Secondary school	77	3.2078	.40839	-3.245	.001
	Urban Secondary school	137	3.4234	.49590		
1.37.The extent to which reproductive health and issues related to environmental protection are integrated in school programs	Rural Secondary school	77	2.0130	.49983	.224	.823
	Urban Secondary school	137	1.9927	.70185		
1.38.The extent to which expected status students' behaviour was expressed in various circumstances	Rural Secondary school	77	1.8442	.68949	-2.692	.008
	Urban Secondary school	137	2.1095	.69323		
1.39.The extent to which studies indicated that, through learning process, Students' have developed sense of responsibility, self-confident, freedom, and acceptance	Rural Secondary school	77	1.8831	.62774	-.662	.508
	Urban Secondary school	137	1.9416	.61556		
1.40.The extent to which all efforts of the school were directed towards students' learning and improvement of their academic achievements	Rural Secondary school	77	2.1429	.85400	-3.236	.001
	Urban Secondary school	137	2.5474	.89089		
1.41.The degree to which every students have given equal chance to be successful.	Rural Secondary school	77	3.1429	.45056	-1.333	.184
	Urban Secondary school	137	3.2409	.54941		
1.42.The extent to which supports are provided to minimize wastage (dropouts and repetition)	Rural Secondary school	77	1.7792	.98172	-3.887	.000
	Urban Secondary school	137	2.3212	.97720		
1.43.The extent to which special attention is provided to female students to enhance their educational performance and self-confidence	Rural Secondary school	77	2.4286	.83396	-2.507	.013
	Urban Secondary school	137	2.7153	.78543		
1.44.The degree to which information collected from parents and the community confirmed that, the school has become safe and attractive for learning	Rural Secondary school	77	2.5195	.88273	-1.324	.187
	Urban Secondary school	137	2.7007	1.00268		
1.45.The extent to which the allocated budget is appropriately utilized	Rural Secondary school	77	3.2468	.51697	-3.530	.001
	Urban Secondary school	137	3.5109	.53022		

1.46.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	Rural Secondary school	77	1.2727	.57666	-2.712	.007
	Urban Secondary school	137	1.5474	.77622		
1.47.The degree to which special needs education is integrated with CPD program	Rural Secondary school	77	2.5065	.50324	-6.464	.000
	Urban Secondary school	137	2.8759	.33089		
1.48.The extent to which qualified teachers, materials and facilities required for special needs education program are fulfilled	Rural Secondary school	77	1.9481	.64678	-2.323	.021
	Urban Secondary school	137	2.1533	.60501		
1.49.The extent to which special needs educational programs, teaching methods and materials are arranged according to the levels of students with special need education	Rural Secondary school	77	2.1688	.52321	-3.694	.000
	Urban Secondary school	137	2.4818	.63132		
1.50.The extent to which supports made for students with special needs education satisfied their parents	Rural Secondary school	77	2.2338	.64678	-.299	.765
	Urban Secondary school	137	2.2628	.69948		
1.51.The degree to which the school compound and classroom arrangements suit to special needs students	Rural Secondary school	77	2.3247	.47132	-2.421	.016
	Urban Secondary school	137	2.5036	.54401		
Grand Mean	Rural Secondary school	77	2.2556	.41842	-4.505	.000
	Urban Secondary school	137	2.5236	.41708		

Source: Data study, 2020.

Key:  $\bar{X}$  = Mean, SD = Standard Deviation  $\bar{X} < 2.50$ = very low,  $\bar{X}=2.50 - 3.50$  = Moderate/Average,  $\bar{X}= 3.50$  to  $5.00$ = High; df=212

Table 4.11 indicates that the opinions of respondents of RSS and USS on the implementation of safety and conducive learning environment in each sample schools. As seen from the data, for majority of the items listed the mean responses of USS were found between 2.5 and 3.51. This indicates that USS respondents responded at medium level.

Similarly, Rural Secondary Schools' respondents for except for items 1.30, 3.36, 1.41, 1.44, 1.45 and 1.47 which have rated as medium with mean value of between 2.5 and 3.24, the rest of items rated low with mean values of between 2.42 and 2.42.

Also the independent t- test result,  $t(2, 212) = -4.50, p=0.00$  indicating that a statistically significant difference was observed between the respondents of the two groups.

For 1.32, 1.33, 1.34, 1.37, 1.38 1.42, 1.46, 1.48, 1.49 and 1.50 items both respondents of RSS and USS rated low with mean values ranges between 1.54 and 2.48. Besides, the overall mean score of respondents of USS and RSS were at moderate and low level with grand mean of 2.52 and 2.25 respectively. Moreover, the independent t-test result,  $t(2, 212) = -4.50; p=0.00$ , depicts that statistically significance difference was observed between the response of the two groups.

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. 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 safe and health; it is without harassment and suited to the teaching and learning activities.

Similarly interviewee from Woreda and Zone heads 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 some Woredas in the past three years. From the above data it is possible to infer that there has been good attempt in fulfilling input that better facilitates the instruction process. These in turn help to improve the teaching learning process so as to ensure quality of education.

Supporting this idea, as Lunenburg and Ornstein (1991:245) suggested that school environment has to be safe and healthy; that school community relationship should be strengthened, so that community and parents need to involve in SIP implementation. From the responses we can conclude that there was health relationship among school communities which facilitates teaching learning processes.

On the other hand, the researcher observed about adequacy of latrine provided for both genders showed that there were 75% of sample schools have toilet which was separated by common wall. This showed that adequacy of latrine provided for both genders were satisfactory; but, its quality is differing from school to school. Similarly, as seen statistically data above indicated that the USS rated at moderate level where as RSS responded as low. From these discussions it is can be concluded that there has been a good attempt in USS, regarding to make safe and conducive

learning environment that enables teachers, students and parents to spend more time in school compound which facilitates teaching learning process. On the other side, based on results from t-test and interview, much work was left to make safe and conducive learning environment in RSS.

#### 4.3.1.3 School leadership and management domain

##### *Research Question #1.3*

*Q.1.3. Is there any difference between Urban and Rural secondary schools in terms of the implementation of school leadership and management component of SIP?*

In this section of the research report of the school improvement activities in relation to school leadership and management were addressed. School leadership has vital role for the effectiveness of school improvement program. Building leadership capacity is an important duty to carry out school improvement program properly. Supporting this ideas Harris and Linda Lambert (2003:38-39) revealed that school principal empowers others to lead and serving as a catalysts for changes.

Table 4.12: Responses of respondents related to school leadership and management domain

	School location	N	Mean	Sd	t-value	Sig(2)
1.52.The extent to which the preparation of strategic plan was participatory and based on school's self-evaluation results	Rural Secondary school	77	2.5455	.80370	-1.344	.180
	Urban Secondary school	137	2.6788	.62936		
1.53.The degree to which professional appraisal fits to the school's vision and objectives	Rural Secondary school	77	2.1558	.79579	3.908	.000
	Urban Secondary school	137	1.7518	.68364		
1.54.The extent to which the school conformed consistently implementation of plan activities of the school	Rural Secondary school	77	2.5455	.50119	-4.446	.000
	Urban Secondary school	137	3.0219	.86149		
1.55.The extent to which school values and standards are made known to the entire school community	Rural Secondary school	77	2.1039	.64040	-2.644	.009
	Urban Secondary school	137	2.4672	1.10514		
1.56.The extent to which systems are developed to communicate and implement strategic plan of the school	Rural Secondary school	77	2.4286	.65752	-3.134	.002
	Urban Secondary school	137	2.8613	1.10602		
1.57.The extent to which school leaders gave attention for success of goals and higher level outcomes of the plan	Rural Secondary school	77	2.4416	.65882	-2.753	.006
	Urban Secondary school	137	2.7883	.98839		
1.58.The extent to which school administrators used the collected data to set school improvement priorities	Rural Secondary school	77	2.9740	.58431	5.727	.000
	Urban Secondary school	137	2.5401	.50021		

1.59.The extent to which documented longitudinal data on students' performance records show improvements	Rural Secondary school	77	2.1299	.93683	-4.406	.000
	Urban Secondary school	137	2.6569	.78063		
1.60.The degree to which teacher's professional development program has been prioritized in the school's strategic plan	Rural Secondary school	77	2.9740	.56134	2.285	.023
	Urban Secondary school	137	3.1314	.43416		
1.61.The extent to which the school laid down teachers' coaching and mentoring system	Rural Secondary school	77	2.5065	.50324	-3.796	.000
	Urban Secondary school	137	2.7591	.44599		
1.62.The extent to which training needs are identified and trainings are provided for school leaders	Rural Secondary school	77	2.0260	.81069	-5.558	.000
	Urban Secondary school	137	2.6861	.84672		
1.63.The degree to which positive, constructive, transparent and mutual relationship has been fostered among school-level actors	Rural Secondary school	77	2.9221	.79084	1.688	.093
	Urban Secondary school	137	2.7445	.70741		
1.64.The extent to which the school has developed conflict resolution guidelines	Rural Secondary school	77	1.7273	.82137	-4.942	.000
	Urban Secondary school	137	2.2993	.80773		
1.65.The extent to which practicality and significances of programs and standards are professionally verified by school leaders and teachers	Rural Secondary school	77	2.5714	.97911	-1.113	.267
	Urban Secondary school	137	2.7153	.86559		
1.66.The degree to which school management has discharge professional duties in developing and implementing special need education strategies	Rural Secondary school	77	2.3117	.54434	-1.310	.192
	Urban Secondary school	137	2.4234	.62688		
1.67.The degree to which the school planning process has been justified by external validation	Rural Secondary school	77	1.9740	1.07574	-3.530	.001
	Urban Secondary school	137	2.4599	.89947		
1.68.The extent to which students' development assessment is guided by permanent procedures	Rural Secondary school	77	3.0130	.19825	-2.771	.006
	Urban Secondary school	137	3.1460	.39370		
1.69.The degree to which agreement of purpose has been fostered through active participation of school level actors	Rural Secondary school	77	2.5065	.99503	-1.870	.063
	Urban Secondary school	137	2.7445	.83163		
1.70.The extent to which decision-making process are rational	Rural Secondary school	77	2.7403	.83355	-.046	.963
	Urban Secondary school	137	2.7445	.51491		
1.71.The extent to which using trained professionals through cluster resource centers the school improved learning-teaching process.	Rural Secondary school	77	2.8571	.70177	1.107	.270
	Urban Secondary school	137	2.7080	1.05830		

1.72. The extent to which human resources, material and financial resources are applied to support students' performance.	Rural Secondary school	77	2.5455	.50119	-3.376	.001
	Urban Secondary school	137	2.8029	.55359		
1.73.The extent to which school has documented, revised and updated its internal rules	Rural Secondary school	77	2.4286	.54841	-.089	.929
	Urban Secondary school	137	2.4380	.83014		
1.74.The extent to which school has strengthened work procedures to be compatible with education and training policies	Rural Secondary school	77	2.4286	.57190	-1.428	.155
	Urban Secondary school	137	2.5766	.80186		
1.75.The extent to which the school has created effective regular communication with all stakeholders	Rural Secondary school	77	2.1948	.70783	-.863	.389
	Urban Secondary school	137	2.2920	.83279		
1.76.The extent to which internal regulation of the school equitable for all students including special needs students	Rural Secondary school	77	1.8442	.91859	-3.510	.001
	Urban Secondary school	137	2.2628	.78843		
Grant mean	Rural Secondary school	77	2.4358	.48051	-3.239	.001
	Urban Secondary school	137	2.6280	.41032		

Source: Survey study, 2020.

**Key:**  $\bar{X}$  = Mean, SD = Standard Deviation  $\bar{X} < 2.50$  = very low,  $\bar{X}=2.50 - 3.50$  = Moderate/Average,  $\bar{X}= 3.50$  to  $5.00$  = High; df=212

Table 4.12 indicates that the opinions of respondents of RSS and USS on the implementation of School leadership and management in each sample schools. As seen from the data, for majority of the items (seventeen items) listed the mean responses of USS were found between 2.57 and 3.14. This indicates that HPSS respondents responded at moderate level.

But for items 1.52, 1.54, 1.60, 1.61, 1.63, 1.65, 1.68, 1.69, 1.70, 1.71 and 1.72 RSS respondents rated medium with mean values of 2.54, 2.54, 2.97, 2.50, 2.92, 2.57, 3.01, 2.50, 2.74, 2.85 and 2.54 respectively. As the same time, the mean values of respondents of RSS were below 2.50 for items 1.53, 1.55, 1.56, 1.57, 1.59, 1.62, 1.64, 1.66, 1.67, 1.73, 1.74, 1.75 and 1.76. This shows that majority of RSS respondents responded at low level.

On the other hand, respondents of both RSS and USS rated below 2.50 with items 1.53, 1.55, 1.66, 1.67, 1.73, 1.75 and 1.76. Besides, the overall mean score of respondents of USS and RSS were at moderate and low level with grand mean of 2.43 and 2.62 respectively. Moreover, the independent t-test result,  $t(2, 212) = -3.23$ ;  $p=0.001$ , depicts that statistically significance difference was observed between the response of the two groups.

Interviewee respondents were asked to mention the major improvement observed owing to the first three years implementation of SIP. In the interview session, majority of PTA representative from highly performing schools reported that because of SIP initiative they observed 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 Woreda and Zone Education heads reported that 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 Rural secondary schools. 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 leader ship. Without high quality, skilled and sustained leader ship 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.

#### **4.3.1.4 Community participation domain**

##### *Research Question #1.4*

*Q. 1.4. Is there any difference between Urban and Rural Secondary schools in terms of the community participation component of SIP?*

This domain discussed about parents and community involvement to implement school improvement program. Parents and community are the key stake holders for school improvement endeavor. 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 respect should involve community participation to better achievement of the desired goals of schools through collaborative effort of stake holders. Kindred in Gallagher, DR Bagin D, and More, EH (2001:13) 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 4.13: Responses of respondents related to community participation domain**

	School location	N	Mean	SD	t-value	Sig(2)
1.77.The extent to which appropriate institutional structures to support parents' participation is in place and parents are encouraged in school meetings	Rural Secondary school	77	2.3636	.94464	-2.624	.009
	Urban Secondary school	137	2.7153	.93894		
1.78.The extent to which parents provide feedback upon reviewing their children's academic achievements	Rural Secondary school	77	2.1299	.87885	1.039	.300
	Urban Secondary school	137	2.0146	.71728		
1.79.The degree to which studies indicated as parents participate in school programs and information exchange activities become high	Rural Secondary school	77	1.9221	.80731	-7.513	.000
	Urban Secondary school	137	2.7007	.67915		
1.80.The extent to which announcement of students' programs and achievements are scheduled.	Rural Secondary school	77	2.7013	.76201	.862	.390
	Urban Secondary school	137	2.6277	.48518		
1.81.The extent to which the participation of parents in the management have been increased	Rural Secondary school	77	2.4675	.66063	-.421	.675
	Urban Secondary school	137	2.5109	.75845		
1.82.The extent to which teachers' interact with parents to improve students' performance and behaviours	Rural Secondary school	77	2.6753	.75117	-.719	.473
	Urban Secondary school	137	2.7372	.50396		
1.83.The extent to which the school documented list of parents contributed to school	Rural Secondary school	77	2.4026	.83129	-3.847	.000
	Urban Secondary school	137	2.7372	.44176		
1.84.The extent to which community participation regulations are integrated with the internal rules of the school	Rural Secondary school	77	2.3506	.85480	-3.902	.000
	Urban Secondary school	137	2.7226	.53865		
1.85.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	Rural Secondary school	77	2.1429	.57843	1.614	.108
	Urban Secondary school	137	1.9927	.69129		
1.86.The degree to which external organizations have supported the teaching-learning process by sharing their practical experiences	Rural Secondary school	77	2.2857	.70444	-.968	.334
	Urban Secondary school	137	2.3869	.74998		



1.87.The school has promoted its achievements among the school-level actors and the community	Rural Secondary school	77	2.6364	.48420	-.728	.468
	Urban Secondary school	137	2.7299	1.06760		
1.88.Successful accomplishments of the school have been acknowledged and commemorated at school level	Rural Secondary school	77	2.1429	.82261	-6.332	.000
	Urban Secondary school	137	2.8248	.71638		
Grand mean	Rural Secondary school	77	2.3577	.47038	-4.130	.000
	Urban Secondary school	137	2.5740	.29494		

Source: Survey study, 2020.

Key:  $\bar{X}$  = Mean, SD = Standard Deviation  $\bar{X} < 2.50$  = very low,  $\bar{X}=2.50 - 3.50$  = Moderate/Average,  $\bar{X}= 3.50$  to  $5.00$  = High; df= 212

Table 4.11 also indicates that the opinions of respondents of RSS and USS on the implementation of community participation in each sample schools. The grand mean values for the ‘community participation’ elements were 2.35 and 2.57 for RSS and USS respectively. The independent t-test result,  $t(2, 212) = -4.13$ ,  $p=0.000$ , indicating statistically significant difference was observed between the response of the two groups.

As seen from the table 4.11, respondents of USS score mean values greater than 2.50 for items 1.77, 1.79, 1.81, 1.82, 1.83, 1.84, 1.87 and 1.88. Similarly, RSS respondents for except for items 1.30, 3.36, 1.41, 1.44, 1.45 and 1.47 which have rated as medium with mean value of between 2.50 and 3.24. In connection to this, respondents of USS score mean values  $<2.50$  for items 1.78, 1.85 and 1.86. As the same time, the mean values of respondents of RSS were below 2.50 for items 1.53, 1.55, 1.56, 1.57, 1.59, 1.62, 1.64, 1.66, 1.67, 1.73, 1.74, 1.75 and 1.76. This shows that majority of RSS respondents responded at low level. As Table 4.11 item 1.80, 1.82 and 1.87 focuses on participation of Community in SIP plan implementation with mean values 2.70, 2.67 and 2.63 from RSS respondents; and 2.62, 2.73 and 2.72 from USS respondents.

This indicates that respondents of RSS and USS were responded medium to these items. On the other hand, respondents of both RSS and USS rated below 2.50 with items 1.53, 1.55, 1.66, 1.67, 1.73, 1.75 and 1.76.

Issues related to community participation were also raised in the interview. In response to this issue, interviewee participants from both types of schools explained that in relative terms parents concern in the school and their participation have shown progress. To this end, PTAs contributed to the school in buying laboratory equipment and reference materials for the library, rewarding best performing students, and paying for part time work to staffs are some activities performed

by them . Moreover, members of PTA become devoted to support schools, like give financial contribution and coordinate fund raising activities are so me manifestation of improvements as reported.

### 4.3.2. Challenges in the Implementation of SIP

#### *Research Question #2*

*Q. 2.What were the factors that impeded the success of the school improvement program?*

Educational change is not a straight forwarded progression and there is a long history of false starts and limited successes (Earl *et al.*, 2003). In addition to this, Elmore (1995) in Earl *et al.* (2003) pointed out that many attempts at educational change have flourished and then disappeared for lack of attention over time in cases where the situation (or organizational capacity) does not provide enough support for changes to become established. Even if there are improvements, a number of adverse factors have impeded its implementation.

**Table: 4.14: Factors that impede implementation of School improvement program**

Items		Schools location	N	$\bar{X}$	SD	t	p
1	Lack of awareness about the school improvement program	Rural Secondary school	77	3.4416	.78629	4.388	.000
		Urban Secondary school	137	2.9124	.87845		
2	Lack of finance and materials	Rural Secondary school	77	3.8701	.80050	1.993	.048
		Urban Secondary school	137	3.6569	.72190		
3	Absence of collaboration among stakeholders	Rural Secondary school	77	3.9091	.83006	.638	.524
		Urban Secondary school	137	3.8394	.72996		
4	Absence of self-evaluation at the end of each academic year	Rural Secondary school	77	3.9610	1.04430	5.406	.000
		Urban Secondary school	137	3.0365	1.27999		
5	High turnover of principals	Rural Secondary school	77	3.5844	1.28094	4.576	.000
		Urban Secondary school	137	2.8978	.90167		
6	Teachers resistance to the programme	Rural Secondary school	77	3.3636	.80963	1.235	.218
		Urban Secondary school	137	3.2482	.55281		
7	The limitation of professional support from Woreda education office	Rural Secondary school	77	3.4156	1.08033	2.709	.007
		Urban Secondary school	137	3.0292	.95441		

Key: \* <3 = Disagree, 3 = somewhat agree, and >3 = Agree; df(degree of freedom)=212, (p-value) Significant level =0.05, t-critical value =1.99

In Table 13 above, the expected challenges that had been impeding school improvement were listed to be rated on five point likert scale including: strongly disagree (1), disagree (2), undecided (3), agree (4), and strongly agree (5). Besides open ended question was added so that respondents can list down to the problems that challenged the implementation.

The results of the t-tests are shown in Table 4.12 above. In the Rural secondary schools, the most dominant challenges that has been influencing proper implementation of SIP in the study schools includes the following four items: Absence of self-evaluation at the end of each academic year ( $\bar{X}=3.9610$ ,  $SD=1.04430$ ); Absence of collaboration among stakeholders ( $\bar{X}=3.9091$ ,  $SD=.83006$ ); Lack of finance and materials ( $\bar{X}=3.8701$ ,  $SD=.80050$ ); and High turnover of principals ( $\bar{X}=3.5844$ ,  $SD=1.28094$ ).

Moreover, the data of the table further indicated that Lack of awareness about the school improvement program ( $\bar{X}=3.4416$ ,  $SD=.78629$ ), the limitation of professional support from Woreda education office ( $\bar{X}=3.4156$ ,  $SD=.95441$ ), teachers resistance to the programme ( $\bar{X}=3.3636$ ,  $SD=.80963$ ) were also identified as challenges of SIP implementation in rural secondary schools next to the above stated four factors.

Regarding respondents from urban secondary schools (Table, 4.13) were asked whether there are factors that impede implementation of school improvement program or not. Thus, the following were identified as major challenges for urban secondary schools, in ranking order from 1-3: Absence of collaboration among stakeholders ( $\bar{X}=3.8394$ ,  $SD=.72996$ ); Lack of finance and material ( $\bar{X}=3.6569$ ,  $SD=.72190$ ); and Teachers resistance to the programme ( $\bar{X}=3.2482$ ,  $SD=.55281$ ).

In addition, absence of self-evaluation at the end of each academic year ( $\bar{X}=3.0365$ ,  $SD=1.27999$ ); the limitation of professional support from Woreda education office; and ( $\bar{X}=3.0292$ ,  $SD=.95441$ ) were identified as challenges of SIP implementation in the urban secondary schools next to the above stated three factors.

However, Lack of awareness about the school improvement program ( $\bar{X}=2.9124$ ,  $SD=.87845$ ); and High turnover of principals ( $\bar{X}=2.8978$ ,  $SD=.90167$ ) were identified as the least factors that influence the success of SIP implementation in urban secondary schools of Buno Bedele Zone.

The t-tests also reveal that a difference exists in respect to factors that impede implementation of School improvement program between the two types of secondary schools. Significant differences ( $p < .05$ ) were found between rural and urban secondary schools on five of the seven items. The five items are: Lack of awareness about the school improvement program, Lack of finance and materials, Absence of self-evaluation at the end of each academic year, High turnover of principals and the limitation of professional support from Woreda education office.

The results signify that school type's differences were found for lack of awareness about the school improvement program ( $t(212) = 4.388, p = .000$ ), Lack of finance and material ( $t(212) = 1.993, p = .048$ ), Absence of self-evaluation at the end of each academic year ( $t(212) = 5.406, p = .000$ ), High turnover of principals ( $t(212) = 4.576, p = .000$ ), and the limitation of professional support from Woreda education office ( $t(212) = 2.709, p = .007$ ). The findings of this study indicated a significant difference exists in the above five factors that impede implementation of SIP in low performing and high performing secondary schools.

As opposed to the above result, differences were not found between the two types of schools for the items 'absence of collaboration among stakeholders ( $p = .524$ )' and 'Teachers resistance to the programme ( $p = .218$ )', as p-value is greater than .05. This analysis shows that teachers, principals and supervisors in the two types of schools have to address the challenges of the school improvement programme with particular emphasis to the absence of collaboration among stakeholders and teachers resistance to the programme

The findings of this study indicate that factors that impede the implementation of SIP in rural secondary schools were many and stronger than factors that impede the implementation of SIP in urban secondary school of Buno Bedele Zone. The greatest difference that occurred, in reference to factors that impede the implementation of SIP, in the two types of secondary schools were Absence of self-evaluation at the end of each academic year, High turnover of principals and Lack of awareness about the school improvement program. Thus, it is imperative teachers, principals and supervisors in low performing secondary schools have to address the challenges of the school improvement programme with particular emphasis on strengthening school leadership and management, the teaching and learning process, the school learning environment and community participation.

Furthermore, the major challenges from the open ended questionnaires collected from both types of schools 78 (36.45%) respondents were as follows: Readiness and commitment among the

committee members and stakeholders is very weak; political interference on technical aspects; dropout rate and repeating rates; assignment of principals with minimum experience and without any training in leadership; the rapidly increasing number of students coupled with limited resources have contributed to the low quality of teaching; shortage of laboratory technician to run laboratory service and SIP format is too complex to grasp easily even by the trainers; Learning achievement over the past years, with less than half of the students achieving a minimum proficiency in core subjects; Stakeholders were not collaborative; and the weak follow up of the school improvement programme.

Secondary schools, particularly rural secondary schools, therefore, have to actively find ways to address the above challenges in the school improve programme implementation, more so with regards to school leadership and management, the teaching and learning process, the learning environment, and parent and local community participation. So, extensive work is needed in school improvement by expanding capacity building and making connections among school partners within the coming five years.

Moreover, in the interview held with school Principals and Woreda & zone Education officers pointed out that the major problems that impeded the success of SIP include: 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.

Student councils, PTA Chair-persons, on their part pointed out that the teaching learning method is being theoretical, inability to use available resources /laboratory, teaching aids .../, students being late absent from class teachers' lack of competence, and teachers' failure to use continuous assessment properly as a major problem that hampered the implementation process.

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).

Regarding sustaining school improvement program, in the open ended question respondents were requested to propose strategies to continue school improvement program so as to schools become better learning place to school community than ever. To this effect, giving continuous training to stakeholders on SIP, making leadership approach participative/democratic, revising and

condensing the content of SIP(standards and indicators), strengthening monitoring and evaluation on the implementation of SIP, securing active participation of SIC , making an effort on library and laboratory service to better be functional, strengthening co-curricular activities and enhancing the relationship of teacher and students were among respondents suggestion to sustain SIP.

## CHAPTER FIVE

### 5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. Introduction

This part of the study presents the summary of study, summary of major findings, conclusion and recommendations which are assumed to be useful to bring quality education through enhancing the implementation of SIP in Buno Bedele Zone secondary schools.

The purpose of this study is to compare Rural and Urban secondary schools with respect to the implementation of SIP. In order to serve this purpose and achieve the objectives, the following basic questions were formulated and answered.

Q.1.What differences exist between urban and rural secondary schools in terms of the implementation of the four components of SIP?

Q.2.What were the factors that impeded the success of the school improvement program?

Q.3.What are the possible solutions to solve the problems that affected the implementation of SIP in the study area?

With the purpose of finding answers to the basic/research questions and to attain the objectives of the research, 249 teachers, 12 principals, and 8 supervisors were selected from 12 secondary schools, grouping into the seven Rural Secondary Schools (RSS) and six Urban Secondary schools (USS). Of the total sample size 214 (93.45%), 12 (100%), and 8(100%) of the questionnaire distributed to teachers, principals, and supervisors, respectively filled out, returned and used for analysis.12 student councils and 12 PTA, who were directly involved in SIP implementation were also selected for interview to take part in the study. Interviews were also held with 5 woreda education office heads and one zone education office head those are at the higher levels of the education management.

The quantitative data obtained from questionnaire were analyzed using statistical tools such as percentage and mean value and data obtained from open ended questionnaires, interview and document analysis was qualitatively narrated and described. An independent t-test analysis was used to analyze the scores of the 214 respondents. Then from the analysis made, the following major findings were drawn.

## 5.2 Summary of major findings

This focuses on four domains of SIP: Learning and Teaching; Creating Favorable Learning Environment; School Leadership; and Community Participation.

- The implementation of learning and teaching process were rated by the respondents of RSS of the study was low with aggregated mean value of ( $\bar{x}$  =2.30, SD=.45).

However, lowest rating results were observed in both RSS and USS for items:

- The degree to which survey results revealed school's high expectation of student outcomes have been achieved ( $\bar{x}$  =1.70, SD= 1.02) in RSS and ( $\bar{x}$  = 2.16, SD=1.05) in USS.
- The extent to which low-achieving students' performance have been identified and improved ( $\bar{x}$  =1.83, SD=1.11) in RSS and ( $\bar{x}$  = 2.22, SD= 1.00) in USS..
- The extent to which participatory teaching methods improved student participation ( $\bar{x}$  =2.01, SD= 1.00) in RSS and ( $\bar{x}$  = 2.35, SD= .84) in USS.
- The extent to which students results have shown considerable improvements over time (after SIP) ( $\bar{x}$  =2.20, SD=.546) in RSS and ( $\bar{x}$  = 2.35, SD=.68) in USS
- The extent to which assessment results are used for learning-teaching process at classroom level in the further ( $\bar{x}$  =1.87, SD=.89) in RSS and ( $\bar{x}$  = 1.90, SD=.74) in USS.
- 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( $\bar{x}$  =1.81, SD=.85) in RSS and ( $\bar{x}$  = 2.28, SD=.77) in USS.
- Possession of teachers' subject matter knowledge and their ability to transfer knowledge during teaching the subject ( $\bar{x}$  =2.36, SD=.535 in RSS and ( $\bar{x}$  =2.38, SD=.74) in USS.
- 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.



- However, the implementation of SIP related to teaching learning domain from USS respondents indicate moderate level for much of variables, with aggregated mean value of 2.61.

Therefore, it is likely to say that the learning and teaching domain in USS had been implemented moderately in all sample schools. However, there was low level of implementing SIP related to teaching - learning domain in RSS with aggregated mean value of ( $\bar{x} = 2.30$ ,  $SD = .45$ ).

- ❖ Moreover, among the four domain of SIP, Creating Favorable Learning Environment is the second one. The result showed that, among all items listed under this domain the variables scored mean value less than 2.50 were:
  - The extent to which education supportive facilities (like pedagogical centers, laboratory, library, staff-room and sport felids) are available
  - The extent to which accessibility of standardized separate toilets for male and female and water supply satisfied the school community
  - 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 varous circumstances
- The extent to which studies indicated that, through learning process, Students' have developed sense of responsibility, self-confident, freedom, and acceptance
- The extent to which supports are provided to minimize wastage (dropouts and repetition)
  - 1.46. 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
- 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, the implementation of SIP related to Creating Favorable Learning Environment domain from USS respondents indicate moderate level ( $\bar{x} = 2.52$ ,  $SD = .41$ ) and low for RSS with mean value ( $\bar{x} = 2.25$ ,  $SD = .41$ ).
- Besides, an interview results obtained from interview administered with Bedele woreda 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.

The third domain of SIP was about School leadership and management; which has a vital role for the effectiveness of the implementation school improvement programs. In this regards, the mean values for RSS and USS 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 practicality and significances of programs and standards are professionally verified by school leaders and teachers; 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; and the extent to which school has documented, revised and updated its internal rules.
- In addition to teachers, principals and supervisors, officials from Bedele woreda Education Offices during interview session also described insufficiencies of the excising practices related to strategic visions and the degree to which these plans were communicated in government secondary schools of the Buno Bedele Zone.
- The implementation of SIP related to School leadership and management domain from RSS and USS respondents indicate low level ( $\bar{x} = 2.43$ ,  $SD = .48$ ) and moderate ( $\bar{x} = 2.62$ ,  $SD = .41$ ) respectively.
- The fourth domain of SIP School community relations is refers to a process of communication between the school and the community for the purpose of increasing citizen understanding educational needs, practices, interest and cooperation showed that participation of community was determining factor for success of SIP. With regards to this the results of mean aggregate

value of respondents of RSS respondents indicate low level ( $\bar{x} = 2.35$ ,  $SD = .47$ ) and USS respondents indicate medium level ( $\bar{x} = 2.57$ ,  $SD = .29$ ). As a result, in RSS 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.

- Overall, summary results of SIP implementation in the study schools with regards to the four domains indicated that, the implementation of SIP in secondary schools of Buno Bedele Zone was not efficient. It was found at low level in RSS; whereas in USS at medium level.
- ❖ The results of the t-tests from table 4.13 showed the respondents of RSS reported that the most dominant challenges that has been influencing proper implementation of SIP in the poorly performing schools includes: Absence of self-evaluation at the end of each academic year ( $\bar{X} = 3.9610$ ,  $SD = 1.04430$ ); Absence of collaboration among stakeholders ( $\bar{X} = 3.9091$ ,  $SD = .83006$ ); Lack of finance and materials ( $\bar{X} = 3.8701$ ,  $SD = .80050$ ); and High turnover of principals ( $\bar{X} = 3.5844$ ,  $SD = 1.28094$ ).
- ❖ Moreover, the data of the table further indicated that Lack of awareness about the school improvement program ( $\bar{X} = 3.4416$ ,  $SD = .78629$ ), the limitation of professional support from Woreda education office ( $\bar{X} = 3.4156$ ,  $SD = .95441$ ), Teachers resistance to the programme ( $\bar{X} = 3.3636$ ,  $SD = .80963$ ) were also identified as challenges of SIP implementation in the Rural secondary schools next to the above stated four factors.
- ❖ Absence of collaboration among stakeholders ( $\bar{X} = 3.8394$ ,  $SD = .72996$ ); Lack of finance and material ( $\bar{X} = 3.6569$ ,  $SD = .72190$ ); and Teachers resistance to the programme ( $\bar{X} = 3.2482$ ,  $SD = .55281$ ) were identified as major challenges in Urban secondary secondary schools.
- ❖ The t-tests also reveal that a difference ( $p < .05$ ) exists for Lack of awareness about the school improvement program, Lack of finance and materials, Absence of self-evaluation at the end of each academic year, High turnover of principals and the limitation of professional support from Woreda education office that impede implementation of SIP in both Rural and Urban secondary schools.
  - The open ended questionnaires and interview held with school PTA, Principals, and Woreda & zone Education officers pointed out that the major problems that impeded the success of SIP include: lack of Readiness and commitment of committee members and

stakeholders, political interference on technical aspects; increased dropout rate and repeating rate, attrition of experienced school principals, failure to have education management information system (*EMIS*), lack of teachers ' competence, poor teaching and learning method/style, lack of school infrastructure, poor community participation and lack of income, and weak follow up of the school improvement programme.

### 5.3. Conclusions

- In RSS and USS SIP was implemented at low and moderate levels of performance respectively with respect to four domains of SIP. However, the practice of SIP in USS with regards to Learning and teaching and School Leadership and management were relatively better. Whereas, the practices of SIP activities concerning Creating Favorable Learning Environment and community participation showed unsatisfactory level of performance at the schools understudy.

This indicated that, the practices of SIP in USS were better within schools with effective learning and teaching and managing and leading the program to be successfully implemented in the study schools.

- But the practice of SIP with regards to four domains showed unsatisfactory level of performance at the schools understudy. This again indicated that, the practices of SIP was low within the schools where there is no safe and conducive learning environment with insufficient school facilities (lack of laboratory, toilets, library and pedagogical centers), low implementation of teaching and learning process, ineffectiveness of leadership and management capacity to lead school improvement program and there is no community involvement in the process.
- SIP implementation requires a supportive environment where conditions for school improvement adequately put in place. Excellent schools direct their energies and resources towards the implementation of school improvement program to maximize achievement and realize the potential of all students. However, it was attested by the responses obtained through questionnaire & interview that putting these supportive conditions seemed under emphasized in Buno Bedele zone, particularly the extent of monitoring and evaluation process carried out was weak; there is no continuous follow up/supervision/to evaluates the

performance of schools and providing professional /technical /support /by educational officials.

- In both RSS and USS, with regard to impediments which hampered the implementation of the program, the challenges faced are lack of awareness in the stakeholders, financial constraints, lack of materials, lack of collaboration among stakeholders, lack of self-evaluation, High turnover of principals and teachers' resistance to the program.
- In both RSS and USS, there were Shortage of budget for implementation of SIP, and Lack of follow-up and supervision on SIP implementation are series problems to the effectiveness of SIP implementation. Inability of school committee to play their role and low stakeholders participation.
- Lack of commitment to implement school improvement program and poor performance of school improvement program committee.

#### **5. 4 Recommendations**

1. Successful Schools are dynamic places with high expectations for everyone. In RSS, Planning, implementation, monitoring and evaluation of School Improvement Program also requires joint commitment and involvement of the principal, staff, school council/SIP Committee parents, and other community members. Thus, unreserved efforts have to be made by the different levels of education management, including the school itself, to raise awareness among parents and community members so that the existing loose link between schools and parents/community can be strengthened. To this end, principals should explain the school improvement process and its benefits to students, staff, SIP committee, parents and other community members regularly.

2. As the study make known, in both RSS and USS the community involvement in improving teaching learning was the most critical issue which was not achieved yet. So Education Officers and school leaders should make great effort to strengthen their relationship with local authorities and communities by creating educational 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 all together, trust each other on SIP implementation is vital.

3. The findings of this study showed that the allocation of budget for implementation of SIP seems insufficient. Therefore, the Zone and Woreda should allocate additional budget to the school grant

for successful implementation of SIP. Moreover, in order to solve challenges 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 stakeholders of the school.

4. Monitoring and evaluation on the SIP were not under taken properly. Therefore, Educational Officers and schools should give attention for monitoring and evaluation mechanisms for the success of SIP.

5. Finally, though the findings of this study identify major challenges that affect the practices of SIP implementation in secondary schools of the Zone, there may be other specific factors not assessed through this study. So, to identify such factors and to take proper actions on time; it is advisable if further research is conducted on issues related to SIP in all schools of the Buno Bedele Zone.

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# APPENDIXES

JIMMA UNIVERSITY  
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES DEPARTMENT  
OF EDUCATIONAL PLANNING AND MANAGEMENT

**APPENDIX A: Questionnaires to be filled by Principals, Supervisors and  
Teachers**

***General Direction:***

The main purpose of this questionnaire is to gather primary and relevant data on the Comparative Study of the Implementation of School Improvement Program in Rural and Urban Secondary Schools. It is designed for a study purpose and you have been selected to participate in this study. Hence, you are kindly requested to give the necessary information on issues related to the study. The student researcher believes that the success of this study depends on your honest and genuine response to the question. I want to assure you that your response will be kept confidential and the information you provide will be used for academic purpose only.

*Note: you do not need to write your name on the questionnaire.*

Thank you in advance for your co-operation.

**PART I – Background Information**

- 1. Gender: A) Male \_\_\_\_\_ B) Female \_\_\_\_\_
- 2. Age: A/< 25 years B/25 -35 years C/36 -45 years D/46 years and above
- 3. Educational level A. Diploma \_\_ B. First degree C. Second degree\_\_\_\_\_
- 4. Academic qualification:\_\_\_\_\_
- 5. Service year at present school/office: A. Less than five years B. 5-10 years  
C. 11-15 teacher D. 16 years and above
- 6. Total work experience, including your current position.  
A. Less than five years B. 5-10 years C. 11-15 teacher D. 16-25 years E, 26 years and above

**Part II: The practice of school Improvement program in secondary school**

1. 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. Learning and Teaching Domain**

No	Variables	Rating Scales				
		1	2	3	4	5
1	1.1.The degree to which the school has developed common values that lay strong foundations for quality learning-teaching environment					
	1.2.The extent to which teachers recognize their students' learning differences and teach accordingly.					
	1.3.The extent to which teachers provide clear and understandable description of the topic they teach					
	1.4.The degree to which teachers have become role models to their students.					

1.5.The extent to which teachers have identified students that require special needs				
1.6.The degree to which teachers provide due support and respect for their students without any discrimination				
1.7.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				
1.8.The extent to which teachers improved their teaching performances using feedbacks forwarded on their past practices				
1.9.The extent to which the school ensure that teachers teach according to their plan (daily and annual plan)				
1.10.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				
1.11.The extent to which teachers have sufficient subject matter knowledge and efficiently demonstrated while teaching the subject				
1.12.The extent to which procedures are available at the school to utilize recent research findings that could helped teachers to improve teaching practices				
1.13.The extent to which teachers accomplish goals set to improve students' outcome				
1.14.The extent to which teachers' commitment for professional development was reflected through active participations				
1.15.The extent to which active participation of students have been increased on community based programs and in various co-curricular activities				
1.16.The extent to which teachers enable their students to link the lessons learned with their real life experience				
1.17.The extent to which benchmarks to be used for comparing results are clearly defined and communicated among school community				
1.18 The extent to which students results have shown considerable improvements over time (after SIP)				
1.19.The extent to which school level and student assessment results helped to identify strengths and weaknesses needs further attentions				
1.20.The degree to which survey results revealed school's high expectation of student outcomes have been achieved				



1.21.The extent to which participatory teaching methods improved student participation					
1.22.The extent to which low-achieving students' performance have been identified and improved					
1.23.The degree to which teachers improved the delivery of their subjects by identifying students' status using various assessment mechanisms					
1.24.The extent to which the results of school evaluation are utilized as inputs for future plan and program development.					
1.25.The extent to which appropriate student feedback mechanisms are put in place.					
1.26.The extent to which students participate on assessment of subjects they learn and their self-evaluations					
1.27.The extent to which assessment results are used for learning-teaching process at classroom level in the further					
1.28.The extent to which performance of students are reported to the parents regularly					
1.29.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					

## 2. Safety and conducive learning environment Domain

Variables	Rating Scales				
	1	2	3	4	5
1.30.The degree to which school has surrounded by fences, and become safe and attractive for students' learning					
1.31.The extent to which classroom contexts enhanced students' learning motivation					
1.32.The extent to which education supportive facilities (like pedagogical centers, laboratory, library, staff-room and sport felids) are available					
1.33.The extent to which accessibility of standardized separate toilets for male and female and water supply satisfied the school community					

1.34.The extent to which information technology facilities (radio, plasma TV, computer, etc) required for learning-teaching processes are practically available				
1.35.The extent to which students participate in decision-making process				
1.36.The degree to which the school has provided equal opportunity for male and female students to take part in school's leadership positions				
1.37.The extent to which reproductive health and issues related to environmental protection are integrated in school programs				
1.38.The extent to which expected status students' behaviour was expressed in varous circumstances				
1.39.The extent to which studies indicated that, through learning process, Students' have developed sense of responsibility, self-confident, freedom, and acceptance				
1.40.The extent to which all efforts of the school were directed towards students' learning and improvement of their academic achievements				
1.41.The degree to which every students have given equal chance to be successful.				
1.42.The extent to which supports are provided to minimize wastage (dropouts and repetition)				
1.43.The extent to which special attention is provided to female students to enhance their educational performance and self-confidence				
1.44.The degree to which information collected from parents and the community confirmed that, the school has become safe and attractive for learning				
1.45.The extent to which the allocated budget is appropriately utilized				
1.46.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				
1.47.The degree to which special needs education is integrated with CPD program				

1.48.The extent to which qualified teachers, materials and facilities required for special needs education program are fulfilled					
1.49.The extent to which special needs educational programs, teaching methods and materials are arranged according to the levels of students with special need education					
1.50.The extent to which supports made for students with special needs education satisfied their parents					
1.51.The degree to which the school compound and classroom arrangements suit to special needs students					

### 3. School Leadership and Management Domain

Variables	1	2	3	4	5
1.52.The extent to which the preparation of strategic plan was participatory and based on school's self-evaluation results					
1.53.The degree to which professional appraisal fits to the school's vision and objectives					
1.54.The extent to which the school conformed consistently implementation of plan activities of the school					
1.55.The extent to which school values and standards are made known to the entire school community					
1.56.The extent to which systems are developed to communicate and implement strategic plan of the school					
1.57.The extent to which school leaders gave attention for success of goals and higher level outcomes of the plan					
1.58.The extent to which school administrators used the collected data to set school improvement priorities					
1.59.The extent to which documented longitudinal data on students' performance records show improvements					
1.60.The degree to which teacher's professional development program has been prioritized in the school's strategic plan					
1.61.The extent to which the school laid down teachers' coaching and mentoring system					
1.62.The extent to which training needs are identified and trainings are provided for school leaders					
1.63.The degree to which positive, constructive, transparent and mutual relationship has been fostered among school-level actors					

1.64.The extent to which the school has developed conflict resolution guidelines					
1.65.The extent to which practicality and significances of programs and standards are professionally verified by school leaders and teachers					
1.66.The degree to which school management has discharge professional duties in developing and implementing special need education strategies					
1.67.The degree to which the school planning process has been justified by external validation					
1.68.The extent to which students’ development assessment is guided by permanent procedures					
1.69.The degree to which agreement of purpose has been fostered through active participation of school level actors					
1.70.The extent to which decision-making process are rational					
1.71.The extent to which using trained professionals through cluster resource centers the school improved learning–teaching process.					
1.72.The extent to which human resources, material and financial resources are applied to support students' performance.					
1.73.The extent to which school has documented, revised and updated its internal rules					

#### 4. Creating Favorable Learning Environment

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

1.82.The extent to which teachers' interact with parents to improve students' performance and behaviors					
1.83.The extent to which the school documented list of parents contributed to school					
1.84.The extent to which community participation regulations are integrated with the internal rules of the school					
1.85.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					
1.86.The degree to which external organizations have supported the teaching-learning process by sharing their practical experiences					
1.87.The school has promoted its achievements among the school-level actors and the community					
1.88.Successful accomplishments of the school have been acknowledged and commemorated at school level					

2. Which major activities of school Improvement Program are mainly implemented in your School?\_\_\_\_\_

**Part III: Items Related to School performance due to SIP Implementation.**

Please, show the degree of status of school performance in your school by putting tick mark “√” in the space provided under the rating scales: 1=Strongly Disagree (SDA) 2=Disagree (DA) 3=Undecided (UN) 4=Agree (A) 5=Strongly Agree (SA)

5	Student academic achievement	scales				
		1	2	3	4	5
5.1	My school has a high level of Student attainment and progress					
5.2	Student in my school have a high level of personal and cultural development					
5.3	Teaching and assessment are of the highest education performance standards in my school					
5.4	Curriculum is carefully designed and implemented based on local conditions					
5.5	Students and teaching staff are adequately protected in my school					
5.6	Leadership and management is of high performance standard in my school					

5.7. Please estimate the percentage of students passed to Grade 11 in 2009 and 2010 your school.

**2009:** 1/10% to 24 %   
 2/ 25% to %44   
 3/ 45% to 64%   
 4/65% to %74   
 5/above 75%

**2010:** 1/10% to 24 %   
 2/ 25% to %44   
 3/ 45% to 64%   
 4/65% to %74   
 5/above 75%

**Thank you for your contribution.**

## Part IV

### 4.1 Factors that impede implementation of School improvement program

Strong agree= 5; Agree= 4; Undecided= 3; Disagree=2; Strongly Disagree= 1

No	Items	Scales				
		5	4	3	2	1
1	Lack of awareness about the school improvement program.					
2	Lack of finance and material					
3	Absence of collaboration among stakeholders					
4	Absence of self-evaluation at the end of each academic year					
5	High turnover of principals					
6	Teachers resistance to the programme					
7	The limitation of professional support from Woreda education office					

8 If any, list other possible challenges which are not included in the list.

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8.1 What do you think are the solutions for the problems you observe?

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Thank you for your cooperation.

## APPENDIX B

### JIMMA UNIVERSITY

#### COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

#### DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

#### **Interview Questions presented for student councils, PTA Chair-persons and Woreda & zone Education officers**

- 1) Name of school \_\_\_\_\_
- 2) Sex: \_\_\_\_\_
- 3) Age: \_\_\_\_\_
- 4) Education level: \_\_\_\_\_
- 5) What supports were given to the secondary school from Woreda and Zone education offices to facilitate the implementation of school improvement program? Explain
- 6) What are the major successes of the implementation of SIP in the past three years?
  - a) In teaching learning domain
  - b) Conducive school environment
  - c) School leadership
  - d) Community participation
- 7) What are the major Challenges you encountered in implementing SIP in your School? Can you put in rank order?
- 8) What could be done to make this school better for students?

*Thank you for participating in the focus group discussion!*

## APPENDIX C



JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES  
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

**Document Review Format**

This observation schedule was used in conjunction with the in-depth interviews. Observational field notes were recorded over a 1-2 -day period, with focus on SIP practices/strategies and consequences of the practices/strategies.

Date of Observation _____ School name (pseudonym) _____								
Day of the week _____								
S/N		Yes			No			
1	Do the schools have strategic plan and SIP to influence student success?							
2	Do the school have written pre-determined task description for each leaders and other post at each level?							
3	School self-evaluation							
4	Is there document the students who took the national exam and have scored 2:00 and above?							
4.1	Result of students year on national exam from the school Roster	Year	≥2:00		< 2:00		Join grade 11	
			M	F	M	F	M	F
		2010E.C						

**Thank you for your cooperation!**