THE PRACTICES OF SCHOOL IMPROVEMENT PROGRAM IN GOVERNMENT PRIMARY SCHOOLS OF GELAN TOWN

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Acronyms and Abbreviations

ACT- Australian Capital Territory

CRC - Cluster resource center

ESDP - Education Sector Development Program

ESI -Effective School Improvement

ETP-Education and Training policy

FGD- Focus Group Discussion

GEQIP-General Education Quality Improvement package

GQIP -General Quality Improvement Program

ICSEI- International Congress for School Effectiveness and Improvement

KETB –Kebele Education and Training Board

KII – Key Informant Interview

MOE -Ministry of Education

PTA - Parent-Teacher Association

SIC - School Improvement Committee

SIP -School Improvement Program

Abstract

Assessing the practices of school improvement program in primary schools is vital to draw lessons and suggests future actions. Therefore, the main purpose of this study was to assess the current practice of school improvement program in all Government primary schools of Gelan town. To conduct this study, both quantitative and qualitative approaches of a descriptive Survey method was employed. All Government primary schools of Gelan town were included in this study. The total of 54 teacher,9 Department head,21 Parent teacher association members respondents were selected by using simple random sampling method, while 14 school improvement committee, 6 school principals and 2 supervisor's respondents were selected purposively. Questionnaire, interviews, focus group discussion and document analysis were the data collection tools employed in this study. Data were analyzed and interpreted using both quantitative and qualitative data analysis method were employed in order to reach to the results. Data obtained through questionnaire were analyzed and summarized using statistical tools. The qualitative data were analyzed by narrating the responses of the respondents. The findings of the study showed that most of activities across the domains except leadership and management domain the other three were implemented at moderate level, Furthermore, the practice of school improvement program was low due to various hindering factors like lack of self- assessment of schools before preparing school improvement program plan and developing the plan without involving all stakeholders, lack of training, lack of leadership skill, lack of commitment of principals and school improvement committee members and lack of accountability on the part of principals and school improvement committee members. From the result of the findings, it was concluded that there was lack of stakeholder awareness on school improvement program implementation; low commitments of the stakeholders and collaborative approaches among all key stakeholders which resulted that the school improvement program with its four domains in the study area was not implemented as indicated in the school improvement program framework. Finally, It was recommended that these problems might be minimized by strengthening school community relation; by giving training that enhance stakeholders awareness, develop good communication network with parents, develop good stakeholders relation, Schools should develop school improvement program plan after conducting effective self-evaluation to identify their strength and weaknesses. Moreover, suggestions were forwarded to the challenges that hinder proper implementation of school improvement program.

CHAPTER ONE

1. INTRODUCTION

This chapter deals with the background of the study, statement of the problem and research questions, objectives of the study, significance of study, delimitation of the study, limitation of the study, operational key terms, Finally, this chapter concludes with an outline of the organization of the study and definition of key terms.

1.1 Background of the Study

Education is a major foundation of societal progress. It is the basic and effective instrument by which human beings adopt nature according to their needs and wants. The World Bank (1988) asserts that without education, development will not occur; it is necessary for sustainable economic growth and for a better quality of life. As in many other developing countries, in our country-Ethiopia, education has been given a great attention for it is the basic way of economic growth and all-rounded development of the society. For more progresses of development it requires the effectiveness and commitment of stakeholders particularly the community teachers, school leader and- management (Aggarwl, 1985).

In addition to this, education is recognized as a key instrument for over all development of every nation. It is a means of change and development. In relation to this, MOE (1994) and Lockheed and Verspoor (1991) argue that, Education is a cornerstone of economic and social development. It improves the productive capacity of societies and their political, economic and scientific institutions. In this aspect, schools are the formal agencies for education where the future citizens are shaped and developed through teaching-learning process. Thus, schools must improve their basic functions such as teaching-learning process, empowering all stake holders along with active participation in the improvement effort as well as creating conducive learning conditions.

On a global scale of the current educational climate SIP initiative becomes the focus of attention and the dominant approach to educational change for enhancing the quality of student achievement and success as well as strengthening school internal capacity for change (Hopkins,2001).SIP is the outstanding strategy to ensure quality education in schools by bringing changes in schools (Reynold, 2000) In any country's educational goals, there is no doubt that policies and programs are set to address the common developmental interest of the society. But because of different factors these policies and programs are not effectively

implemented with the pace and quality they are planned to be achieved. Accordingly In Ethiopia, the school improvement program was launched in 2006 aiming at improving the quality of education through enhancing students' achievement (MOE, 2006). This requires the effectiveness and commitment of all the stakeholders' participation of teachers and school leadership and management. However, Harries, in Hopkins (2002) has noted the difficulty to change school management and working culture as a challenge to implement in developing countries. So for the success of school improvement, it needs to identify the factors so as to take on going corrective measures timely and accordingly.

Ministry of Education has issued General Education Quality Improvement Package (GEQIP) for general educational program which was formulated in 2006 and has been implemented since (MOE, 2007). The package comprises six major pillars or components called programs. According to general education improvement program package (GEIP) as introduced in 2007 the country, the educational package consists of six subprograms; namely, curriculum improvement program, teachers' development program, educational leadership performance and organization program, school improvement program (SIP), civil and ethical education program and information and communication technology expansion program (MOE, 2007). School improvement program as one of the major components of the package is geared towards the improvement functions of schools. School improvement program developed on the assumption that improving the overall practices and functions of school should be prioritized to achieve educational goals of the country

Beginning from 2007, Ministry of education (MOE) and Regional Educational Bureaus have given schools written materials like blueprint, framework, and handbooks and other guidelines and checklist through Woreda and town education office to start the implementation of school improvement Program effectively. The school improvement program is important for successful academic achievement of the students in our region, zone, woreda, and cluster of primary schools.

In light of the above points this study is intended to assess the current practices of SIP and to identifying the challenges contributing to the poor performance of the program in government primary schools of Gelan Town and to discuss in the opportunities existed the schools used to enhance the implementation of SIP in Government primary schools of Gelan Town.

1.2 Statement of the Problem

Nowadays quality of education has been found to be the challenges of many countries, and it is a typical issue in developing countries like Ethiopia. Undertaking different educational initiatives is an important dimension to assure the quality of education. Hence school improvement becomes one of the major educational initiatives that many countries have developed and implemented to realize the provision of quality education (plan international, 2004).

Carrying out research in education at different corners of the country is also as important as the .pressing need for expanding educational opportunities and for improving the quality at all levels as well as for planning, implementing, monitoring and evaluating the performance of the education system. The Ethiopian Education and Training Policy (ETP) of April 1994 also points out research in education as one of its specific objectives (MOE 1994). In addition to the short coming of the past educational system's weakness, the 1994 Education and Training Policy gave attention to equity and access of education, restructuring the education system, changing the curriculum to increase relevance of education to the society problem making teachers training relevant and improving education management so as to improve the quality of education.

In supporting to the above idea, Ethiopia has given due attention to the sector as part of the millennium development goals; so those undertaking different educational initiatives that they thought are important to assure the quality of education. In the year 2007, the MOE introduced the General Education Quality Assurance Package to the education system of our country. The package consists of different programs. The school improvement program is one of the components in the package. The program has got four domains; namely: Teaching and Learning, School Leadership, Safe and Conducive Learning Environment, and Community Involvement.

Regarding to practice of SIP, there were also some researchers conducted investigation on similar topic; for instance, Frew (2010) cited in Jemal (2013); which identified insufficient budget, lack of school facilities, limited community supports and lack of trained special need teachers and lack of necessary awareness and practical involvement of student in the program as the major factors affecting the implementation of SIP in Oromia and other regional states of the country

Jemal (2013).also suggested that lack of training and experience sharing session, shortage of budget, and inadequate communication skill of schools, principals, shortage of support from community, lack of participatory decision making, lack of team work and collaboration, lack of school level policy and guidelines, inadequate commitments of stakeholders, and lack of school facility hinder proper implementation of school improvement program.

On the other hand, the researcher also has been working in the Town about ten years as primary school supervisor he has tried to observe that there is a problem with SIP implementation its planning stage up to its evaluation. Without having detailed knowledge of the program school principal put the plan on paper by copying it's from the previews year plan and left on shelf throughout the year and remained unopened. According to the inspection evaluations report on ranking the four domains of SIP, this problem has affected negatively the achievement of students and discipline.

However, the researchers has found that there are also other problems that hinder the program from achieving its objectives in primary schools were not considered in the past researches. Therefore, all these initiated the researcher to investigate the research on the current practices of SIP and identifying the challenges contributing to the poor performance of the program in Gelan Town Government primary schools of Oromia Regional State**.**

In lines with this, the researcher attempt to answer the following basic research questions;

1.3 Research questions

i. To what extent the SIP domains are successfully implement in Government primary school of Gelan Town?

ii. To what extent do stakeholders participate in the implementation of school improvement program from planning to evaluation in Government primary school of Gelan Town?

iii. What are the major challenges affecting the implementation of school improvement program in Government primary school of Gelan Town?

1.4 Objectives of the Study

1.4.1 General Objective

The main objective of this research is to assess the current practices of school improvement program and identifying the challenges contributing to the poor performance of the program in government primary schools of Gelan Town so as to suggest possible recommendations that contribute to its effective implementation of SIP.

1.4.2 Specific Objectives

i. To identity the extent to which the SIP domains are successfully implement in Government primary school of Gelan Town;

ii. To identify the extent to which the stakeholders participated in the implementation of SIP from planning to evaluation in Government primary school of Gelan Town;

iii. To distinguish the major challenges affecting the implementation of SIP in Government primary schools of Gelan Town;

1.5 Significance of the Study

The results of the study will have the following contributions as specific significances of the study:

i. It may help to provide valuable information on the practices of SIP for all stakeholders;

ii. It may help the researchers who are interested to carry out the research on this topic to get further information;

iii. It may contribute improvement for quality education and as a result put positive impact on academic achievement of students; and

iv. It may help to provide possible solutions for the challenges encountered in the implementation of SIP.

1.6 Delimitation of the Study

The geographical scope of the study was conducted in Ethiopia, Oromia Regional State, in the case of Gelan Town educational office. The scope of this study was limited to assess the current practices of school improvement program in Government primary schools of Gelan Town. The study focuses on sample teachers, school principals, supervisors, department heads, including SIP Committee members and parents and teacher association. The Town has 6 Government primary schools. Geographically, the study is limited to only six Government primary schools of Gelan Town All six Government primary schools were selected to investigate issues in relation to the practices of school improvement program.

1.7 Limitation of the study

According to Burns and Grove (2003), limitations are restriction in a study that may decrease the credibility of the findings. It is clear that research work is not free from limitation. In conducting this study, the researcher faced unavailability of relevant documents on SIP in the schools. Therefore, in order to come up with good research result, the researcher tried his best in approaching the respondents by explaining them the objective of the research.

1.8 Definition of Key Terms

School Improvement: - is defined as changing the situation of the school for better achievements of the student and work to improve students' achievement by improving educational input and process.

School Improvement Program: -is a concept focused on increasing the academic performance of students by conducting self-evaluation on various school domains by improving learning input and the following process.

School Improvement Committee (SIC):- they are peoples who closely take part in the overall activities of school improvement program. They are professional persons assigned to plan, guide, direct, monitor and evaluate the overall activities of schools for the better achievements of students by consistently devoting their time and knowledge for further improvement of schools.

Parent-Teacher Association (PTA):- is a formal organization composed of parents, teachers and staff that are intended to facilitate parental participation in a school and school management body.

1.8 Organization of the Study

This research is comprises of five chapters. Chapter one deals about an introduction part of the study which includes background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study, definition of some key terms and organization of the study. Chapter two presents review of related literatures about the concept of school improvement program, historical development of school improvement, school improvement initiative in Ethiopia and Rationales and objectives of school improvement program, domain of school improvement program, school improvement framework and experiences of selected countries in implementing SIP.

Chapter three discusses the research methodology. This chapter describes research design, research approach, and source of data, sampling and sample design, data gathering instrument, data analysis, and Ethical consideration in research. The fourth chapter is critical data analysis and interpretation of responses of selected respondents and reviewed documents were discussed and analyzed under this chapter. Finally, the fifth chapter is summery of the findings, conclusions and recommendations of the study. Lastly, list of reading materials used in the study is attached followed by the appendices.

CHAPTER TWO

2 REVIEW OF RELATED LITERATURE

This chapter deals with the concept of school improvement program, historical background of school improvement program, practices and challenges of implementation of SIP in primary school, Under this chapter, assessment of reference materials, both published and unpublished, was conducted, but have closest relation with information related to the current practices and challenges that hinders the implementation of SIP in government primary school of Gelan Town. The literature is organized by referring previously done research papers, books, journals and internet sources. Finally, both conceptual and empirical related materials were deeply discussed.

2.1 The General Concept of School Improvement Program

The basic idea behind school improvement is that its dual emphasis on enhancing the school capacity for change as well as implementing specific reforms, both of which have their ultimate goal of increasing in student achievement. Hence, school improvement is about strengthening schools organizational capacity and implementing educational reform. Another major notion of school improvement is that, school improvement cannot be simply equated with educational change in general. Because many changes, whether internal or external, do not improve students' outcome as they simply imposed. They should rather focus on the importance of culture and organization of the school (Hopkins, 1994 as cited in Frew,2010).The International School Improvement Project (ISIP) (Hopkins,1987), defined school improvement as, "systematic, sustained effort aimed at change in learning conditions and other related internal conditions in one or more schools, with the ultimate aim of accomplishing educational goals more effectively". According to Nowata (2004), 'School improvement' means making schools better places for learning. This relies on changes at both school level and within classrooms, which in turn depend on schools being committed to fulfilling the expectations of children and their parents. In other words, school improvement refers to a systematic approach that improves the quality of schools.

The school improvement program is a Plan-initiated education program based on our long experience of supporting basic education in the developing world. Its aims are: to ensure support to every aspect of a school essential in creating the best learning environment for children; to promote the active participation of children and communities in school governance; and to hold the individual school management accountable for children's enrolment, attendance, learning and successful completion.

Real improvement of school requires the genuine cooperation and meaningful participation of children, communities, teachers and head teachers, This is why an approach where by school identify all their basic need, and work to secure the human and financial resources from a range of sources to meet those need, is so important. The school improvement program offers this approach and therefore increases the probability of all key stakeholders achieving the objectives they have set between them (Nagwata, 2004)

The school improvement program is an approach to educational change concerned with school process as well as student out come and it is about enhancing teaching and learning as well as the condition that support it. school improvement is also stated as a concept that focuses on increasing the academic performance of students by conducting self -evaluation on various school domains regarding the current situation of schools and by improving inputs and teaching process (MoE,2007),

According to educational improvement commission (EIC) (2000), a school improvement plan is a road map that sets out the changes school needs to make and to improve the level of student achievement, and show when these changes will be made. School improvement plans are selective they help principals, teachers, and school councils answer the questions" what will we focus on now?" and " what will we leave until later?'They encourage staff and parents to monitor student achievement levels and other factors,

According to Lithwood (2004) in the case studies parents, school councils and the school community were involved in a variety of ways in the development, implementation and monitoring of school improvement plan, The existing literature identifies parents and community members as key stakeholders in School Based Management (SBM) programs and decentralization measures in education .it is strongly argued that parental and community involvement is the key to ensure access and quality education provision, However, formal opportunities for parental involvement and community participation are neither always implemented nor necessarily translated in to influence (OECD,2006),Dunne et al.(

2007),refer to a review of decentralization policy and practice in six subs- Saharan African countries (Ghana, Mali, Nigeria, Uganda and Zimbabwe) conclude that core education decisions are hardly ever decentralized in a way that encourages genuine local community participation in decision-making.

Several studies indifferent contexts of many countries, such Indonesia -(chen,2011),show that an accountability systems are weak at both the school and district level and there is little information shared with parents or parent awareness about how to hold schools responsible, decentralization measures through SBM are ineffective as a means to involving parents in improving the management and quality of school (kingdom et,al,2014),A number of studies reveal that active parent/community involvement in school affairs consistently correlated with improved school performance (Deslondes,2003:Epstein,2005:Joseph,2007),According to the Federal Ministry of Education (MOE) improving school and students success is not achievable unless government efforts are supported by community participation.

The MOE, in its five year plan (ESDP IV) specified that community would contribute money PTSA and KTEB get involved in the day to day management of school researchers who conducted studies on the area (Matebe,2006: Melesew, 2005) indicated that, the community participation in contributing money, material and labor were found at medium level of school community relationships, Conceptualization of school system is the fundamental issues to be discussed in the context of school improvement.

Schools are institutions that can prepare children to contribute to the better of society in which they operate by equipping them with knowledge, attitude and skills important to society. They are essentially places where all students to learn. School therefore, are charged with responsibilities for delivering more effectively the most important educational services teaching and learning (Dimmock, 2000).They are expected to cater to the needs of all students through polices of inclusion strategies at a time to assume their responsibility more successfully, schools should improve their overall practices. The process of making schools effective is a core of what is called school improvement. Jeilu (2010) states school improvement is an activity to improve the input and process in order to improve teaching-learning and students result. in this context, school improvement is not only about the outcome, but also the importance of input, School improvement is commonly defined as the general efforts to make schools better places for pupils to learn in and the distinct approach for educational change that enhance students outcome as well as managing change Hopkins,

et al.(1994).This definition implies that school improvement is the process to make the school a place that attracts the pupils to stay in it to learn and success in their education.

School improvement is a combination of planned, continual and coordinated efforts made both within and out of classroom and school level to change factors that are related to students learning with the ultimate goal of maximizing the level of learners' achievement and school capacity to manage changes. School improvement is making schools better places for learning which relies on changes at both level and with classrooms, which in turn dependent on school being committed to fulfilling the expectation of children and their parents. It is a systematic approach that improves the quality of education (plan International, 2004).

2.2 Historical Development of School Improvement and Initiative

In recent years, there have been examples of productive co-operation between school effectiveness and school improvement, in which new ways of merging the two traditions /orientations have been attempted (Mac Beath and Mortimore,2001;Hopkins &String,2000).Until the effective School Improvement (ESI) Project, however, the links had not been explored across countries. Whiles haring school improvement initiatives and projects between countries have been common at International Congress for School Effectiveness and Improvement (ICSEI) conferences.

Since its inception in1988, joint international projects have been less frequently undertaken; especially those attempting to understand if effective school improvement is a similar phenomenon indifferent country and to draw out findings that might be applicable beyond country boundaries (see Mortimoreetal,2000 for one example).The project Capacity for Change and Adaptation in the Case of, Framework Program was designed to investigate the relation between effectiveness and improvement in order to increase the possibility for schools to improve education.

Drawing on the definition of improvement of Hopkins, A in scow and West (1994) ,the concept of effective school improvement was defined as follows: Effective school improvement refers to planned educational change that enhances student learning out comes as well as the school’s capacity for managing change. The theoretical analysis for useful insights for effective school improvement incorporated different points of view:(1) the integration of the school effectiveness and school improvement traditions;(2) the search for additional insights in other theoretical traditions such as: organizational theories, curriculum theories, behavioral theories, and theories of organizational learning and human resources

management (Reezigt, 2000)..These theories were selected based on the expectation that they could provide concepts and relations between concepts concerning the complex process of school improvement where educational issues (such as the curriculum) and the organization (of schools) and behavior of participants are at stake (Scheerens & Demeuse, 2005).

2.3 School Improvement Initiative in Ethiopia

Ethiopia so far has under taken to provide quality education by strengthening and promoting the internal conditions of the schools. Based on the Education and Training Policy Promulgated in1994, the education management systems decentralized to the grass root level. The guideline prepared by Ministry of Education 1994E.Cindicates,the duties and responsibilities of KETB,PTSA and SIC to help them actively participate in school activities and facilitate school community relationship (MOE: the SIP guideline Amharic version 2007)..

Furthermore, the ministry of education (2005) notes that although community participation in the contribution of finance and educational materials is increasing from time to time, further effort are needed to improve school community relationship. Even though there are remark able achievements in access of schools, the quality of education in Ethiopia has encountered serious problems. Among the evidences that show the prevalence of the quality problems in education are the results of national learning assessment. The assessment of ESDP III shows that national primary and secondary learning examination results researcher on the implementation of curriculum of education the student's achievements for most subjects below average (MOE, 2005).

In line with these the (MoE, 2007) identified the following factors relating to low students outcomes. These are school management and organization, availability of textbooks, curricular and instrumental materials and language instruction. Therefore, in order to solve this and other related problems MOE has proposed the General Education Quality Improvement program package (GEQIP) to improve quality of education and enhancing student's achievements.

The experiences of the schools that have good performance in the country and the experiences of other countries, Ethiopia has started a school improvement program (SIP) that is aimed at improving the learning outcome of students. The school improvement framework and other guidelines are prepared with focus on the four main domains which are learning and teaching, school environment, leadership and management and community involvement (MOE, the SIP guideline, Amharic version 2007)

2.4 Components of General Education Quality Improvement Package (GEQIP)

The draft GEQIP 2007 shows that there form package, the general education quality improvement package (GEQIP) encompasses four key areas of intervention. The teacher development program (TDP), curriculum improvement, leadership and management and the school improvement program and two complementary packages; Civic and ethical education information communication technology. A key recommendation of the education sector annual review meeting in 2007 was that, MOE and Development parents work together to implement GEQIP through a pooled funding mechanism.

During the annual review meeting MOE (2007), the proposed program will support the implementation of the first four of the six components of the GEQIP namely: Teacher Development Program (TDP) including English Language Improving Program (ELIP), Curriculum, textbooks and Assessment: Management, and Administration Program with an education management Information System (EMIS) sub- components and School Improvement Program (SIP) with a school grants. The need for the program according to MOE (2006:8) is to make schools accountable for parents, community and government so as to improve student's achievement.

As the document of GEQIP (2007) indicates the SIP components consists of two sub components school improvement Program (SIP) and the school grant program. The document further describes the main objectives of components as improving the capacity of school to prioritize needs and to develop a school improvement program, enhance school and community participation in resource utilization, decisions and resource generations; improve the government capacity to deliver specified amount of school grants at the town level and improve learning environment by providing sufficient resources to schools.

2.5 Rationales and Objectives of School Improvement Program

SIP is necessary for schools to provide quality education by improving the conditions under which teaching learning takes place. The only way that school can survive and enhance quality in an era of change is through the SIP (Hopkingetal1994).The main focus of SIP in Ethiopia is to enhance the student achievement by improving the student learning and other conditions associated within (MOE,2007:8).The documental so points out that the need for SIP is to make schools accountable for parents, community and government to develop the responsibility and accountability of educational personnel's working at different level of the education system. According to Sathyabalan (2004:3), school improvement program aims to support schools in addressing the following key areas: Ensuring teachers are competent and motivated;

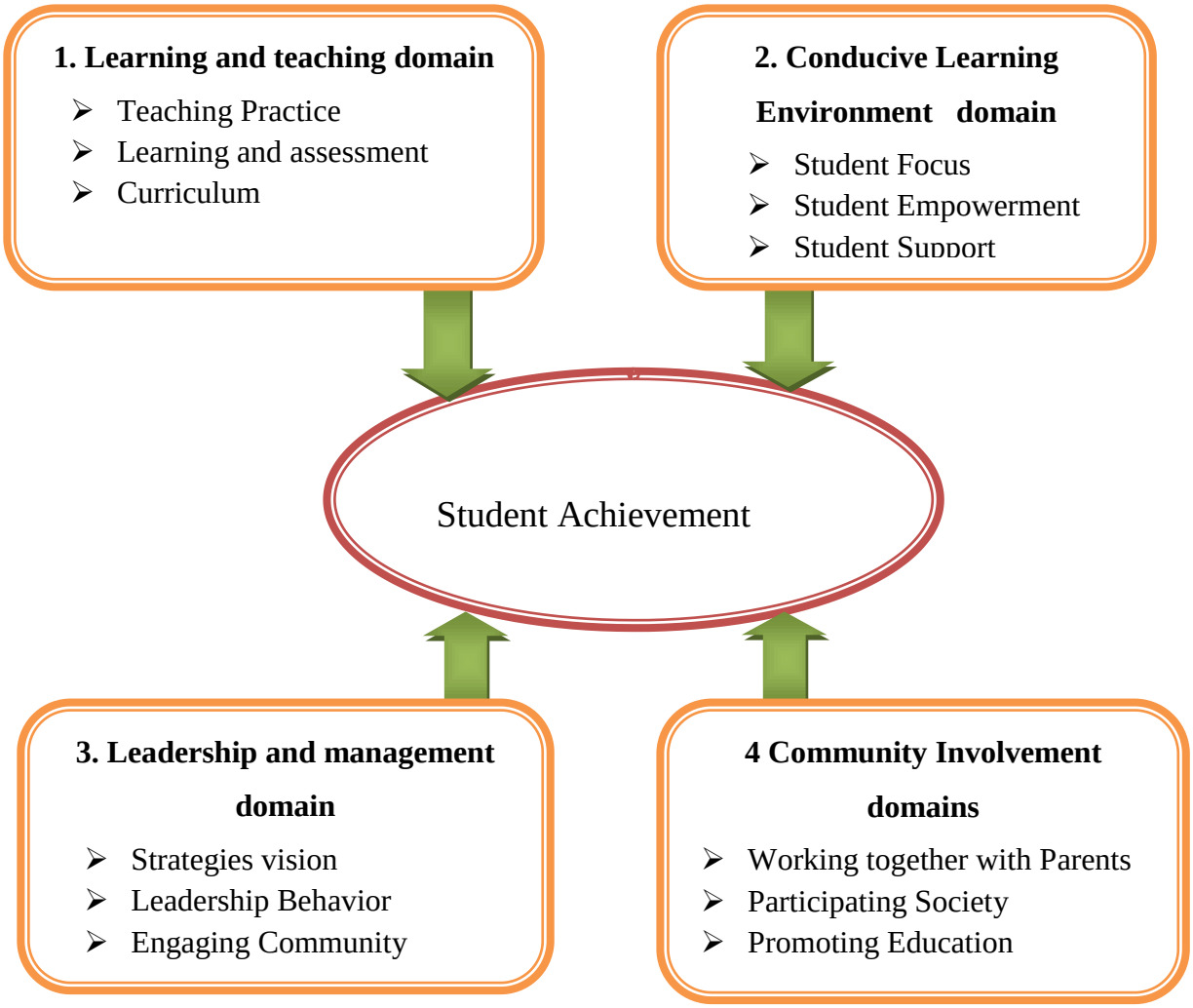
i. Promoting active learning methods supported by appropriate teaching and learning aids;
ii. Promoting the active participation of children and parents in school governance; and
iii. Ensuring a safe, sound and effective learning environment and ensuring empowered and supportive school leaders. The author underlines that each of these areas is equally important, if any are weak, the strength and therefore the success of the whole will be affected.

2.6 The Domain of School Improvement Program

School improvement domains are key areas of concern for improvement activities in which its main focus is enhancing students learning outcome. It serves as a frame of reference coordinating activities, planning, monitoring and evaluation etc. of school tasks. The domains of SIP vary from country to country based on their priorities. For instance, MOE (2006) and ACT (2009) divided school domains into four categories. These four domains of the school includes: learning and teaching, leading and managing, conductive environment and community involvement. The domains represent the four key areas in which school improvement takes place. They describe the essential characteristics of an effective school in the form a structure with which school can review question and analyze their systems and process (ACT, 2009).

There are 4 Domains and 12 Elements in the SIP Framework.

Figure 1: The Domains and Elements are shown in the diagram below.



Source: ***Education and Training Policy of implementation document*** **(*MoE 2006*)**

2.6.1 Teaching and Learning Domain

The learning and teaching domain describes the context in which the curriculum is delivered high quality learning occurs when teachers make appropriate decisions about what is taught, how to engage students in meaningful experiences and how progress will be assessed to inform future action. Some educators claim good teaching cannot be defined because the criteria differ for every instructional situations and every teacher. Harris (2002) states that, while it cannot be denied that there are conditions at school level which can make classroom improvement more possible, the teaching-learning process is the main determinant of educational outcomes. In development and implementation of curriculum, teachers are the fundamental agents and direct in an institutional delivery and Evaluation of the curriculum.

2.6.2 Learning Environment Domain

School learning environment can be defined as the set of internal characteristics (physical and psychological) things that influence a staff, the students and the teaching and learning processes in school. Learning can occur anywhere, but the positive learning outcomes generally sought by educational system happen in quality learning environments (Reynoldsetal,1996:11), therefore, the school has to create the climate and culture in which effective teaching-learning process will succeed. Unless school culture is addressed in a direct way, there is little chance to achieve school improvement. When school environment is suitable for learning and teaching process, it contributes greatly for the quality of education (MOE, 2007:7).So, the environment should stimulate purposeful students' activity, and it should allow for a depth and ranges of activities that facilitate learning.

2.6.3 School Leadership and Management Domain

Management can be defined as the organization and mobilization of all human and material resources in a particular system. The basic functions of management are planning organization, staffing, evaluating and developing (Adesina, 1990:8).Leadership is about having vision and articulating, ordering priorities, getting others to go with you, constantly reviewing what you are doing and holding on to things you value. Harris (2002:12) claimed that the school improvement strategies can result in changing school culture and that leadership has an important part to play in defining and shaping schools culture.

2.6.4 Community Participation Domain

The concept, community participation in school management, planning, decision making, monitoring and evaluation of school improvement has gained attention by educational planners and policy makers. It seems they are convinced on the fact that intended beneficiaries must be involved in improving the school. World Bank (2000:2) as stated in Morgan (2006; 340) described participation as a process through which the stakeholders influence and share control over development initiatives and the decisions and resources which affect them. Community participation can be explained in various ways based on the context of an organization. But overall it can be seen as an empowered community. Participation has many meanings and may be a means or an end, but in reality it is usually both (Shaeffer, 1994:15).

The writer also discussed that, in schools, community participation can be described as: involvement through the more use of service; parent meeting at schools; involvement through construction on a particular issue; participation in delivery of service; and participation in real discussion making at Every stage such as identification of problem, planning, implementation and evaluation. The relation between these four school domain and its constituent elements that affect students learning outcomes as shown above, the four domains are interrelated and have the same core issue or objectives which improve student's results. Therefore, the main objective of school improvement initiative and successful implementation of the school domains are enhancing student's achievement.

2.7 School Improvement Framework

According to National Association of Secondary Schools Principles (2004) regardless of grade level, all schools must address the three core areas of collaborative leadership; personalizing your school environment; and curriculum instruction, and assessment to improve student performance. Only by addressing each of these three overlapping areas can improve student performances occur. Furthermore, it must be done in a manner that recognizes the specific academic and developmental needs physical, social, emotional, and cognitive of the students being served by the school.

The Breaking Ranks Framework encourages each school to adopt proven and accepted practices to ensure that students become engaged in highly challenging academic pursuits. Many challenges differ between elementary level, middle level, and high schools, yet the Breaking Ranks Framework is comprehensive and flexible enough to implement at all levels. To make the most of the flexibility of the Breaking Ranks Framework, principals and teacher leaders must understand and address the respective school and community cultures as well as the differences between sending and receiving schools and how the schools can collaborate.

2.8 The Role of School Improvement Committee in the implementation of SIP

School improvement is a task that requires collaborative efforts of stakeholders from planning through implementation and evaluation. To begin with school improvement process, the first step should be establishing school improvement team/committee. Barnes (2004:5) suggest that the way to start school improvement is to create a school improvement team and the team is a group of people who work together to develop, lead, and coordinate the school improvement process.

The committee members are comprised of teachers, management personnel, students, parents and community and the principal of the school works as the committee chairman (MOE, 2006). The responsibilities of school improvement committee in the document includes, prepare school improvement plan, outline strategies through which the school community contribute substantially to the school improvement, organize a system in which a school community participates in the school improvement program starting from self-evaluation to implementation and assessment, and they implement such systems by closely supervising the program and provide necessary assistance and support for its implementation. Moreover, at the end of academic year present a report to the school community on the improvement activities carried out by the school. Based on the evaluation report they inform the schools status to the local community (MOE, 2006).

The school improvement team/ committee conduct school self-evaluation and it is the initial point to draft school improvement plan. Again the committee give direction what issues should be addressed first and what follows based on the priority given by school leaders, students and parents. School can plan and implement their school improvement programs only when they are aware of their current status in respect to the four domains on reliable and accurate information and when they design and perform their improvement plan (MOE, 2006). This shows that school improvement team/committee has a vital role in school improvement process.

2.9 Planning School Improvement Program (SIP)

Planning is a corner stone for effective implementation of school improvement program. In the process of SIP planning the stakeholders involved includes, teachers, students and parents. So school encourages all communities to be involved in the planning for the successfulness of teaching-learning process in the school. Collaboratively planned activities implemented collaboratively; and planned designed by an individual or with a few groups' results in a resistance among implementers. Planning SIP for implementation seems simple but needs collaborative efforts of all stakeholders and commitment of key partners. In order to implement the program properly, conducting self-evaluation, prioritizing issues, participating stakeholders actively and allocating enough resource for the implementation are few to list and focus on (MOE, 2007).

2.10 Monitoring and Evaluation as Factor for School Improvement (SIP)

The questions rise in school improvement process like; what does it mean to be improving school? How can it be measured? Such questions 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 el al, 2003) certainly, the work that has been done in many different countries extended our knowledge and understanding about ways in which education and the broader community can engage in process to improve school. Goldstein (1998) in Earl et. al. (2003) indicate 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. It is imperative that the concept of the school improvement is clearly defined and understood and the measurement used to represent in congruent within the definition. The implication of measuring school improvement is for reaching with regard to the trends in evaluating of school improvement initiatives.

Monitoring and evaluation consist in measuring the status of objective or activity against an expected target that allows judgment or comparison (UNESCO, 2006) in this regard, school improvement guide line prepared by MOE has given emphasis on monitoring and evaluation These include: conducting evaluation of documentation and reporting activities that are related with national curriculum evaluation and learning capacity studies, supervising improvements in student result and providing assistance as needed; making sure that teachers and other staff members have developed sufficient skill in monitoring and evaluation. Assessments conducted by using the results of monitoring and evaluation in plan preparation; supervising the progress (improvement) of students according to the out lined targets; identifying low academic performance in individual student level, section, class level and subject type (MOE, 2006). This indicates that monitoring and evaluation are an integral part of school improvement plan implementation school facilities as a factor for influencing for school improvement program (SIP) it is known that clean, quiet, safe comfortable and healthy environment are an important of successful teaching and learning on this account, scholars suggested that school facilities can affect the implementation of school improvement program.

2.11 Experiences of Selected Countries in Implementing SIP

Numerous school improvement projects, programs and interventions have been implemented in the last two decades. As indicated by Chi-shing (2006), they have had objectives of different kinds; some were shown to be effective in terms of students' achievement in a particular subject or domain, others were reported bringing changes and innovations in the schools in areas like the internal capacity of teachers, leadership, school cultures and others From the existing literatures on the field, five school improvement projects that have been shown to have a positive effect up on teaching and learning are reviewed.

2.11.1 School improvement in the United State of America

The United States of America was a pioneer in introducing school improvement to the rest of the world in the 1960s. Wijesundera (2002) also described that the concept has subsequently extended to other countries, such as Australia, Canada, Japan and many countries in Europe. As revealed by Reynolds et al. (1993), in the United States, there exists perhaps the closest of the international relationships between school effectiveness and school improvement. Moreover, there are programs which involve the utilization of school effectiveness knowledge within school improvement programs since 1978 three types of school improvement programs resulted from school effectiveness research have been implemented in the United States. These programs include: (1) Programs organized and administered with in the schools and school districts in New York City, Milwaukee, Chicago, New-Haven, and St. Louis. (2) Programs administered by the state education agencies, which provide incentives and technical assistance to local schools and districts in Connecticut and New Jersey; and (3), Programs of research, development and technical assistance at Kent State University, the University of Michigan and Michigan State University. From the local district programs, attempts are made to illustrate the New York City and the New Haven School Improvement Project.

As stated by Edmonds (1982), the New York City School Improvement Project (SIP) was implemented in New York City as part of a larger attempt to improve the school system's basic approach to teaching and learning from 1978 – 1981. In the project, typical intervention, included teaching principals the elements of instructional leadership; seminars to improve teachers' use of achievement data as a basis for program evaluation; and developing and disseminating written descriptions of the school's major focus.

The New York City School Improvement Project is annually evaluated on measures of organizational and institutional change and measures of pupil performance on standardized tests achievement. As illustrated by Edmonds (1983), the New Haven School Improvement Project illustrates a design focused on all schools within the district and under the direct supervision of the superintendent. New Haven approach to school improvement focused on the mental health skills of educators and seeks qualitative improvement in the interaction between teachers and students, school and family, adults and children Another example of school improvement program implemented in the United States is the Chicago school improvement program which focuses on five school domains in contrast to that of Ethiopia and Australia which have four domains.

2.11.2 School Improvement in Canada

In Canada, the Manitoba School Improvement began in 1991. As illustrated by Earl et al. (2003), it was conceived as a pilot project to develop and test a Canadian school improvement model, with an emphasis on improving secondary Schooling for students at risk. The project chose Manitoba as the pilot site for a Canadian high school improvement project based upon a number of considerations: they were interested in enhancing education for "students at risk"; they were looking for a province with an educational community that would welcome and support their involvement; and they wanted to start in a location that was manageable within the constraints of its budget allocation. Over the years since its inception, this program has grown into the Manitoba School Improvement Program (MSIP) and changed in a number of ways.

In supporting MSIP Moyle (2016) argued that the fundamental purpose of school improvement plans is to improve students' learning outcomes through the development of an explicit improvement agenda, an analysis and discussion of data, a culture that promotes learning, targeted use of school resources, an expert teaching team, systematic curriculum delivery, differentiated teaching and learning, effective pedagogical practices, and school-community partnerships.Regarding the positive aspect of MSIP Earl et al. (2003) enumerated that one of the major contributions of MSIP has been connecting people, schools and organizations into coherent networks with a focus on school improvement. These networks are both formal and informal and involve schools, divisions, government, other educational organizations and other groups with an interest in school performance. MSIP has accelerated

the pace of change in Manitoba not only by making school improvement a high priority but also by providing support "just in time" for schools to make changes.

2.11.3 School Improvement in South Africa

After 1994, a multiplicity of school improvement projects were initiated and implemented by the government mainly by the Department of Education. For example: as stated by Chinsamy (2002) and Makoelle (2014), the Imbewu Project (1998–2001) in the Eastern Cape at 523 rural schools; the District Development and Support Project (DDSP) from 2000–2002 at 453 primary schools in rural areas and the Quality Learning Project (QLP) initiated to improve the conditions at secondary schools across the nine provinces and the Khanyisa Education Support Program from 2003 to 2009. The focus of the Khanisa Education Support Program was to improve the efficiency of the educational system in the province. The program ran for seven years, from 2003 to 2009.The program has brought about positive results.

Moreover, as Khosa, (2010) illustrated, JET Education Services has developed a highly successful school improvement model, based on a dynamic partnership between the state, the private, sector, and civil society, which is currently being implemented in 63 schools in North West and the Eastern Cape. In addition, Khosa (2013) revealed that in the last two decades, JET has been directly involved in over 13 school improvement projects that took the form of comprehensive school or systemic improvement projects, or component-specific projects such as teacher development projects. Comprehensive school improvement projects included support to a range of school functions such as teaching and learning, management and resourcing, while component-specific projects focused on one of these functions.

As it was proved by Makoelle (2014), from the above school improvement projects under JET's School Improvement Model, the (QLP) improvement strategy was based on a systemic model, which involved intervention at district, school and classroom level to improve the conditions at schools with less capacity to promote effective teaching and learning.QLP activities were geared towards the improvement of the followings: teaching of mathematics, reading and writing skills at 524 schools; governance and management of schools and management in 17 districts.

2.11.4 School Improvement in Nigeria

In Nigeria, school improvement project was introduced under the Education Sector Support Program in Nigeria (ESSPIN) in 2008 to help address some of the problems of quality in education. Education Sector Support Program in Nigeria (2010) described that ESSPIN was aimed to improve learning outcomes for children of basic education age in six states of Nigeria. Funded by the UK and Nigerian governments, ESSPIN worked through a range of activities at the national, state, local and school levels. At the school level, it provided and supported the use of structured training materials for teachers, works with head teachers to improve academic leadership and school improvement planning, and involves communities through the establishment of well-functioning school-based management committees.

ESSPIN worked from 2008 to 2014. Based on increased evidence of sate reform, ESSPIN was further extended until January 2017. Its specific approach puts the transformation of the school at the center of the change process. School improvement approaches include a wide range of interconnected interventions which are all directed towards raising the levels of pupil achievement. Much of this work involves strengthening school-level capacity through training workshops, in-school support and follow up. This process has been led by the State School Improvement Teams (SSIT); small teams of carefully selected, committed education professionals who 'belong' to the individual states and work full time to address the many challenges of improving Nigeria's school.

2.11.5 School Improvement Program in Ethiopia

After the overthrow of the military government in 1991, Ethiopia has developed a new Education and Training policy (ETP) in 1994 (Transitional Government of Ethiopia, 1994). As described by Lasonen et al. (2005) the ETP has focused on expanding access to educational opportunities and intended to achieve universal primary enrolment by 2015. The MoE (2005) document also stated that within the framework of the 1994 ETP the Government launched the first five year ESDP I in 1997/98 followed by ESDP II in 2002/03 and ESDP III in 2005/06. As stated by MoE (2008), ESDP is a five year plan within twenty years education sector indicative plan and the country has gone through the implementation of ESDP I, ESDP II, ESDPN III and ESDP IV is under implementation.

The main focuses of ESDPs are to improve educational quality, relevance, efficiency, equity and expand access to education. As the MoE (2008) document underlines, despite rapid expansion of the education system for the last few decades, Ethiopia's education sector faces problems of quality. Achievements in access have not been accompanied by adequate improvements in quality; student achievement has not sufficiently improved.

As the MoE (2010) document revealed the failure of schools in addressing children's right to quality education has become manifested by the scores of the National Learning Assessments conducted in 2000, 2004 and 2008. When compared to the 2000 baseline, academic achievement of students in Grade 4 shows a slight improvement, from 47.9 per cent in 2000 to 48.5 per cent in 2004, whereas achievement scores for Grade 8 deteriorated, from 41.1 per cent in 2000 to 39.7per cent in 2004. The 2008 assessment report also gave a rather bleak picture compared to the previous two assessment results. Only 13.9 per cent of students scored more than 51 percent the standard to pass the national examination 24 per cent of students scored 51 per cent, and the majority, 62.1 per cent, scored below 51 per cent.

The UNICEF (2010) document enumerated that the key factors attributed to low student achievement included: poor school organization and management, inadequate teacher training on subject mastery and pedagogic skills, Min adequate school facilities, and insufficient curricular and instructional materials**.** The following factors could be added to the problems plaguing the quality of education in Ethiopia: large average class size, at a 1:64 class-student ratio; high average number of students per teacher, at 1:59, in contrast to the national standard of 1:51; low motivation of teachers and students; lack of and/or non-use of teaching-learning aids; insufficient provision of reference materials; weak capacity to correctly interpret, plan, implement and monitor policies and programs; and inadequate resources for operations It is in response to the problem of quality that the MoE has developed GEQIP in 2007which comprise six pillars: Teacher Development, Curriculum, Management and Leadership, School Improvement, Civics and Ethical Education and Information Communications Technology.

The MoE (2008) document showed that the SIP was established in 2006 by the Federal Government of Ethiopia as a pilot activity to improve quality of education. Then under GEQIP, the program was expected to expand and build on the lessons learned during the pilot phase. Therefore is to achieve quality of education that the MoE has developed the GEQIP in 2007 and under GEQIP MoE has developed the school improvement program by organizing best practices of local schools in Ethiopia and by adapting school improvement experiences

and standards of practices from abroad mainly from United States, Australia and other In Ethiopian context as stated by both MoE (2007a) and MoE (2010) documents, SIP is a national program, developed by MoE in 2007, to improve student results in primary and secondary schools.In Ethiopia,

SIP focuses on assessing and self-evaluation of schools to know their status and to improve educational inputs and process aimed at improving student's achievement to a high level. Thus school improvement program is concerned with improving students' learning and their learning outcomes. The MoE (2007b) document also stated that school improvement approach starts with schools and their stakeholders undertaking a self assessment to identify their goals, followed by development and implementation of a School Improvement Plan

2.12 Practices of School Improvement Program

In Ethiopia with the intension of improving the quality of education, much effort has been exerted. For instance, during supervision of the program many efforts were made to assess the experience of the best promoting school with in the country and experiences of other countries. Different guidelines and frame works were developed and awareness raising training was conducted at different level (MOE, 2007:47). Thus the secondary schools are expected to successfully implement the school improvement program. However, SIP is a very wide spread phenomenon and a wide variety of improvement efforts can be found. to be any importance for school effectiveness school improvement should use the school effectiveness, knowledge base and be directed to the application of this knowledge as focused intervention, emphasizing implementation, emphasis outcomes and evaluation techniques to practice school improvement program.

2.13 Problems in the Implementation of SIP

The school improvement is a complex process which can be challenged by different factors during its implementation. In this respect, Fullan (2001:89-90) has noted that when a new initiative is introduced undoable it will create difficult to both individuals and institutions. Thus, for success of the program it needs to consider challenging factors prior to the implementation of the program and in due process. Rendering quality and relevant education to its citizen has been the challenging concern to all countries. It is even more serious for developing countries like Ethiopia. A lot of attempts made in reform and improvement to change endeavor has been facing challenge. Some of the problems identified by khosa (2009) clude, many schools are dysfunctional, and are not transforming time, teaching, physical and

financial resources in learning outcomes. Next curriculum delivery is poor; teachers do not complete curriculum and pitch their teaching at levels than those demanded by the curriculum. In addition district support and monitoring functions are inadequate and ineffective.

As to Incoing (1999) the major problem that challenge school improvement initiatives include; lacking of providing performance standards for pupils, teachers and staff develop a standard guide system to assess the schools, establish incentive systems, encourage self and peer monitoring and evaluation and promote advocacy and social for quality education. As school improvement Manual (MOE, 2007: 2-3) states about the obstacles of SIP implementation includes lack of commitment to depart from traditional practices, absence of responsible and organized effort at all levels which could direct and monitor the program implementation, shortage of training, lack of initiative and good look on the part of some teachers and school leaders, absence of awareness creation among stakeholders and absence of clearly stated role about the participation level of each stakeholders.

Similarly, Harris in Hopkins (2002:19) has noted difficult to change school management arrangement and working culture as challenge to SIP in developing countries. In our case too, school improvement was challenged by lack of necessary input, lack of commitment, low level of motivation, poor leadership and the like are expected challenges in the implementation of school improvement program. Stoll and Fink (1996:55) has also indicated lack of commitment or reluctant to change as the major problems to the success of SIP. As to Anderson (1991:84), among others reluctant to change can happen due to lack of awareness on the purpose of intended change, lack of knowledge and skills needed to make change and the belief that change will not make any difference to them or to their students. so the implication is that enhancing commitment and creating common understanding have vital importance for effective implementation of SIP. Moreover, Hopkins (2002:57) has described the lack of adequate preparation such as: - building original capacity, having consensus on the purpose and the very low allocation of resources were the major problems. Then, having formal conference, create awareness raising seminar, delivering work shop and training for concerned bodies, facilitating preconditions and having commitment, willingness and readiness are better given a great focus to deal with and get the problems solved.

2.15 Challenges for School Improvement program

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

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

Harris (in Hopkins,2002) has noted that the difficulty to change school management and working culture as a problem to the SIP in developing country in Supporting this, Havelock and Huber man (as cited in Rondinelli et al,1990),described that prompting change is difficult under any circumstance, but it is especially challenging in developing countries with uncertain and unstable economic, social and political condition most developing countries lack the physical infrastructure and experienced skill professionals needed to assure successful results in Ethiopia ,besides the commitment of the country to improve access education the school improvement program has launched aiming at improving the quality of education through enhancing student learning achievement and outcome (MOE 2007). Hence, student achievement is a reason for any educational change; unfortunately because of the process of translating policy in to practice is so difficult to achieve. That is why, the implementing of school improvement program is challenging.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

This chapter deals with the research design, research approach, source of data, population of the study, sample size and sampling technique, data gathering instrument and data analysis methods are discussed under this chapter.

3.1 Research Design and Method

3.1.1 Research Design

Among the different alternatives of research design, descriptive research method was employed. A descriptive survey describes and interprets what is there currently. Hence it helps to describes and clarify the current practices of school improvement program (SIP). This approach has also been recommended by scholars. According to Leedy and Ormrod (2005), descriptive survey involves acquiring information about one or more groups of people perhaps about their characteristics, opinions, attitudes or previous experiences by asking those questions and tabulating their answers. Therefore, descriptive survey method was employed in this study for its importance to gather adequate and relevant data on the actual implementation of effective SIP in the area under investigation.

3.1.2 Research Methods

In this study both quantitative and qualitative approaches were used; the quantitative survey method was employed and the data collected by qualitative method was triangulated with the quantitative data. The quantitative approach was applied to conduct analysis of quantifiable and empirical data with respect to the study area, through questionnaires. The qualitative approach was used to assess information obtained from cloth ended and some open ended questionnaires, FGD and document reviews**.** This method helps to gather various kinds of data to obtain information about the current status of the phenomena and also to know the existing challenges that affect school improvement program implementation in primary school.

3.2 Source of Data

The researcher has gathered all necessary data from primary and secondary sources to accomplish the study as well as to get reliable and valid information. Primary data were collected from respondents by using questionnaire and interviews; while the secondary data were gathered using document reviews.

3.2.1 Primary Sources of Data

Primary data were gathered for the sake of getting first hand information concerning the current issues of practices of SIP in Government primary schools of Gelan Town Primary data were collected from school principals, teachers, school improvement committees (SIC), department heads, Parents and Community Representative and primary school supervisors of Gelan Town. In this regard, questionnaires were distributed and face to face interviews were conducted.

3.2.2 The Secondary Sources of Data

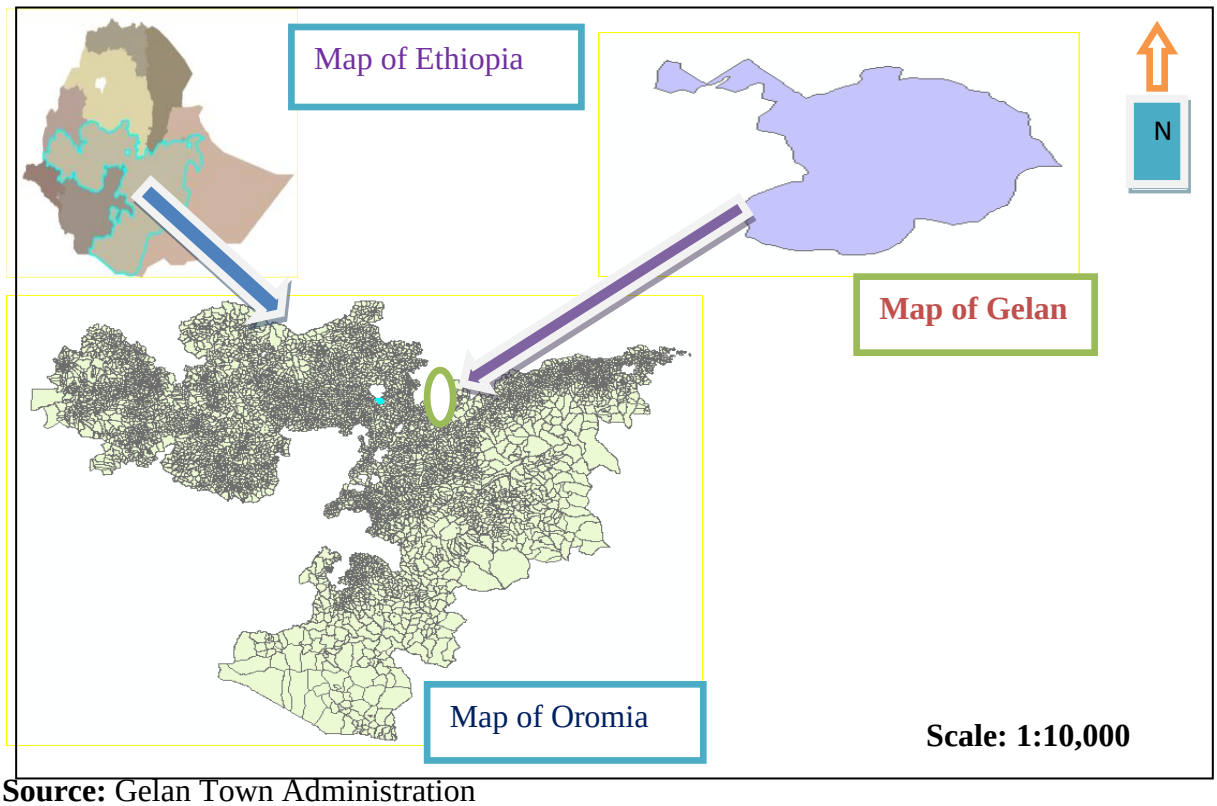
The secondary sources of data were those which have already been collected by someone else which have already been passed through the statistical process (Kotheri 2004). The secondary sources of data related to documents such as three years SIP plan, annual SIP plan, school improvement program (SIP) framework, SIP manuals, annual school plans, feedback of inspections evaluation document (standard progress report), different records of decision making with their achievements and challenges were some of the secondary data used for this study purposes.

3.3 Description of the Study Area

Gelan Town is one of the Special Zone of Oromia Regonal State surrounding Finfine established on july,1999E.C.and it has a town administration, municipality and four keble's such as Gelan, Tulu Guracha, Chafe Tuma and Marino. The town is found in the south-east direction of Addis Ababa at a distance of 25 km. In the north it is bordered by the Addis Abeba City administration and Akaki Woreda administration, in the south Akaki Woreda administration, in the east Dukem Town Administration and west Addis Abeba City administration. The total area of the town administration is about 7516 hectares and the land Use of the town is the major indicator of the allocation land for different economic and social functions. So at present, Gelan town is a hub of industries like big industries, medium industries and small industries are found in it.

In general, around 357 industries are found here and about permanent, contract and temporary 17,364 employees serve in these industries. Gelan is one of the fast growing city by its geographic location and accesses of infrastructures. In Gelan Town there are 6KG, 12 elementary, 1 high school, 1 preparatory, 1 college and 1 Technical, Vocational Education and Training (TVET) School. From 12 elementary schools, 6 of them are Government and the others are privet school.

Map 1: Location Map of Gelan Town



Source: Gelan Town Administration

3.3 Population, Sample Size and Sampling Techniques

3.3.1 Target Population

The target population of this study is 6 school principals, 2 supervisors, 113 teachers, 18 department head, 42 parents and community representatives (PTA), and 36 School improvement committee (SIC), in government primary schools in Gelan Town administration and totally 217 populations

3.3.2 Sampling Frame

Sampling frame of this study is lists of teachers, department heads, principals, supervisors, school improvement committees (SIC), parent-teachers association (PTA) of each school from which the sample was drawn. Therefore, the sample frame is the list of complete number of population which, totally 217 population of the primary school in Gelan Town Administration**.**

Table 1: Distribution of Population size under the study

N	Target population	Male	Female	Total
1	Teachers	48	65	113
2	Directors	2	4	6
3	Supervisors	1	1	2
4	Department head	10	8	18
5	SIC	30	6	36
7	PTA	32	10	42
	Total	**123**	**94**	**217**

Source: Gelan Town Education Office Report 2019.

Table 2: Six government primary schools and their Teachers of Gelan Town

No	Schools Name	Total Teachers			Sample size		
		M	F	T	M	F	T
1	Dalota primary school (1-8)	10	26	36	5	12	17
2	KiltuKarre primary school (1-8)	6	11	17	3	5	8
3	Chafe Tuma primary school (1-8)	8	9	17	4	4	8
4	Tulu Gurracha Primary school(1-8)	6	9	15	3	4	7
5	Danbi primary school(1-8)	8	5	13	4	2	6
6	Mareno Primary School (1-8)	10	5	15	5	2	7
Total		**48**	**65**	**113**	**23**	**31**	**54**

Source: Gelan Town Education Office Report 2019

Table 3: Six government primary schools and their PTA members

No	Schools Name	Total PTA			Sample Size		
		M	F	T	M	F	T
1	Dalota primary school (1-8)	5	2	7	3	1	3
2	KiltuKarre primary school (1-8)	5	2	7	2	1	3
3	Chafe Tuma primary school (1-8)	6	1	7	3	1	4
4	Tulu Gurracha Primary school(1-8)	6	1	7	3	1	4
5	Danbi primary school(1-8)	5	2	7	2	1	3
6	Mareno Primary School (1-8)	5	2	7	2	1	3
Total		**32**	**10**	**42**	**15**	**6**	**21**

Source: Gelan Town Education Office Report 2019

3.3.3 Sample Size Determination

Sampling size was selected depending on the type of research design being used, the desire level of confidences in the result, the amount of accuracy wanted and the characteristics of the population interest (Kothari, 2004). Therefore, in order to estimate the sample size, the researcher was used the formula set by Kothari, 54 teachers,9 department heads and 21 parent and parent-teacher association) were selected using simple random sampling technique**.** It was used to draw randomly proportional sample size from each school. Similarly, a total of six Government primary schools in the Town were considered in this study; and 6 principals, 2 supervisors and 14 school improvement committee (SIC) members were selected purposively. (Table4).

Table 4: Distribution of population & sampling size and sample techniques under study

No	Target Population	Population size	Sample Size	Sampling Technique
1	Teachers	113	54	SRS
2	Department head	18	9	SRS
3	PTA	42	21	Proportional SRS
4	School principal	6	6	Purposive
5	Supervisors	2	2	Purposive
6	SIC	36	14	Purposive
Total		**217**	**106**	

Source: Gelan Town Education Office Report 2019

3.3.4 Sampling Technique

Accordingly, out of 113 primary government school teachers of Gelan Town, 54 teachers, 9 department heads, and 21 parent-teacher associations were selected randomly. In addition using purposive sampling technique , 6 principals and 2 CRC supervisors totally,8 people were selected for conducting interviews; and 14 SIC members for conducting focus group discussion (FGD) were also selected supposing that these people are those who have better knowledge about the issue under study so as to obtain detailed information. In general, both probability sampling and non probability sampling techniques were employed to select study participants.

3.4 Data Collection Instruments

Different data collection tools were developed to collect both quantitative and qualitative data from different target groups of the selected study areas. Those data having quantitative nature were collecting through questioner, whereas qualitative data were collecting through interviews and document review. Before the actual data was collected, the language used in these data collection instruments would be translated to mother tongue language /Afan Oromo / for simplicity of understanding the questions on the part of the respondents. The following data collection methods were used to collect relevant data from both primary and secondary sources.

3.4.1 Quantitative Data Gathering Tools and Techniques

Questionnaire: is one of the most important data gathering tools used for collecting quantitative data from large number of people. It is free from researcher's bias and cost effective. To this effect, questionnaires were developed and used to gather quantitative data from two groups of respondents such as Teachers and school leaders (department heads, school principal, CRC supervisor and representatives of parent teacher association).

In this case, more of 31 closed and 2 open–ended questionnaires were distributed for 54 Teachers and 38 school leaders totally 92 of respondents and collect relevant data from relevant sample. These questionnaires were initially developed in English and then translated to the mother tongue (Afan Oromo) for the sake of quality data and for simplicity of understanding the questions by each and every respondent easily.

3.4.2 Qualitative Data Gathering Tools and Techniques

The objective of conducting qualitative study as part of quantitative data assessment was to supplement the data gathered in the quantitative survey and to use it for data triangulation purposes as described below.

i. Key Informant Interviews (KII)

An interview method, a process of communication that gives the required information orally in face to face situation with the interviewer, was the other instrument used to gather qualitative data. So, it was used as the more desirable qualitative data collection tool deeply. In this case, the researcher has acted as a facilitator directing the interview process.

As a checklist, some un-structured and open-ended questions were developed and used to enable participants address opinion in their own words and terms. Interview was used to gather in-depth qualitative data from school directors and CRC supervisors.

ii. Focus Group Discussion

Focus Group Discussion (FGD) was employed for gathering the qualitative data focusing on assessing discussants' opinions, attitudes and views towards the purpose of elaborating, clarifying and counterchecking of ideas, experiences and arguments that obtained through this focus group discussion. Then after, the data and information obtained from the focus group discussion were used to triangulate with those gained through interview and questionnaire. Two sessions of FGDs were conducted with those purposively selected 14 School Improvement Committee (SIC) members; and facilitated by the researcher himself so as to gather reliable and quality information. To this end, this method enabled the study participants to proactively intermingle in discussing, specifying, and reasoning their views or reflections on their involvement in the school improvement program and their suggestions for successful recommendations and suggestive directions.

iii. Document Review and Analysis

Document review is one of the data gathering tools in this study. This method was used to gather all relevant existing secondary data from different available sources. These data include both published and unpublished documents including education policy issues, strategies, and implementation gaps, education-related rules and regulations were reviewed and analyzed.

Moreover, the three years SIP strategic plan documents and operational annual action SIP plans including SIP manuals and other related inspection and evaluation reports as well as different decision-making records with their achievements and challenges were also reviewed to get secondhand information and to check how well each school participated in the school improvement program activities and analyzed strengths and weaknesses be evaluated and understood.

3.5 Procedures of Data Collection

The data collection procedure was done based on the work plan of the researcher. Before collecting data from the field, drafts of the questionnaires, checklists and guidelines for data collection were developed and examined by advisors and other experienced colleagues for finalizing the study questionnaires and checklists. The comments were included to improve the clarity of statements as well as grammatical and typographical errors. Similarly, before the questionnaires were administered to respondents, the purpose of the study was explained to the study participants by the researcher. Then, the questionnaires were administered to 106 respondents (i.e. 54 teachers, 21 members of parent-teacher association, 9 department heads, 6 school principals, and 2 supervisors) in the six Government primary schools of Gelan Administrative Town. And finally, the data and information gathered from all these sample respondents were used for the analysis purposes; and structured, semi-structured and unstructured questionnaires were developed and used administered. For conducting the key informant interviews and focus group discussions, after communicating and discussions with concerned officials and responsible bodies of the local organizations and/or institutions, consensus was made to undertake the survey and data collection process formally; and finally all essential data and information were gathered, organized and analyzed.

3.6 Data Analysis Method

The data were analyzed both quantitatively and qualitatively based on the data gathered through survey questionnaires, key informant interviews, focus group discussions and document analysis. In general, all the study data were obtained from teachers, school principals, CRC supervisors, department heads and school improvement committee (SIC). Then, the quantitative primary data were entered into SPSS software of version 20, for the facilitation of data processing and analysis.

To this effect, descriptive statistical methods were employed to analyze the processed data. The reason why the researcher preferred to use the descriptive statistical methods was that this type of analytical method is considered to be better for the analysis and interpretation of quantitative data in terms of percentage, frequency, mean and standard deviation to critically assess and explore the responses. The T-test was applied for checking the presence of significant differences between the responses of the study participants about the practices and challenges of SIP implementation process.

The qualitative data were also gathered using key informant interviews, focus group discussions and document reviews were summarized; and then transcribed and transferred into text by coding, categorizing and classifying, During the interview, the interviewer took the note and to avoid loss of information and depending on the speech on the interview was recorded and then the data from the record and the interviewers' note brought in to one. Data gained from the different sources, was cross-check and categorized into themes. At the end data from document analysis was interpreted and synchronized with FGD and interview, then transferred to English. Finally, these data were analyzed through narrative analysis mechanisms in a manner that they are used to explain the quantitative findings in detail.

3.8 Reliability and Validity

The validity and reliability of the study data were assessed so as to address about its quality and appropriateness of the study methods employed .These tests were carried out by taking 15 teachers, 3 department heads and 1 school director totally, 19 people were participated not selected to the study were using to test the validity and reliability of questionnaire and structured interviews was tested. Moreover, the reliability Analysis procedure calculates a number of commonly used measures of scale reliability and also provides information about the relationships between individual items in the scale. Thus, Crobanch's alpha is one of the commonly accepted measures of reliability.

It measures the internal consistency of the items in a scale. It indicates that the extent to which the items in a questionnaire are related to each other. The normal range of Cronbach's Coefficient Alpha value range between 0-1 and the higher values of this test in order to achieve internal reliability, but the most commonly accepted value is 0.7 as it should be equal to or higher than to reach internal reliability Harir. Robert, and David, (2003). To this effect, the reliability of the items of this study was analyzed by Crobanch's alpha method using an SPSS Software of Version 20, and attained the Cranach's Alpha value of 0.92.which indicates that the study is reliable and valid.

3.9 Ethical Consideration

In order to create conducive environment, all ethical issues of research were considered. Accordingly, the researcher has given attention to the anonymity of respondents so as to ensure that they asked to provide their names on the questionnaires and their volunteerism to give information of fulfillment of the research. Besides this, the researcher asked oral permission about the consent of the respondents. The primary data that collected from various respondents using administrative questionnaires were treated with strict confidentiality to avoid discriminations and gossiping in order to ensure the privacy of the respondents.

Furthermore, the respondents were pre-informed about the benefits of the research findings in solving and/or minimizing the challenges of SIP implementation. The researcher has also used protocol tools like being very polite to the respondents while interviewing them without dictating them. Besides this, the researcher has assured to the respondents as they can withdraw without producing reasons so that they develop trust with the researcher. Therefore, the researcher has communicated the study respondents in all sample school smoothly.

Summary of Research Design and Methods

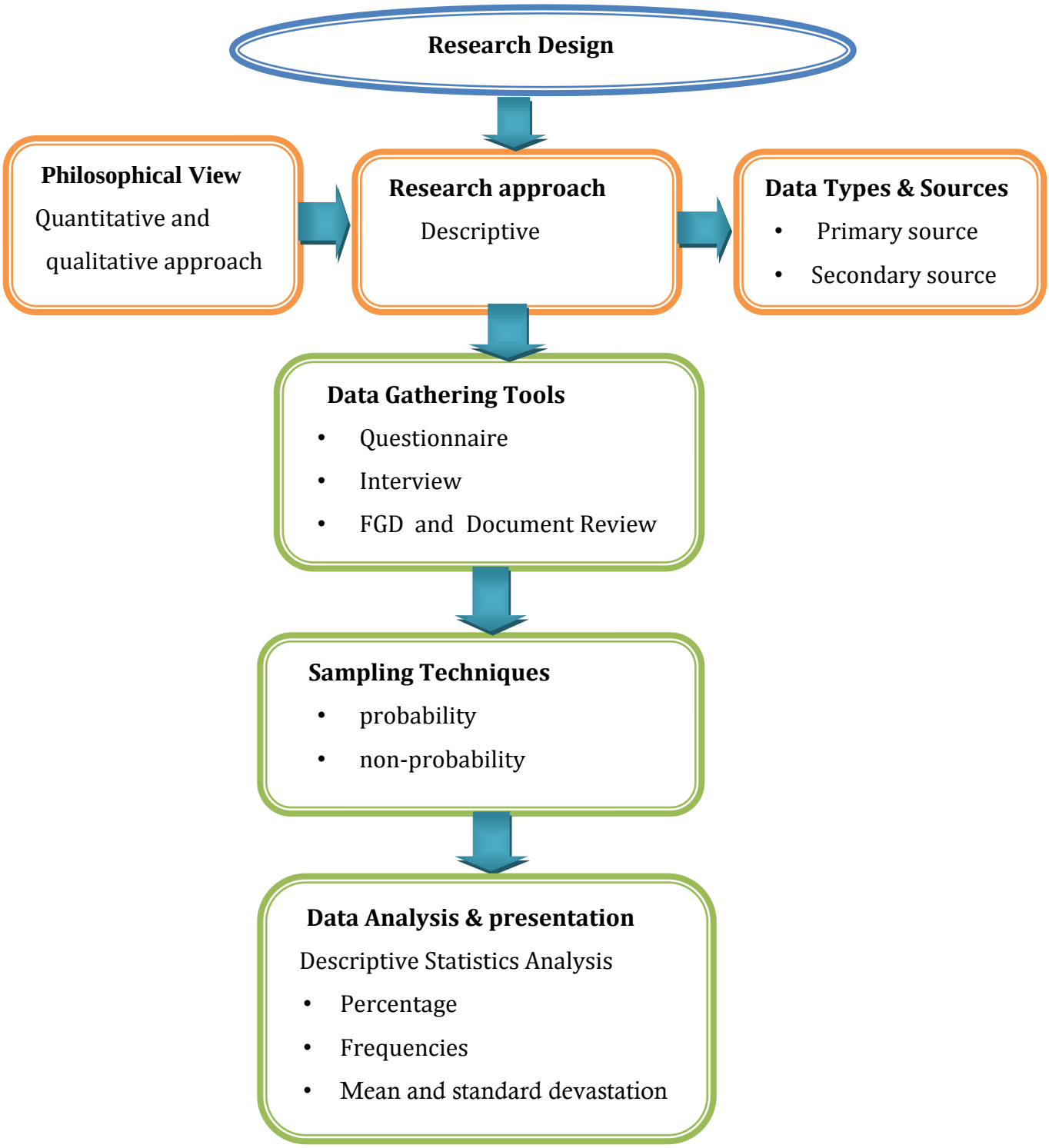


Figure 2 : Summary of Research Design and Methods

Source: *adapted from Creswell (2008) with own Modification.*

CHAPTER FOUR

3 PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter of the study deals with data presentation, analysis and interpretation of data obtained from questionnaire, interview, focus group discussion and document analysis to search for appropriate answer the basic questions listed in chapter one. The section is divided in to two major parts. The first part presented the demographic and educational characteristics of the participants and the second part deals with the results and discussion of the study. The data obtained from the respondents are summarized in tables and analysis of the responses is presented. Analysis of the data obtained close ended questions has been done through calculating the percentage, frequency, mean, and standard deviation.

On the other hand, open ended questions, interviews, focus group discussion and documents review, the analyses was done the qualitative narrations and are used to supplement the data gathered from the questionnaire. Accordingly, presentation and analysis were made making the use of the data gathered from different key informants and discussants of focus group discussions such as primary school principals, supervisors, school improvement committee members, teachers, department heads and parent-teacher association in Gelan Administrative Town. In order to collect data, questionnaires were distributed to the sample of primary school principals, supervisors, teachers, department head and parent-teacher association of the schools. A focus group discussion for members of school improvement committee, Interview was also used as an instrument for school principals and CRC supervisors were used. Documents review was done in all government primary schools.

The questionnaires contained detailed close ended questions as well as open ended one/122s. All the distributed questionnaires properly filled out and returned. Thus analysis and interpretation of the data was made based on the responses obtained from the respondents. On the other hand, the interviews and focus group discussion were (100%) or fully interviewed and discussed. All of the respondents replied their opinion about the study questions and returned all the paper. The study result analysis has done based on the above stated gathered data because it attains to conduct a research

4.1 General Characteristics of the Respondents

Under this table the Socio-demographic and general characteristics of the respondents were included the data's. Such as sex, age, educational qualifications and year of experiences are shown under the Table 5 – 8 below.

Table 5: **Distribution of Sample Respondents by Sex**

Sex of Respondents	Teachers		Department heads		SIC		Principals		CRC Supervisor		PTA		Total	
	N	%	N	%	N	%	N	%	N	%	N.	%	**N**	**%**
Male	23	42.5	5	50	10	71..4	2	33.3	1	50	15	71.4	56	52.8%
Female	31	57.5	4	50	4	28.5	4	66.6	1	50	6	28.5	50	47.2%
Total	54	100	9	100	14	100	6	100	2	100	21	50	106	100%

As shown in Table 5 above, 42.5% and 57.5% of the study participant teachers were male and female respectively. In similar way, 63.5% of the school management study participants were male and the rest 36.5% were female; (see Table 5 above). In general, with regards to the sex, out of the total 106 study participants, 47.16% were female and the rest 52.8% were males; Sample respondents were described both in Table 5 and figure 4 indicating that both sexes have almost participated equally.(see Table 5 and figure 4 below).

Table 6: Distribution of Sample participants by their age groups

Age-Group of Respondents	Teacher		Department head		SIC		Principal		CRC Supervisor		PTA		Total	
	N	%	N	%	N	%	N	%	N	%	N.	%	N	%
25-30	10	18.5	-	-	-	-	-	-	-	-	-	-	10	9.4
31-35	32	59.2	9	10	14	100	6	10	2	10	-	-	63	59.4
36-40	12	22.2	-	-	-	-	-	-	-	-	16	76.2	28	26.4
41-45	-	-	-	-	-	-	-	-	-	-	5	23.8	5	4.8
Total	**54**	**100**	**9**	**50**	**14**	**33.3**	**6**	**100**	**2**	**100**	**21**	**50**	**106**	**100**

Source: ***Education Office of Gelan Administrative Town; (2019)***

As shown in Table 6 above, the ages of the respondents' 18.5 % of Teacher between the ages of 25-30 & 100% CRC supervisors, principals, school improvement committee members, department head and 59.2% Teacher were between the ages of 31-35 years respectively. The others 22.2% of Teacher and 76.2% of parent-teacher association were 36-40 years and the rest 23.8%of parent-teacher association were 41-45years.

Similarly, as shown in Table 6 the age group of the respondents ‘was described both in the table 6 and figure 4 indicate that almost both sexes have participated equally. Thus, it is possible to claim that the majority of both respondents were in the required age group to implement SIP. The following figure 4 also tried to elaborate more about the age categorization of the respondents based on their occupations and/or roles and responsibilities in the implementation of SIP in the sampled six primary schools of Gelan Town as described above.

Table 7: Description of respondent by educational qualifications

Level of Education	Teacher		Department head		SIC		Principal		CRC Supervisor		PTA	
	N.	%	N	%	N.	%	N.	%	N	%	N	%
Certificate			-	-	-	-	-	-	-	-	-	-
Diploma	29	53.7	2	22.2	5	35.7	-	-	-	-	-	-
Degree	25	46.29	7	77.7	9	64.3	6	100	2	100	-	-
Total	**54**	**100**	**9**	**100**	**14**	**100**	**6**	**100**	**2**	**100**	**-**	**-**

Source*:- Results of Field Survey in the Sample Areas; (April, 2019)*

With regards to the education background of the respondents, about 53.7% of Teachers, 35.7% of SIC member, 22.2 of Department head, were diploma holders respectively. The majority of respondents100% of CRC supervisors, school principals and 46.29% of Teachers**,** 64.3% of SIC member, **77.7**% of department head, were first degree holders. The above data shows that, all selective members of the respondents have their responsibilities in schools activities. This was helped the researcher to get current detail information about SIP in the schools.

Furthermore concerning years of work 38.8 % of Teacher, 100% Department head, 21.4 of SIC, and 100% of Principals, have 11-15 years respectively. The majority of respondents 42.59%of Teacher, 71.42 % of SIC and 100% of CRC supervisors have 16-20 years respectively. Only 18.5 % of teacher respondents have 21- 25 service years respectively

Table 8: Distribution of Respondents by Work Experiences (in Year)

Service Years	Teacher		Department head		SIC		Principal		CRC Supervisor		PTA	
	N.	%	N	%	N.	%	N.	%	N	%	N	%
Below 5	-	-	-	-	-	-	-	-	-	-	-	-
5-10	-	-	-	-	-	-	-	-	-	-	-	-
11-15	21	38.8	9	100	3	21.4	6	100	-	-	-	-
16-20	23	42.59	-	-	11	78.6	-	-	2	100	-	-
21-25	10	18.5	-	-	-	-	-	-	-	-	-	-
>25	-	-	-	-	-	-	-	-	-	-	-	-
Total	**54**	**100**	**9**	**100**	**14**	**100**	**6**	**100**	**2**	**100**	**-**	-

Source:- Results of Field Surveyin the Sample Areas; (April, 2019)

The result implies that, the majority of respondent's experience was above five years. This shows that they have relatively better and deep understanding various programs carried out in schools including SIP. To this effect they might be in good stand to identify those major practice and its problems observed in the SIP. Therefore they are in a good position to critically identity the practice and its challenges encountered in the implementation of SIP

4.2 Analysis of the Extent of Successfulness of SIP Domain

In the implementation of SIP domains, improvement of the Government primary schools is an important process and becomes the dominant approach to educational change which helps to enhance quality of students learning and strengthen schools capacity for change. Thus, this section deals with how SIP domains were planned for implementation, the extent of SIP domain implementation in the primary schools and its successfulness along with the mechanisms used to improve the SIP domain implementation in the Government Primary Schools of the study areas.

In this study, respondents were given questionnaire to indicate the Extent of primary school successfully implementing the four domains of SIP. The table below summarizes the results regarding the implementation of the four domains of SIP. For each domain two group of respondents were asked to rate issues raised in each domain with five liker scales, from 5 = for Very high (VH) to 1 = for Very low (VL). For analysis in table 9 to table 14 Level of agreement ≤ 1.49 =Very low (VL), 1.5–2.49 = Low (L), 2.5–3.49 = Moderate (M), 3.5 – 4.49 = High (H), ≥ 4.5 =Very high (VH).

4.2.1 Implementation of Teaching - Learning Domain

As described by MOE (2007), School improvement is concerned with raising student achievement by focusing on the teaching and learning process. The SIP incorporates four school domains; and each domain consists of three elements. Teaching and Learning as one of the domains of SIP focuses on the role of teachers to provide quality instruction, carrying-out timely assessment and evaluation of students' learning in order to improve the learning outcomes of students. In relation to this the school improvement framework of MOE (2007) suggested that teachers need to adjust their teaching approach according to the needs of students. The domain of teaching and learning is categorized in some indicators. The responses of teachers and school leaders (school principals, supervisors, Department head and PTA members) for four items on the implementation of teaching and learning domains are shown and the result were presented and analyzed as shown in Table 9 below

Table 9: Respondents Views on the Successful Implementation of Teaching- Learning Domain

No	Items/Variables	Respondents Group			
		Teachers (N=54)		School Leaders (N=38)	
		Mean	S.D	Mean	S.D
1	Teachers develop and use supplementary materials in the classroom to improve student learning	2.91	1.03	2.79	1.04
2	Teachers use methods such as active learning strategies, to encourage students to actively participate in lessons	2.87	0.91	2.76	1.08
3	Teachers used continuous assessment to measure progress of their students and provide support accordingly.	3.22	0.93	2.79	0.81
4	The school ensures that teachers teach according to their plan(daily and annual)	2.63	0.89	2.39	0.64
	Aggregated Mean and S.D	**2.91**	**0.94**	**2.68**	**0.89**
	T-Value	**0.22**			

Teaching and learning is one of the four domain that requires due emphasis in the Implementation of SIP. To this effect, as indicated in Table 9 above, the assessment results obtained from sample participants of the study, except the mean value 2.39 under item 4 of school leaders group, the mean values of both groups rated as moderate with the values between 2.63 and 3.22.

Moreover as shown in the above Table 9, the standard deviation of both sample groups was estimated to be 0.94 and 0.89 respectively; and this indicates that the practices of teachers in developing and using supplementary materials in the classroom so as to improve student learning process was found to be insufficient**.**

In general, the data and/or information obtained from majority of the respondents confirmed that the practice of developing and using of supplementary materials in the classrooms was rated moderate with the grand mean value of 2.91 and 2.67 respectively. More specifically, this can be approved by the responses given by both sample groups (i.e. teachers and school leaders) on the issues described under item 2 of Table 9 above. This means, when these sample respondent groups asked whether teachers have used methods such as active learning strategies to encourage their students to actively participate in lessons, they replied moderately with the mean values of 2.87 and 2.76 along with the SD of 0.94 and 0.89 respectively.

However, this doesn't mean that it is sufficient; hence, this requires due attentions of all key stakeholders and concerned bodies at all levels. . As we can see from the above Table 9 under item 4 which says that 'the school ensures teachers teach according to their plan' was not performed as per intended and the mean result responded by school leaders team on this issue was rated as 2.39 which categorized to be low. Moreover, the computed t-value in the above Table 9 shows that teachers and school leaders have almost similar views on majority of the listed items above, since the calculated t -value (0.22) is less than the critical t-value (1.96) at α=0.05**.**

4.2.2 Implementation of Safe and Conducive Learning Environment Domain

Education environments need to be safe, supportive and welcoming for all learners. Therefore, safe and healthy school environment is necessary for teaching learning process. According to Estyn (2001), healthy school environment for teaching and learning reflect confidence, trust and mutual respect for cooperation between staff, students, government, parents and wider community is essential for purposeful effort and achievement.

As described by MOE (2007), suitable learning environment as one of the domain of SIP focuses on creating an environment suitable and comfortable for each student and students should feel secure in their school environment and they have to be empowered to participate in decision making process in schools. This domain consists of four items the practices of safe and health school environment in their respective schools. In the following table, the

responses of teachers and school managements on the practices the result were presents and analyzed as follows in Table 10 below.

Table 10: Respondents Views about the Implementation of Safe and Learning Environment Domain

No.	Items/Variables	Respondent Group			
		Teacher: (N=54)		School Leaders: (N=38)	
		M	S.D	M	S.D
5	Class rooms are conducive for teaching-learning	2.56	0.97	2.76	1.15
6	The School compound is attractive to students.	2.52	0.91	2.47	1.01
7	Conducive. learning environment has increased student interest to learn	2.52	0.84	2.58	1.15
8	Teaching and learning material are adequately available.	2.20	1.05	2.34	1.24
	Aggregated M and S.D	**2.45**	**0.94**	**2.54**	**1.14**
	T-Value	**-0.09**			

Table 10 above indicates that the opinions of respondents in the implementation of Safe and Conducive Learning Environment in each sample schools were assessed to be moderate. As seen from the data, for all of the items listed except item 8 for both teachers and school leaders the mean responses were found between 2.5 and 3.5 which indicate that both groups have responded at moderate level.

In general, the mean values of teachers and school leaders were 2.45 and 2.54 respectively. More specifically as shown in Table 10 above, under item 8 teachers rated also with mean value of 2.20 and SD of 1.05; moreover, the school leaders group has also rated as low under the same item 8 with the mean value of 2.34 and SD of 1.24; and this reveals that the teaching and learning materials were not adequate. .As it can be observed from the data in item 5, 6 and 7 of Table 10 above, both teachers and school leaders have expressed their agreements that majority of them rated as moderate with the mean value of 2.56 & 2.52; and 2.52 & 2.22 with a SD of 0.97 & 0.89; and 1.15 and 1.15 respectively. This indicates that the practice of the Class rooms and conducive learning environment was in sufficient for teaching-learning process.

In general, as the result of calculated t-value of those issues described under Table 10 (i.e. -0.09) is less than the critical t-value (1.96), then we can conclude that more or less there were no statistically significant differences between the views of the two respondent groups; and the aggregated mean values of both respondent groups were scored as 2.5 and 2.54 respectively indicates that both values categorized under moderate level of the score.

4.2.3 Implementation of School Leadership and Management Domain

The aims of SIP are creating accountability and responsibilities in school management in school. The school leadership and management have a key role in the implementation of SIP. As MoE (2007) document indicated; school leadership and management should outline a clear vision for the school and achieve the realization of this vision by preparing guidelines in association with the school community. In addition, school leadership and management are essentially expected to effectively set clear direction for the school, preparing strategic plan based on effective and through evaluation and set priorities for improvement to quality education. In the following table, the responses of teachers and school managements (school principals, supervisors, department head and parent and community representatives (PTA members) related to the four items of practices under school leadership and management domain were presents and analyzed as follows in Table 11.

Table 11: Respondents Views on the Implementation of School Leadership and Management Domain

No	Items/Variables	Respondent Group			
		Teacher (N=54)		School Leaders (N=38)	
		M	S.D	M	S.D
9	The school decision-making an administrative processes are carried out effectively	2.91	0.85	2.92	0.99
10	School polices, ground rules, regulation and procedures are effectively communicated and followed.	2.32	0.95	2.50	1.18
11	The strategic SIP three year plan of the school was developed based on school self evaluation.	2.24	0.87	2.37	1.15
12	The school leaders make the school conducive and participatory learning environment.	2.00	0.75	2.24	1.08
	Aggregated M and S.D	**2.37**	**0.85**	**2.51**	**1.10**
	T-Value	**-0.06**			

School Leadership and management Domain is one of the four domain that should get due emphasis in the implementation process of SIP. As the results of assessments conducted in the sample study areas, the insufficiency of school facilities as well as inability of school committee to play their roles along with the irregularity of follow-ups and supervisions of the SIP implementation was found to be the most serious problems identified.

Following this, low involvement of stakeholders in SIP implementation, inadequacy of developing attainable SIP plans, lack of technical trainings and motivational incentives as well as low commitment of teachers to implement the SIP plans were also contributed great to the low and ineffective performances of SIP implementation. Moreover, the incompetence problems of school leaderships to lead SIP were also assessed to be the other most important challenges that encountered the implementation of SIP activities as per planned.

Accordingly, the grand mean value of the views of sample respondents (i.e. teachers and school leaders) on the issues of school leadership and management was rated as 2.37 and 2.51 respectively; which indicates that the responses given by teachers with regards to the school leadership and management issue was found to be rated as low and that of school management as more or less moderate. However, the calculated t-value (-0.06) indicates that there is no statistically significant differences between the opinions of teachers and school leaders as the calculated t-value is less than the critical t-value (1.96).

From this we can conclude that the above listed problems and challenges were expected to be some of the important challenges that faced the implementers of SIP activities in the study areas. As shown in Table 11 above, with regards to item 9 both teacher and school leaders rated as moderate with mean score of 2.91 and 2.92 with the SD value of 0.85 and 0.99 respectively. More specifically, under item 10, 11 and 12 in Table 11 above, the mean values of teachers were 2.32, 2.24 and 2.00 which rated as low; and by the same token, the mean values of the views of school leaders group under item 11 and 12 of Table 11 were estimated to be 2.37 and 2.24 respectively and it indicates that their views towards these two issues were rated as low

4.2.4 Implementation of community involvement Domain

Community involvement is one of the four domains in SIP. This domain discussed about parents and community involvement to implement SIP. Parents and community are the stakeholders for school improvement endeavor**.** As MOE (2013) also described that Concerning the community participation, parental involvement is one of the most significant factors contributing that can child's success in school .This domain is organized from four items. In the following table, the responses of teachers and school managements (school principals, supervisors, department head and PTA members) related to the four items of practices under Community involvement domain were analyzed and discussed as follows

Table 12: Respondents Views about the Implementation of Community Involvement Domain

No	Items/variable	Respondent Group			
		Teacher (N=54)		School Leaders(N=38)	
		M	SD	M	SD
13	Parents provide school uniform and educational materials for students adequately.	2.87	0.73	2.61	1.00
14	The School committee (PTA, SIC & KETB) Participation in facilitating parents in each and every activities of the school.	2.28	0.92	2.34	1.09
15	Parents have been providing both financial and material support to the school.	3.04	0.95	3.03	0.97
16	Schools are successfully mobilizing the community to provide resource to support implementation of the school improvement plan.	2.83	0.75	3.00	0.93
	Aggregated M and SD	**2.75**	**0.84**	**2.74**	**1.00**
	T-Value	**0.01**			

Community involvement is one of the four domain that we should give due emphasis in the implementation of SIP.As shown in Table 12 above, both teachers and school leaders have expressed their opinions on the issues stated under all items of the above table and discussed as follows. As described in the above Table 12, the mean value of teachers' opinions on the issue stated under item 14 was scored as 2.28 which is less than the middle value 2.5; and with regards to the school management team it is also true that the mean value of the issue stated under the same item 14 was 2.34 which is less than the middle value 2.5. This indicates that The School committee (PTA, SIC & KETB) were not able to Participate in facilitating parents in each and every activities of the school.

As shown Table 12, regarding item 15 and 16 both teachers and school leaders expressed their views and rated as moderate with mean scores of 3.04 & 2.83; and 3.03 & 3.00 respectively with the S.D value of 0.95 & 0.75; and 0.97 & 0.93 respectively. Generally, it is likely to say that the community involvement domain has been performed at moderate level in all the sample primary schools. Since as the calculated t-value was estimated to be 0.01 in Table 12 are greater than the critical t-value (1.96) there are significant differences between the mean values of the two groups of respondents.

Conclusively, The MoE (2010) document indicated that quality school facilities are school with: sufficient, teaching room with desks, adequate teaching materials; reference books; desk and chairs per child; a fence around the school ground, library, pedagogical centre; clean safe water for drinking and washing; good management and maintenance of water and sanitation facilities. However, in the primary schools where this study is conducted all these mentioned criteria were not fulfilled. To this effect, the safe and conducive learning environment domain was affected negatively in the study areas.

4.3 Involvement of stakeholders in the implementation of SIP

The involvement of all stakeholders is vital in successful implementation of school improvement program. Stakeholder can effectively involve in the SIP planning, implementation and evaluation if only they aware of the purpose and implementation process of the program. One of the major methods to make the stakeholders about the implementation of SIP is providing them adequate training. According, to MOE, the first step in the implementation of SIP at school is providing training for stakeholders. The following Table 13 is used to investigate the level of participation and training given to stakeholder.

Table 13: Respondents Views about the Involvement of Stakeholders in the Implementation of SIP

No	Items/variable	Respondent Group			
		Teacher; (N=54)		School Leaders (N=38)	
		M	S.D	M	S.D
1	The Stockholder were actively participated in school improvement program (SIP) plan preparation	2.35	0.83	2.53	1.06
2	The school principals and supervisor contributed a lot in facilitating the implementation of SIP).	2.09	0.85	2.24	1.08
3	Stakeholders were involved in the evaluation program pertaining the implementation of school improvement program (SIP).	2.18	0.96	2.39	1.13
4	There is strong work team among stakeholders to implement the school improvement program (SIP).	2.11	0.93	2.18	0.95
5	The school improvement committee has given training on school improvement program (SIP) to all stakeholders-Teachers, PTA members, Head of department.	2.00	0.78	2.24	1.05
	Aggregated M and S.D	**2.15**	**0.87**	**2.32**	**1.05**
	T-Value	**-0.17**			

As it is illustrated in Table 13 above, both teachers and school leaders have expressed their opinions on the issues stated under items listed from 1- 5 and interpreted as follows: Except under item 1 of the school leaders views which scored the mean value of 2.53, the mean values of the responses given by both teachers and school leaders groups with regards to all the issues stated in Table 13 above were found to be less than 2.5 which rated as low and the SD values were 0.87 and 1.05 respectively. This indicates that the involvement of the stakeholders in the implementation processes of SIP was found to be low and/or inadequate.

In general, the grand mean of both study groups was rated as low with the mean value of 2.15 and 2.32 respectively. However, the calculated t-value of both respondent groups was calculated as -0.17 which indicates that there were no statistically significant differences between the opinions of teachers and school managements as the calculated t-value is less than the critical t-value (1.96). But, one can conclude that it is evidentially confirmed that the practices performed by school principals and supervisors were contributed less or

insignificant for the success of SIP plan. This may be due to the fact that concerned implementing bodies have low understandings on their roles and responsibilities of implementing SIP activities.

4.4 Challenges affecting the Implementing of School Improvement Program

The implementation of SIP might be challenged due to various reasons in this respect, as indicated in review of related literature; several factors are likely to affect the effective implementation of SIP. In the following table, the responses of primary schools of teachers and school management related to the challenges that affect implementation of SIP were analyzed and discussed as follows. In line with this two group of respondents, teachers and school leaders were asked to indicate to what extent those listed in Table that affect the implementation of SIP. Accordingly, the responses in the way summarized in the following table.

Table14: Respondents views about Major Challenges affecting the Implementing of SIP

No	Items/variables	Respondent Group			
		Teacher N=54		School Leaders (N=38)	
		M	S.D	M	S.D
1	Shortage of financial resource for implementation of SIP	2.09	0.89	2.24	0.99
2	Insufficient school facilities (lack of laboratories, libraries and pedagogical centers)	2.28	0.96	2.39	1.11
3	Lack of the necessary awareness of stakeholders for implementation of SIP	1.72	1.07	2.13	1.26
4	The leader not competent enough to lead and coordinate efforts to SIP	2.57	0.84	2.61	1.00
5	Poor performance of SIC member to play their role in the planning and implementation of SIP	2.51	0.88	2.66	1.07
6	Lack of regular monitoring of SIP implementation by SIC members, cluster supervisors	2.22	1.06	2.37	1.08
7	Large and overcrowded class size	2.33	1.15	2.39	0.86
8	Teacher's resistance towards SIP implementation	2.20	0.99	2.47	1.13
9	PTAs and KETB members are not committed to involve in various school issues	2.20	0.98	2.37	1.03
10	Low educational background of PTA members to be actively involved in school SIP	2.43	0.82	2.24	1.05
11	Lack of encouragement for effective teachers, school principal; SIC members and parents who played a positive role for SIP implementation	2.54	1.00	2.62	1.09
	Aggregated M and S.D	**2.28**	**0.97**	**2.41**	**1.06**
	T-Value	**-0.14**			

As described in Table 14. above, shortage of financial resources such as budget for the implementation of SIP activities; inadequacy of school facilities such as lack of laboratories, libraries and pedagogical centers and lack/or shortage of stakeholders' awareness on SIP implementation were some of the most challenging factors of SIP implementation in the study areas. To this effect, the mean values of these issues (item 1, 2, and 3) were estimated as 2.09, 2.28 and 1.72 respectively with respect to the teacher group respondents indicating that these mean values are rated as agree. Moreover, problems such as lack of regular monitoring systems for SIP implementation; large and overcrowded classes; the resistance of teachers towards SIP implementation; low commitment of PTA and KETB members; and low educational backgrounds of PTA members were also assessed as other major challenges encountered SIP implementation in the study areas.

This can be evidenced by the mean values of those stated challenges under item 6, 7, 8, 9 and 10 in Table 14 with respect to the teacher respondents were estimated at 2.22, 2.33, 2.2, 2.2 and 2.43 respectively which rated under agree. With regards to the views expressed by the school leaders team, the mean values of the respondents' views on those issues under item 1, 2, 3, 6, 7, 9 and 10 in Table 14 above were scored as 2.24, 2.40, 2.13, 2.37, 2.40, 2.47, 2.37 and 2.24 respectively indicating that except those issues stated under item 5, 6 and rarely 8, all the rest ranked under agree in the case of school group of the respondents.

Moreover, the aggregated mean values of both respondent groups (i.e. teachers and school leaders) were scored as 2.28 and 2.41 respectively which indicate that both mean values are ranked under low rank; and their SDs were estimated at 0.97 and 0.1.06 respectively. To this end, the calculated t-value (-0.14) indicates that there were no statistically significance differences on the opinions of both respondent groups (i.e. teachers and school leaders) as the calculated t-value is less than the critical t-value (1.96) which indicates that the listed expected challenges affect negatively at low level in all the sample schools.

4.5 Analysis of the Data from Interview, Focus Group Discussion and Document Review

Accordingly, interviews questions were conducted with 6 school principals and 2 CRC supervisors to get their views and opinions towards the successful implementation of the four SIP domains in the sampled Government primary schools of Gelan Town**;** the responses of the interview and FGD held with SIC are also analyzed and interpreted as here under.

Item.1, to show that the belief they have on school principals to what extent the current practice of school improvement program (SIP) in terms of four domains. Accordingly, the majority of them replied as the current practice of school improvement program (SIP) In terms of four domains showed that except leadership and management domain the other three domains are well exercised. In addition few of them replied that majority of the school the practice of school improvement program (SIP) in terms of all domains was not effectively exercised.

Item.2, describes that to conduct school self-evaluation in preparing three years strategic SIP plan. Accordingly, all the respondents (school principals and CRC supervisors) of them and FGD conducted with SIC members replied the same ideas that majority of the sampled schools did not carry-out self-evaluation in participating all concerned bodies in the preparation of the three years strategic plan of the schools.

However, MOE (2006) suggested that school self-evaluation is the starting point to draft school improvement plan. Thus, only school principals have been engaged in the plan preparation and presenting to the school committees for final approval at the beginning of the years. To this effect, it can be concluded that such type of development plans can't be realized without the practicing of self-evaluations and effective monitoring systems. Therefore, from the Key Informant Interviews conducted with the school principals and CRC supervisors in the study areas, the inadequacy of schools' self-evaluation systems was assessed to be found as one of the major constraints that affects the implementation of SIP domains.

Item.3, to show that evaluate resource mobilization and utilization in implementation of school improvement program (SIP). Accordi6ngly, all of these group respondents suggested that the following things were affect resource mobilization and utilization in implementation SIP. These are: the school leaders are not competent enough to communicating with parents to minimize the shortage of budget and they are insufficient in developing income generating mechanism due to lack of leadership skill**,** school leaders have its own limitation to lead and

coordinate efforts of all stakeholders for implementation SIP. Generally, there was lack of capacity building trainings and technical supports to the key stakeholders so as to enhance the implementation of SIP.

Item 4, reveals that, the results of interview studies conducted using semi-structured open-ended questions, both respondent groups described that there were other challenges that have hindered the proper implementation of SIP activities in the areas where this study is conducted. These are: shortage of financial resources which affect the SIP implementation, Insufficient school facilities such as lack of laboratories with laboratory materials, libraries and pedagogical centers, since the school grant budget allocated for each schools were not enough to maintain effective schools improvement processes. leaders not competent enough to lead and coordinate efforts to SIP, Poor performance of SIC member to play their role, capacity to allocate and utilize resource, capacity to build team and mobilize parents and local communities, the school level policy and. ground rules and regulations, relationships between the school and school community, collaboration of school leader with stakeholders.

Item 5, to show the solution may they think, for the problems raised on 1-4. Accordingly, more of them suggested and forwarded the following alternative action measures to be taken:

All of them believed that school principals in collaboration with key stakeholders should develop school level implementation guidelines and manuals for effective implementations of SIP Plans. Accordingly, half of them suggested that developing strong teamwork and collaborative approaches among the stakeholders and school communities should be effected for effective implementation of the SIP plans.

Most respondents said that, continuous capacity building programs and community awareness creation strategies should be developed and practiced for key stakeholders including parents and local community members; and adequate financial resources and necessary education equipment and materials should be allocated and transferred to the schools through creating smooth communications with concerned bodies' and strong partnership with relevant local and international fund organizations having an interest to support the education programs so as to enhance ensuring quality education for all;

Furthermore, the researcher identifies the following gap by document review, like the three year strategic plan, yearly SIP plan, Inspections evaluation document and other sources related to the SIP Framework. In line with this, the data gathered from document analysis clearly shows that, all the sample schools have not well established and shared guidelines for

SIC members. Hence, the three year strategic plans in all schools were almost the same copy from each other. Because of this, these documents were found to be similar.

Similarly, the results of focus group discussions (FGD) held with SIC members of the study areas, the participation of stakeholders in SIP implementation was found to be low and inadequate. In addition, the practices attempted by the stakeholders were performed under capacity. The training provided to stakeholders is not adequate and there is a lack of consistent follow up from the concerned body.

To this effect, the practices of the stockholder were not actively participated in SIP plan preparation this implies that participation of stakeholders in preparation of SIP plan were weak. On the other hand, SIP team committee do not have fixed schedule and there were no frequent meeting to involve sufficiently in monitoring and evaluation timely. Thus, it is clear to say that inadequate participation of stakeholder is as factor that hinders proper implementation of SIP.

CHAPTER FIVE

5. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter of the study covers the summary of major findings and discussion results; so that, on the basis of the analysis and interpretation of the data gathered through survey questionnaires, key informant interviews, focus group discussions and relevant document reviews, the following summary findings, conclusions and recommendations were drawn.

5.1 Summary of Findings

The main purpose of this study was to assess the practice of SIP and identify the challenges encountered in the implementation process in Government primary school of Gelan Town. In order to achieve this purpose to this end; the following five basic questions were raised in the study

i. To what extent the SIP domains successfully implemented in Government primary school of Gelan Town
ii. To what extent the stakeholders participated in the implementation of school improvement program from planning to evaluation in Government primary school of Gelan Town?
iii. What are the major challenges affecting the implementing of school improvement program in primary school of Gelan Town?

To answer these research questions, in this research both quantitative and qualitative research approaches and descriptive method were employed. As to sampling technique simple random sampling method and purposive sampling method are used. Questionnaires were distributed to teachers and school leaders Interviews were made with school principals and CRC supervisors. FGD was conducted with SIC member and document reviews were also used to strengthen and enrich the data obtained from the survey questionnaire and interview .The collected data obtained through different data gathering tools and techniques were analyzed by computing frequencies, percentages, means, standard deviations.

Based on the analysis of basic questions and interpretation of the data, the following major findings of the study are summarized:

I. Teaching and Learning Domain

In relation to the Teaching and Learning Domain, the results and findings of the study indicate that effective practicing of teaching and learning processes in the study schools couldn't be attained as intended. In the majority of Government primary schools, although there were no continuous practicing the development and use of supplementary education materials by teachers, there were some attempts which need the attentions of education officials so as to improve the learning performance of the students**.**

On the other hand, as the findings of this study show, active learning strategies to encourage students to actively participate in lessons was assessed to be rated at moderate with the mean values of 2.87 and 2.76 and the practices performed were not satisfactory. Moreover, the range of continuous assessment methods in the classroom was rated at moderate with the grand mean value of 3.22 and 2.79 respectively. Thus, the results of this study indicate that the practice of teaching and learning domain was found to be insufficiently performed and rated at moderate level Therefore, in order to provide quality education, the capacity of the schools has to be developed.

As new programs introduced ,there are challenges and resistances from implementers; and so that the school improvement programs which enable schools to provide quality education should be capacitated through sharing of experiences from those schools having good performances in the region and/or country; and the experiences of other regions and/or countries.

II. Safe and Conducive Learning Environment Domain

With regards to the Safe and Conducive Learning Environment Domain, the results of the study conducted in relation to practicing the Safe and Conducive Learning Environment in the study areas indicate that both groups have responded at moderate level. In general, the mean values of teachers and school leaders were 2.45 and 2.54 respectively. To this effect the classrooms were not conducive and suitable for teaching-learning processes and it was inconsistent with the standard set by MoE.

On the other hand, in majority of the school compounds, the environments were not attractive to the students and there were inadequate school facilities like libraries, reference books, pedagogical centers and teaching aids. The shortage and lack of school laboratories and materials was also another challenge of the study areas.

Moreover, teaching and learning materials were not adequately available. In line with this, the results obtained through both survey questionnaire and interview studies indicate that in the majority of the sample schools, planned activities of the SIP were not performed as per designed; which mainly caused by incompetence of the school management and leadership to make appropriate decisions and taking possible action measures on the right time.

III. Leadership and Management Domain

Furthermore, according to the results obtained from the responses of the study conducted with sample population in the study areas, the contribution of SIP implementation to the educational quality in terms of school leadership management domain was found to be insignificant which can be justified by the incompetency of the leadership in developing and practicing of the school-based policies and ground rules which might enhance the effective implementation of SIP plans.

As the findings and results of the assessments made on this domain, the grand mean value of the views of sample respondents (i.e. teachers and school leaders) on the issues of school leadership and management was rated as 2.37 and 2.51 respectively; which indicates that the responses given by teachers with regards to the school leadership and management issue was found to be rated as low and that of school management as more or less moderate.

To this effect there was inadequate school self-evaluation system in majority of the sample schools especially in relation to the preparation of three years strategic plan for SIP. The presently under operation plan of the SIP was copied from the previous plan documents without making revisions and updating of the plans.

IV. Community Involvement Domain

The findings of the assessments conducted in relation to the community involvement domain indicate that about 42%, 13% and 7% of the respondents replied that parents provide school uniform and educational materials for their children students at medium, high and very high level respectively, which on average at moderate level. On the other hand, the degree of school committees' (PTA, SIC & KETB) participation in facilitating parents in each and every SIP activities such as planning, implementation, monitoring and evaluation as rated as very low (21%) and low (45%).With regards to the assessment conducted on the level of providing both financial and material supports to the schools was found to be 45% of the respondents replied it as moderate level; about 24% responded as high; and 5% of the respondents replied it as very high level of participation, which on average rated as moderate

level but not adequate and as expected. In relation to the degree of participation in mobilizing the community to provide resources to support the implementation of SIP was found to be rated as moderate with the value of 55.3%**.** In general, the degree of SIP almost in all of the above described SIP activities was found to be below what was intended to be attained.

V. Involvement of stakeholders in the implementation of SIP

In most of the primary school under study, the results of the study conducted with sample teachers and school leaders indicate that the involvement of stakeholders in SIP implementation was found to be low and inadequate with the mean value of 2.15 and 2.32 for both study groups respectively. This indicates that there was inadequate participation of key stakeholder in the SIP implementation; or, there was low understanding of concerned bodies' roles and responsibilities in the implementation of SIP activities.

Similarly, as the results of the FGD study and key informant interviews conducted in the sample study areas, the degree of the participation of stakeholders in the preparation of SIP plan was found underperformed and majority of the study participants explained the major causes for the underperformance might be due to the absence of strong team-work strategies among those key stakeholders; and the weak involvement of the stakeholders was also indicated as the other cause for the problem; as well as the presence of restrictions on their involvements and participations was also mentioned as the other causative factors for the low performing of this SIP plan.

VI. Challenges affecting the implementing of SIP

The findings of the assessments conducted In relation to the challenges affecting the implementing of SIP indicate that shortage of financial resources; insufficient school facilities (i.e. lack of laboratories, libraries and pedagogical centers); Lack of the necessary awareness of stakeholders for implementation of SIP, low educational background and lack of experiences by the school committee members, Large and overcrowded class size, low commitment of school principals to participate in various school issues were also assessed to be the other important challenges that affect negatively the implementation of SIP activities.

To this effect, the aggregated mean values of both respondent groups (i.e. teachers and school leaders) were scored as 2.28 and 2.41 respectively; the mean values are ranked under low rank. This indicates that SIP implementation has been affected by several interrelated factors in the sample study Government primary school of Gelan Town.

5.2 Conclusion

The main concern of the study was to assess the current practice of the four domain of SIP. The study also tried to identify the challenges that encountered the implementation of SIP in primary schools of Gelan Town. Based on the result of the study, the following major conclusion are drawn:- some of the problem majorly related to the implementation of SIP in primary school of Gelan Town.

In the majority of the Government primary schools of the study areas, the practices of SIP at moderate level performance with respects to four domains making teaching and learning domain, safe and conducive learning environment domain and community involvement domain whereas leadership and management domain showed low level of performance. Some of the activities directly related to the four domains of SIP were not yet practiced by Government primary schools of the study areas.

In the majority of the Government primary schools of the study area, the practices of carrying-out classrooms and creating conducive learning environment were conducted inadequately. There was inadequacy of teaching and learning materials, shortage and inaccessibility of school facilities in all the study school. Therefore, the educational facilities of this school are not adequately fulfilled as per the standards of SIP.

In most of Government primary schools, the process of making school conducive and participatory learning environment was performed inadequately, and the school lacked well-developed and clear polices, ground - rules and regulations at school level, the three year SIP strategic plan of the schools was not developed based on school self-evaluation approach. Therefore, the study schools lacked clear direction and guidelines that stat the efforts of the schools to fully implement the SIP.

Regarding challenges that hinder the implementation of SIP, in majority of the schools in the study areas, it is possible to conclude that, the major challenges that affect the implementation of SIP are shortage of financial resources for the implementation of SIP activities, lack of stakeholder awareness on SIP implementation; low commitments of the stakeholders and collaborative approaches among all key stakeholders; which affect the SIP implementation negatively is one of the major challenges. Hence, it can be concluded that in order to realize the smooth implementation of SIP, there various constraints and challenges encountered at different levels.

5.3 Recommendations

The central focus of current practice of SIP was improved student's performances; therefore, the schools implement SIP properly to implement the domain of SIP succefully by making awareness creation for key stakeholders to develop the accountability and responsibility in all stakeholders and identifying the challenge contributing the poor performance the program. Therefore, Depending on the basis of the above conclusions the following recommendations were forwarded to improve the practices of SIP implementation in Government primary schools**.**

i. The study indicated that the SIP plan was developed by the individual school principals. Therefore, the study recommended that to improve the problems related to planning of SIP all stakeholders should be involved in the process; School improvement committees (SIC) should develop SIP plan after conducting effective self-evaluation so as to identify their strength and weaknesses on SIP implementation processes.

ii. All Primary schools of Gelan Town should be continuously ranked by internal and external inspection on their implementation progress and achievements. Best practices of the schools concerning the practices of SIP should be organized and shared within and across primary schools in the town. Supervisors should capacitate the SIP committee through continuous trainings and other technical and managerial supports for effectives SIP implementation.

iii. The study results indicate that there was weak participation of community in implementing SIP activities. Hence, it is recommendable that community participation should get due attentions by school leaders through practicing different initiative mechanisms so as to enhance the SIP implementation. The school principals should able to mobilize and initiate the key stakeholders should develop school level policy, guidelines and regulations for effective management of the schools.

iv. School principal should mobilize the community so as to access library with adequate reference books, laboratory with adequate equipment, money contribution including materials and labor as well as allocate budget from their internal income. Therefore, to overcome these other related problems, stakeholders awareness creation should be done by school leaders and concerned bodies.

v. The study results indicate that most of the challenges in implementation SIP are related to the four domains of school improvement. The study has recommended that challenges and opportunities are identified and documented. School principal should raise the financial and material provision for primary schools of Gelan Town through creating strong school and community relationship working together schools collaboration with non Government institution (NGO).

Finally, the researcher recommends this study is not the final solution to solve the problems of SIP Implementation, a more detailed and comprehensive study in the area to strengthen the result of the findings.

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Appendixes-A Questionnaire to be filled by Teachers and School leaders (School principals, CRC Supervisors, PTA members and Head of department)

Dear respondents:

The purpose of this questionnaire is to gather relevant information about the practices of school improvement program in Government primary schools of Gelan Town**.** The data gathered through this questionnaire were used for academic research purpose only and kept confidential. Then your genuine responses to the items of questionnaire will contribute to the success of the study. Thus, you are kindly requested to fill out the questionnaire carefully and honestly.

General direction <u>N.B</u>

- You need not write your name.
- Respond to ranking scale question items by putting tick (✓) mark in the corresponding box provided.
- Give a brief and concise response or opinion for open-ended questions.

Part One: Personal information of Respondents

Direction: - write the required Information or encircle the letter of your response.

1. Name of school _____
2. Sex: Male ☐ Female ☐
3. Age: 20 – 25 ☐ 26 – 30 ☐ 31– 46 ☐ 46 and above ☐
4. Educational qualifications: MA/MS ☐ BA/B.S ☐ Diploma ☐ TTI ☐ Other ☐
5. Service year (duration of experience)

   1-5 years ☐ 6-10 years ☐ 1-15 years ☐ 16- 20 years ☐

   21 – 25 years ☐ 26 and above years ☐

Part two

Direction: -The following lists of activities are part of school improvement program (SIP) domains successfully implemented in Government primary school of Gelan Town. Please rate the extent to which each activity will be implemented by putting tick "✓ mark in the Corresponding box given below.

5 = Very high (VH) 4 = High (H) 3 = Moderate (M) 2 = low (L) 1 = Very low (VL)

No	Descriptions	Scales				
I	**Your opinion regarding Teaching – Learning Domain**	1	2	3	4	5
1.	Teachers develop and use supplementary materials in the classroom to improve student learning.					
2.	Teachers use methods such as active learning strategies, to encourage students to actively participate in lessons.					
3.	Teachers used continuous assessment to measure progress of their students and provide support accordingly.					
4.	The school ensures that teachers teach according to their plan (daily and annual).					
II	**Your opinion with respect to School leadership domain**					
5.	The school leaders make the school conducive and participatory learning environment.					
6.	School polices, ground rules, regulation and procedures are effectively communicated and followed.					
7.	The strategic SIP three year plan of the school was developed based on school self-evaluation.					
8.	The school decision-making and administrative processes are carried out effectively.					
III	**Your opinion in relation to Safety and conducive learning environment domain**					
9.	Class rooms are suitable for teaching-learning.					
10	The School compound is attractive to students.					
11	Conducive learning environment has increased student interest to learn.					
12	Teaching and learning material are adequate available.					
IV	**Your opinion in relation to Community Involvement domain**					
13	Parents provide school uniform and educational materials for students adequately.					
14	The School committee (PTA, SIC & KETB) Participation in facilitating parents in each and every activities of the school.					
15	Parents have been providing both financial and material support to the school.					
16	Schools are successfully mobilizing the community to provide resource to support implementation of the school improvement plan.					

Part three

Direction:-The following statements are about the stakeholders participated in the implementation of School improvement program from planning to evaluation Please rate the extent to which each activity will be implemented by putting tick "✓ mark in the Corresponding box given below.

5 = Very high (VH) 4 = High (H) 3 = Moderate (M) 2 = low (L) 1 = Very low (VL)

No	**Concerning Participation of Stakeholder**	Scales				
		1	2	3	4	5
1.	The Stockholder were actively participated in school improvement program (SIP)plan preparation.					
2.	The school principals and supervisor contributed a lot in facilitating the implementation of school improvement program (SIP).					
3.	Stakeholders were involved in the evaluation program pertaining the implementation of school improvement program (SIP).					
4.	There is strong work team among stakeholders to implement the school improvement program (SIP).					
5.	The school improvement committee has given training on school improvement program (SIP) to all stakeholders-Teachers, PTA members, Head of department.					

Part four

Direction: -The following are among expected challenges that hinder the implementation of school improvement program in primary schools of Gelan Town. Please indicate your level of agreement or disagreement for the following statement using the rating scales by putting **"✓" mark** in the Corresponding box given below.

5=strongly disagree (SD) 4=Disagree (DA) 3=Undecided (UD) 2=Agree (A) 1=Strongly Agree

No	**Concerning Challenges that hinder the implementation of school improvement program (SIP).**	Scales				
		1	2	3	4	5
1.	Shortage of financial resource (budget) for implementation of school improvement program (SIP).					
2.	Insufficient school facilities (lack of laboratories, libraries and pedagogical centers).					
3.	Lack of the necessary awareness of stakeholders for implementation of school improvement program (SIP).					
4.	The leader not competent enough to lead and coordinate efforts to school improvement program (SIP).					
5.	Lack of regular monitoring of school improvement program (SIP) implementation by SIC members, cluster supervisors.					
6.	Poor performance of SIC member to play their role in the planning and implementation of school improvement program (SIP).					
7.	Large and overcrowded class size.					
8.	Teacher's resistance towards school improvement program implementation.					
9.	PTAs and KETB members are not committed to involve in various school issues.					
10.	Low educational background of PTA members to be actively involved in school improvement program (SIP).					
11.	Lack of encouragement for effective teachers, school principal; SIC members and parents who played a positive role for school improvement program (SIP) implementation.					

Open ended question

1. Please put the major challenges encountered in implementing SIP at your school? _____

2. What remedial actions should be taken for the problems mentioned above in question No.1?_____

Thank you for your participation!

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Appendixes-B Interview Questions Designed for School principals and CRC Supervisors

The objective of the interview is to collect valuable information on the practices of school improvement program in primary schools of Gelan Town. The interview questions will be dedicated to identify the major problems at school level and to come up with some solutions and to consider for better learning outcomes. Therefore, you are honestly responding to the interview questions and your responses are strictly confidential.

Part one: - Personal Data

General Information about the interviewer

1. .Sex; Male…….. Female…… 2.Age…….

3. Educational Level…….. 4. Experience _____

Part two The following seven questions are interview guides for school principals and CRC Supervisors

1) What is the current practice of school improvement program (SIP) In terms of four domains?
   - **a)** In terms of Teaching- Learning domain?
   - **b)** In terms of facilitating conducive learning environment domain?
   - **c)** In terms of school leadership management domain?
   - **d)** In terms of community participation domain?
2) How do you conduct school self-evaluation in preparing three years strategic plan?
3) How do you evaluate resource mobilization and utilization in implementation of school improvement program (SIP)?
4) What are the major challenges in implementing school improvement program in your school?
5) What solutions do you suggest for the problem mentioned in question number 6

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Appendixes-C Focus Group Discussion Question for SIP commute member

The purpose of this interview guide for focus group discussion is together information for the study on the practices of school improvement program in primary schools of Gelan Town. So your contribution to the success of this study is highly valued, you are kindly requested to honestly respond to the interview questions presented & researcher would like to assure that your responses are strictly confidential

Number of: Male: _____ Female: _____

Schools Name _____

1. How do you evaluate current practices of school improvement program (SIP)?
2. What do you think that enhances Practices of school improvement program Implementation in SIP?
3. Do stakeholders participate in developing school improvement program (SIP) plan, implementation and evaluation?

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Appendixes-D Document Analysis Check list

Name of school _____ town _____

No	Activities	Availability	
		Yes	No
1.	The three years 2008-2010 plans of School Improvement Program		
2.	School Improvement Program of each year plan 2008, 2009, 2010.		
3.	Community contribution is evident in terms of money, labor and material.		
4.	Minute that show regular meeting conducted by SIC.		
5.	Report document (performance progress report).		
6.	Inspections evaluation Document (Standard progress report).		

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KOOLEEJII BARUMSA

MUUMMEE KAROORSUU FI HOGGANSA BARNOOTAA

Appendexes-E Gaafannoo Barsiisoota fi Hoggansan Guutamu

Kabajamtoota Deebistootaa fi Hoggansan barnoota

Qajeelfama Waliigalaa Maqaa barreesun hin barbaachisu**.**

- Filannoon dhiyaatan kanaaf gatii/iskeli filattan jalatti mallattoo **"✓** Ka'aa

5*=Baayyee Olaanaa* ,***4****= Olaanaa,****3****= Giddu galeessa,****2****=Gadaanaa , **1**= Baayyee Gadaanaa*

T/L	***Mul'istuu/indicater***	Gatii/iskeel				
		1	2	3	4	5
	i. *Doomeenii baru-barsiisuu hojjirra oolchuun sadarkaa irran jiru*					
1	Meeshaa deegarsa barnootaa (MDB) daree keessatti fayyadamuun baruuf barsiisuu barattootaa fooyyeessuu.					
2	Mala baru-barsiisuu barataa giddu galeefatetti (active learning strategies) fayyadamuun hirmaannaa barattootaa fooyyeessuu.					
3	Mala madaalli walitti fufaa hojirra oolchuun fooyya'insa dandeettii barattoota madaaluu.					
4	Manni barumsaa Barsiisan karoora torbee fi waggaatti (daily and annual plan) fayyadamuun hojjechuu isaa mirkaneeffachuu.					
	ii. *Doomeenii Bulchiinsa barnootaa ilaalchisee sadarkaa irran jiru.*					
1	Dura bu'aan m/b mijataa fi hirmaachisaa (conducive and participatory) ta'e uumuu					
2	Imammanni barnootaa, qajeelfamooni fi seerri ittiin bulmaataa, hojiirra ooluu isaanii hordofamaa jiraachuu isaa.					
3	Karoorri Tarsiima'aan Sagantaa Foyya'insa Mana Barumsaa kan waggaa sadii ofmadaallii (self evaluation) gaggeessun kan qophaa'e ta'uu isaa.					
4	Murteewwan M/ barumsatiin kennaman adeemsa bulchiinsaa kan eeggatan ta'uu isaa.					
	iii. *Doomeenii Haala mijataa m/barumsaa uumuun sadarkaa irran jiru*					
1	Dareen barnootaa baruu- barsiisuuf mijataa ta'uu.isaa.					
2	M/baruumsaa hawwataa fii miidhagaa ta'uu isaa.					
3	Mija'inni mooraa m/barumsaa fedhii barachuu barattootaa dabaluu isaa.					
4	Meeshaaleen barnootaa (teaching material) gahuumsan jiraachuu isaanii.					
	iv. *Doomeenii Hirmaannaa uummataa ilaalchisee sadarkaan irra jiru*					
1	Maatin hijoollee isaanif uffata uuniformiifi meeshaalee barnootaa gahaa ta'e guutufii isaanii					
2	Koreen m/barumsaa maatiin barattootaa hojii m/barumsa keessatti akka hirmaatan gochuu.					
3	Maatiin barattootaa mana baeumsaa galii maallaqaa fi meeshaalen deeggaruu isaanii.					
4	M/barumsaa hawaasa hirmmaachsuun hojjii FMB keessatti qooda akka fudhatan gochuu.					

v. Hojjirra olmaa Sagantaa Foyya'insa mana barumsaa (SFMB) keessatti hirmaannaa qaamoleen qooda fudhatoota ilaalchisee sadarkaan irra jiru.

Filannoo dhiyaatan kanaaf gatii filattan jalatti mallattoo "✓ Ka'aa

5*=Baayyee Olaanaa* ***,*** ***4****= Olaanaa,* ***3****= Giddugaleessa , 2 = Gadaanaa ,****1****= Baayyee Gadaana*

T/L	***Mul'istuu/indicater***	Gatii/iskeeli				
		1	2	3	4	5
1	Qooda fudhatootni barnootaa . (Key Stockholder) karoora Sagantaa Foyya'insa mana barumsaa qopheessuu keessatti kutannoon hirmaachuu.					
2	Dura bu.oonni fi Suparviyizaroonni hojirra olmaa Sagantaa Foyya'insa mana barumsaa haala mijeessuu keessatti gumaacha olaanaa gochuu isaanii.					
3	Qaamoleen qooda fudhatoota barnootaa raawwii karoora Sagantaa Foyya'insa mana barumsaa hordofuu fi madaaluu keessatti hirmaannaa isaan qaban					
4	Qaamoleen qooda fudhatoota barnootaa Hojirra oolmaa SFMB keessatti Walitti dhufeenya cimaa qabaachuu isaanii.					
5	Koreen SFMB leenjii hubannoo Sagantaa Foyya'insa M/B irratti koree GMB, Barsiisotaa fii I/G/Muummetiif kennuu isaanii.					

vi. ***Hojirra oolmaa SFMB keessatti Rakkoolee dhiibbaa geessisan sadarkaa irra jiru***.
Filannoo dhiyaatan kanaaf gatii filattan jalatti mallattoo "✓Ka'aa
5*= Baay'een waligala ,****4****=walingala , 3=hin murteessine, 2= wali hingalu , 1= Baay'ee wali hingalu*

T/L	***Mul'istuu/indicater***	Gatii/iskeelii				
		1	2	3	4	5
1	Hanqina bajataa hojjirra olammaa Sagantaa Foyya'insa mana barumsaa (SFMB).					
2	Guttamuu dhabuu fkn m/kiitaabaa,m/yaalii,Handhura Gabbisa Barnootaa.					
3	Hanqinni hubanno hojirra olmaa Sagantaa Foyya'insa mana barumsaa (SFMB) qooda fudhattoota barnootaa biratti jiraachuu isaa.					
4	Hoggansa m/baruumsaa Sagantaa Foyya'insa mana barumsaa (SFMB) hogganuu fi qindeessuu irratti gahumsa gahaa ta'e dhabuu.					
5	Suparvizarrii fi Koreen Sagantaa Foyya'insa mana barumsaa (SFMB) Sagantaa dhaabbataa Hordofiif Madaallii hojirra olmaa SFMB ittin taasisu irratti hanqina qabaachuu isaa.					
6	Koreen Sagantaa Foyya'insa mana barumsaa (SFMB) karoorsu fi hojjiarra oolchuu SFMB irratti hubannoo gaahaa dhabuu isaanii.					
7	Dhiphinni daree fii baay'nni barataa jiraachuu isaa.					
8	Barsiisan Sagantaa Foyya'insa mana barumsaa (SFMB) hojirra oolchuf kutannoo dhabuu.					
9	Koreen boordii barnoota fi leenjii gandaa (KBBL) fi koreen gamtaa maatii (KGMB) hojii mana barumsaa keessatti kutannoon socho'uu dhabuu.					
10	koreen gamtaa maatii (KGMB) kutannoon socho'uun SFMB hojirra oolchuu keessatti sadarkaa barnootaa isaanitin gadi'aanaa ta'uu.					
11	Jajjabeessuu ykn onnachisuu dhabuu warra hojirra oolmaa SFMB keessatti gahee olaanaa taphatan FKN barsiisaa, Dura bu'aa, koree SFMB .					

1..Rakkoolee Raawwii Sagantaa Fooyya'insa M/B gufachiisan jetteeYaaddu tarreessi_____
_____
_____
_____

2. Rakkoolee Raawwii Sagantaa Foyya'insa M//B keessatti mul'ataniif furmaata isaanii jettee Yaaddu tarreessi
_____
_____
_____
_____

Thank you for your participation!