ASSESMENT OF SELF-EVALUATION PRACTICE IN GOVERNMENT SCHOOLS: STUDY ON PRIMARY SCHOOL IN AMBO TOWN, OROMIA   REGIONAL STATE

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OCTOBER, 2019
JIMMA, ETHIOPIA

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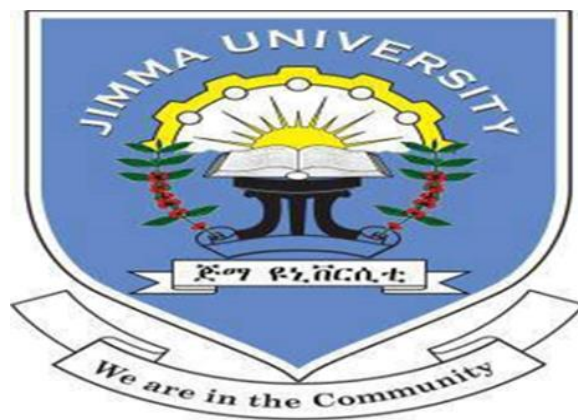
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A THESIS SUBMITTED TO COLLEGE OF EDUCATION AND BEHAVIOURAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN EDUCATIONAL LEADERSHIP

LETTER OF APPROVAL

This is to certify that the thesis is prepared by Abera Wolde Woldmariam entitled "*Assessment of Self-Evaluation Practice in Government Schools : Study on Primary Schools in Ambo Town in Oromia Regional Sate*" and submitted to in partial fulfillment of the requirements for the degree of master of art in educational leadership and management complies with the regulation of the university and meets the accepted standards with respect to originality and quality.

APPROVED BY BOARD OF EXAMINERS

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DECLARATION

This is to certify that this thesis is my original work done under the guidance of Bekalu Ferede (Asoc. Professor) and that it has not been presented for a degree in any other university. All relevant sources of information used in this thesis have been accordingly acknowledged.

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Supervisor approval sheet

 This thesis has been submitted for examination with my approval as university advisor.

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Acknowledgements

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ACRONYMS AND ABBREVIATIONS

BPR	Business process reengineering
EDU	Education
ETP	Education and Training Policy
EU	European Union
FGD	Focus Group Discussion
GEQIP	General Education Quality Improvement Package
ICT	Information Communication Technology
MoE	Ministry of Education
MoFED	Ministry of Finance and Economic Development
PTA	Parent Teachers Association
QA	Quality Assurance
SB	School Board
SDP	School Development Planning
SMC	School Management Committee
SPSS	Scientific Package for Social Science
SSA	Sub-Sahara Africa
SSE	School Self-Evaluation
UNESCO	United Nation Educational , Scientific and Cultural organization
OECD	Organization for Economic Co-operative Development

Abstract

The study focused on Assessment of Self-Evaluation Practice in Government Primary Schools in Ambo Town, Oromia Regional Sate. In the statement of the problem the research gap was discussed. The basic research questions to be answered were, to what extent government primary schools are practicing school self-evaluation in the study areas? , Are there any process and steps for school self-evaluation in the primary schools in the study areas? How are in school stakeholders perceive the usefulness of school self-evaluation in primary schools? , and what challenges are facing school self-evaluation practice in government primary schools level in the study area?

The general objective of this study is to assess the self- evaluation practice in government primary schools in the study area. The specific objectives of the study are: To assess the extent to which the schools exercise school self-evaluation practice in government primary schools. Are there any process and steps for school self-evaluation in primary schools in study area? To investigate how schools stakeholders perceive the usefulness of school self-evaluation? To assess challenges that faces the practice of school self-evaluation in primary school level.

Self-developed questionnaire was employed as the main data collection instrument in addition to interview and focus group discussion analysis. Quantitative data were analyzed using descriptive statistics including frequency counts and percentage. Qualitative data were analyzed by using narration. To conduct the study, descriptive survey design was employed and through quantitative and qualitative method, the data were collected from 84, teachers, 7 principals, vice principals, primary school Cluster supervisors, and SB 14 from 7 selected schools by simple random sampling technique. Besides, 5 focus groups are chosen for interview and discussion. Questionnaires were the main data gathering instrument for this study. The data collected through questionnaires, were organized, tabulated and analyzed by using descriptive design and those collected through interview and focus group discussion were narrated items in tables to be enriching the quantitative data. Quantitative data collected through questionnaires were analyzed by using SPSS v.20 software. Thus, the finding of the study revealed that School self-evaluation was not exercised to improve that are associated with gathering evidence, analyzing school evidence ,writing and sharing report, improvement and draw conclusions, implementing and monitoring activities, except identifying school problems, and planning . In school

stakeholders perceives school self-evaluation negatively as not important activities. School self-evaluation committee observes school self-evaluation as bureaucratic process rather than school improvement, recognizes activities as time consuming and difficult. Based on the summary of the finding and conclusion drawn the following possible recommendation are forwarded. The school self-evaluation committees need to change the trend of using more time for school improvement than administrative activities. To extend the skill development of school self-evaluation committee on the school self-evaluation to help them keep up with modern trends of education. It is advisable that the Ambo Town government primary school organize refresher courses, seminars, workshops to enhance school self-evaluation concepts and action research in solving immediate problems. Develop school self-evaluation guidelines, manuals, and frame works to separate school self-evaluation from inspection to enable schools in school evaluation from bottom up evaluation .Develop school self-evaluation guidelines, manuals, and frame works to separate school self-evaluation from school improvement program.

CHAPTER ONE

INTRODUCTION

This chapter consists of the background of the study, statement of the problem, objectives of the study, research question, significance of the study, delimitation of the study, limitation of the study, definition of the key terms and organization of the study.

1. 1.Background of the Study

School self-evaluation is a collaborative, reflective process of internal school review. During school self-evaluation, the principal, deputy principal and teachers, under the direction of the board of management and patron, and in consultation with parents and pupils, engage in reflective enquiry on the work of the school and it is vital for school improvement and development (Agues Scileanna 2012).

Mac Beath (2006), suggested that, school self-evaluation has become central to school improvement efforts in many educational systems. In some contexts, it has been mandated through policy, in others it has been left to individual schools and their leaders and teachers to develop their own approach to the process. There is a myriad of models, frameworks and definitions associated with the processes. Definitions and understanding of the process also vary from country to country and sometimes from region to region within countries. For example, self-evaluation is referred to as appreciative self-inquiry in the USA. A 'self-review' is widely used, often synonymously with self-evaluation.

According to Plowright (2008), school self-evaluation is a process of collective reflection that provides insight into the current circumstances of schools, so that their staff can evaluate strengths and weaknesses of the schools in order to identify areas that need to be improved for sustainable development. It adheres to a systematic and structured form of evaluation which relies on a range of evidence gathered from all the concerned stakeholders in the schools. It also involves a cycle of several activities such as setting the schools' direction, planning, evaluating and identifying various improvements steps (Hofman et al., 2009). Mac Beath (2009) lists out several key elements that define what school self-evaluation is all about. One of them is schools

themselves conduct an assessment in order to identify the quality and effectiveness of their functions and responsibilities. Thus, SSE is considered as an internal and formative evaluation which is based on a collection of evidence. Or in other words the schools have to base their judgments on all the evidence gathered to identify the effectiveness of the implementation of the schools' programs. The Office for Standards in Education, Children's Services and Skills (Ofsted) as the leading organization in the implementation of SSE stresses that it is a reflection process by the schools on their own practice. SSE needs to be operated in a systematic and transparent manner in order to achieve its aims to improve the students' achievement and enhance the schools' professional and organizational learning (Ofsted, 2012).

In addition to these different researches indicated that the backbone of development in any country of the world is its education. Hence, education occupies a unique position in the total life of a nation. Apart from this, education is a fundamental human right, which every citizen of any country ought to possess.   In relation to this, UNESCO (2004) confirmed that, education is a vital tool to empower people of any country to eradicate poverty and take control of their lives. For education to play these roles, it needs continuous school self-evaluation practice to meet its own functioning.

School self-evaluation was identified as 'a powerful mean for the strengthening of school in the context of decentralization process' (Solomon, 1999). In the end of the program a proposal was made about a SSE system. In this proposal the author argue that a change at teachers' perceptions and aspirations for school self-evaluation is a required precondition for the success of school self-evaluation (Solomon, 1999).

Rudd and Davies (2000), suggest that the duality of inspection and self-evaluation "makes sense and it is true that a majority of schools view the inspection criteria as being a suitable basis for self-evaluation. However, as their research revealed, 'some difficulties still remain, arising from the fact that self-evaluation and school inspection are not the same thing' (Rudd and Davies, 2000). This research shows that tensions can exist between the external requirement for inspection and internal school-based desires for self-evaluation and improvement.

John Mac Beath (2005) also added that, school self-evaluation is now a common feature of policy and practice around the world but it is often a formulaic and ritual process, box-ticking

and form-filling that makes it such an onerous and tedious process for teachers and school leaders. It often takes the form of self-inspection, an event rather than an on-going process, often simply a prelude to external review.

Self-evaluation can, however, assume a more dynamic form. It understands the interactive relationship between classroom life and school life, between school learning and out of school learning. It recognizes that students' learning and teachers' learning are integrally connected and that teachers' learning feeds from, and feeds into, organizational, or community, learning. It is a process by which schools make their intellectual and moral journey; measuring the distance they have travelled, not in the simplistic trajectory of aggregated attainment scores, summative tools that say little about deep learning. The tools of authentic, professionally driven self-valuation, by contrast, are set in a social context. They encourage dialogue. They serve a primarily formative purpose. They are congenial, flexible and adaptable to new situations and new challenges. They measure how teachers are progressing in their thinking and practice and how the school is developing as a community of learners. They relish accountability because it is the platform for telling a story rooted in evidence of the most profound kind. It is this complexity and dynamic that is the missing ingredient in ritualized and formulaic approaches to self-evaluation (John MacBeath, 2012).

Guy Neave (1998), speaks of the 'evaluative state', which entails state schools and other academic institutions having full autonomy to manage their own affairs, while at the same time often subjected to greater regulation and 'surveillance' . 'School self-evaluation has become the new buzz word in Irish education' (McNamara & O'Hara 2008, Matthews, 2010).

In the same way, Blok, Sleegers (2005), also confirmed that, self-evaluation is a procedure which is initiated and carried out by the school in order to describe and evaluate its own functioning (Blok, Sleegers, & Karsten, 2005). Eurydice (2015) furthermore suggest that , School Self – evaluation is a process initiated and carried out by schools themselves to evaluate the quality of the education they provide .It is performed primarily by members of school staff, and in some cases in collaboration with other school stakeholders ,such as students ,parents ,or members of local community .It can deal with any aspects of school life ,from its pedagogical approach to its administrative efficiency. By 'evaluation', it is better to understand a general process of

systematic and critical analysis of a defined subject that includes the collection of relevant data and leads to judgments and/or recommendations for improvement. The evaluation can focus on various subjects: schools, school heads, teachers and other educational staff, programmes, local authorities, or the performance of the whole education system (Eurydice, 2015).

To reduce the problem of quality issue, Sammons P, (1996), proposed that school self-evaluation is a process by which members of staff in a school reflect on their practice and identify areas for action to stimulate improvement in the areas of pupil and professional learning. The process can be located on a number of continua that define the exact nature of the process and reflect the context in which it is occurring. These dimensions include: summative-formative; internally-externally driven; and whether self-evaluation is conducted as a top-down or bottom-up process. Furthermore, schools should reflect on their context and the appropriate position and blend elements to optimize the impact of school self-evaluation on pupil and professional learning). Eurydice studied on the same topic (2004), confirmed that the evaluation of schools is defined as focusing on the activities carried out by school staff considered collectively.

According to him, school evaluation is a widespread approach used in quality assurance across Europe. In 26 countries, both external and internal evaluation of schools is carried out. The situation of countries where school evaluation is not a major aspect of their quality assurance system should not be misinterpreted. School evaluation is one possible method of quality assurance, which often coexists with other approaches, such as the monitoring of the entire education system or the evaluation of teachers. Countries where school evaluation is little developed may offer considerable scope for evaluating the education system as a whole, evaluating the education provision of local authorities, or evaluating teachers on an individual basis. The term evaluation is often linked to quality assurance, effectiveness and improvement. The multiple purposes of evaluation can be broadly grouped into two: accountability and school improvement (Matthews, 2010). In effective primary schools, where performance management has been introduced successfully, evaluation connects well with established policies for monitoring, appraisal and evaluation. Teachers have specific targets for improvement, linked to the progress made by pupils during the year, which provide them with a clear understanding of what needs to be done. The process is supported by effective professional development. In such schools, performance data are collected and analyzed comprehensively. Relevant comparisons

are made with similar schools, trends are identified and challenging targets are set (Miliband, 2004).

To this effect, primary schools have a key role and responsibility since they are expected to prepare students for secondary and higher education and serve as a foundation of further education and training. The totality of the policies, values/attitudes, procedures, structures, resources and actions devoted to ensure continuous improvement of quality of the educational processes (Kahsay, 2012); Quality Assurance is the way in which an institution can guarantee with confidence and certainty, that the standards and quality of its educational provision are being maintained and improved (Anca prisacrui, 2016) .

1.2. Statement of the Problem

Rudd and Davies (2000), suggest that the duality of inspection and self-evaluation 'makes sense and it is true that a majority of schools view the inspection criteria as being a suitable basis for self-evaluation.' The ideal balance between external and internal evaluation and consequently between the accountability and improvement logic has not be found yet (F. Janssen & G. van Amelsvoort, 2008; SICI, 2003).

However, as their research revealed, 'some difficulties still remain, arising from the fact that self-evaluation and school inspection are not the same thing' (Rudd and Davies, 2000). This research shows that tensions can exist between the external requirement for inspection and internal school-based desires for self-evaluation and improvement. Limitations, complexity and unintended side-effects of external inspections lead to the rising of school self-evaluation (Gerry McNamara & O'Hara, 2008).

School Self Evaluation has become a widespread activity internationally in a variety of contexts since the 1960s aiming to provide information to policy makers and the public about value for money, compliance with standards and regulation, and the quality of the services provided (OECD, 2009). External inspections fail to get to the heart of what a school is truly like, and that the primary goal of school self-evaluation should be to help schools develop and improve through critical self-reflection (Mac Beath, 1999).

The rapid expansion has been accompanied by concerns for the quality of primary schooling (MoE 2008; ICAI 2012), which the Ethiopian government has sought to address through policies

for decentralization, community participation, teacher and school leader professional development, and textbook production (MoE 2008, 2010). As part of these reforms, tools for schools' self-evaluation and development planning have been introduced, drawing from the school improvement (SI) research tradition (Hopkins 2001). School effectiveness research (SER) has been undertaken as part of the Department for International Development (DfID)- sponsored Young Lives project, and the United States Agency for International Development (USAID)- funded Education Quality Improvement Program (EQUIP). Until now, no attempt has been made to synthesize these findings or draw out implications for school leaders (Education Review, (2015). The Implication of School Improvement and School Effectiveness Research for Primary School Principal in Ethiopia (MoE 2008).

Despite the fact that the introduction of self-evaluation is widely much-admired, there are serious question marks about the quality of self-evaluations as they are currently practiced. This raises the issue as to how far self-evaluations are being implemented in a manner which will yield worthwhile results and how differences in the quality of self-evaluations can be explained. Perception towards self-evaluation is often suggested as a crucial factor in this. Self-evaluation can only work if team members are positively disposed towards it (Mac Beath, 1999).

There are indications that perceptions towards self-evaluation are generally not positive and it would appear that there is insufficient awareness in schools of the objectives and usefulness of self-evaluation (Schildkamp, 2007). There is also evidence of a lack of openness within school teams and unwillingness on the part of schools to look critically at their own performance. It would seem, therefore, that staff are often not mentally ready for carrying out a self-evaluation. Moreover, it is further apparent that, in many schools, identifying and confronting problems, questions, doubts, and discussing these openly is by no means standard practice (Schildkamp, 2007). Evaluation and self-evaluation are still all too often seen as something threatening. Teachers still jealously guard their autonomy in the classroom and regard evaluation (self- or external) as a form of social control (Van Petegem et al., 2005).

The 1994 Education and Training Policy of Ethiopia underpins the role of quality education in the development efforts of the country. The government has placed great importance on quality education and recognizes it as an essential component for development needs of the society. However, quality is still an issue of concern at all levels of the education system of the country.

Putting it differently, the quality of education is the most important issue facing the country today. The government has acknowledged the quality problem and is committed to improving it (Mereteab Gebreselasie, 2015).

Education is one of the basic services offered by governments and other stakeholders to society. Thus, the issue is serious and critical; consequently, assessing major challenges that hinder the process of the practice of school self-evaluation in primary schools is unquestionable.

Therefore, self-evaluation process has been described as a process for helping schools improve, which should be shaped by themselves, and integrated into their routine management systems (Chapman, 2008). Furthermore, it is argued this should be a collaborative practice involving stakeholders' views and should incorporate annual updates to reflect on the impact of the school's actions on its pupils. It makes sense that schools should regularly ask themselves questions about how they are doing and what could be done better. Moreover, there is a lack of research studies about teachers 'characteristics that are crucial for a better perception towards school self-evaluation (Ferguson et al.2002)..

Rudd and Davies (2000), research shows that research 'gap' exist between the external requirement for inspection and internal school-based desires for self-evaluation and improvement (Rudd and Davies (2000).

It is with this ground that the researcher finds it appropriate to assess the practice of school self-evaluation in Ambo Town Government Primary Schools. The reason for taking this study area is due to that the researcher has been working as an expert in Ambo Town Education office and is aware of the Practice of School self-evaluation/ self-assessment -gap in study areas. As far as the researcher's knowledge is concerned no research is found that relates with the practice and implementation of school self-evaluation in the study area.

Therefore, the researcher has raised the following basic research questions to be answered:

1. To what extent government primary schools are practicing school self-evaluation in the study areas?
2. Are there any process and steps for school self-evaluation in the primary schools in the study areas?

3. How are in school stakeholders perceive the usefulness of school self-evaluation in primary schools?

4. What challenges are facing self-evaluation practice in government primary schools level in the study area?

1.3. Objectives of the Study:-

1.3.1. General Objective

The general objective of this study is to assess the self- evaluation practice in government primary schools in the study area.

1.3.2. The specific objectives

- To assess the extent to which the schools exercise school self-evaluation practice in government primary schools.
- Are there any process and steps for school self-evaluation in primary schools in study area?
- To investigate how schools stakeholders perceive the usefulness of school self-evaluation?
- To assess challenges that faces the practice of school self-evaluation in primary school level.

1.4. Significance of the Study

The results of this study will help Regional Education Bureau, West Shao Education Office, Ambo Town Education Office   and primary school principals, teachers, students, parents, PTA, SB and supervisors   to understand self-evaluation practice in primary schools   and take necessary actions to improve it.

The present research in school self-evaluation has a number of aims and objectives. The main aim of this study is to enquire into this particular school's performance in various key areas as perceived by staff, pupils and parents and be 'illuminative' (Parlett & Hamilton, 1977). A second aim is to prepare the school for an external review.

It will also help those entrusted with policy formulation to gain better insight into the role and challenge of school principals and stakeholders to work on preparing better activities in regards of their roles.

- The study may help educational expertise to identify the similarities and differences among inspection, school improvement program and school self-evaluation process.
- It may help principals and stakeholders (teachers, students, parents, PTA, BS, and supervisors) to be aware of the extent to which roles played by them and enhance the practice of self-evaluation for quality and school provision in school level and also bring out the challenges that stand against the success of the program in order to take actions of improvement.
- It enables principals and stakeholders (teachers, students, parents, PTA, BS, and supervisors) to see challenges and their recommendations.
- It contributes as a source of additional information for further research of the subject and creates awareness among concerned members of the society about the Status and roles of principals and stakeholders (teachers, students, parents, PTA, BS, and supervisors).
- It informs primary schools principals and other stakeholders about principals and stakeholders (teachers, students, parents, PTA, BS, and supervisors) perceptions, expectations, and orientations the role of principals and stakeholder the practice of self-evaluation for quality services to react accordingly.
- The result of this study is believed to contribute as source of additional information for further research of the subject.
- The finding of this study may help different government structure to give attention for self-evaluation outcomes.

1.5. Delimitation /Scope of the Study

The scope of the study was delimited to some selected Ambo Town government primary schools. This is done to make the study manageable in terms of time and the selected sample areas involved in the study can represent the whole population. Moreover, the study was delimited assessing on the practice and challenges of self-evaluation. In addition to these it

delimited to on conceptual frame works of stakeholders' on the process and steps of self-evaluation ,perceptions, team's openness and challenges in primary schools and its related issues

1.6. Limitation of the Study

This study had its own limitations. The following were some of the major factors that contributed to the limitations of the study.

Firstly, as the research is new, one of the limitations was lack of recent research works in the Ethiopian and African context. Second, lack of up-to-date literature in the study areas in relation to Ethiopian and African context which were affecting the depth and scope of the study. Thirdly, difficulty to organize focus group discussion as anticipated because in availability of appropriate persons as scheduled. Finally, the sample size and population of the teachers in each school is very large. For this reason, sampling size is limited to the minimum levels which have its own impact to reduce the reliability of research results.

As a result, the scope and depth of the information desired were limited and thus, had an implication on the outcome of the study.

1.7. Definition of the Key Terms

Challenges: an action that shows that somebody refuses to accept something (hindering) to achieve school goals.

Inspection: means a sector which assures quality of education and accountability by conducting monitoring and evaluation of education institutions.

Perception: In this study, a perception refers to how different stakeholders perceive and value the current service of school self-evaluation practice.

School self-evaluation: refers to a process by which members of staff in a school reflect on their practice and identify areas for action to stimulate improvement in the areas of pupil and professional learning

School stakeholders: covers all those who are directly involved in the work of a particular school (teachers, the school head, pupils, or any person who is a member of a school body), as well as those who are indirectly associated with it.

Standard: means a criterion used to measure all schools in a similar content, system and achieved results

Quality assurance: Planned and systematic review process of an institution or program to determine whether acceptable standards of education.

Quality indicators- are the bench marks with which we can systematically assess the quality of education.

1.8. Organization of the Study

This study is organized in five chapters. The first chapter deals with the back ground of the study, statement of the problem, objective of the study, research question, significance of the study, delimitation of the study, limitation of the study, definition of the key term and organization of the study. The second chapter presents the review of related literature. The third chapter deals with the methodology and procedures employed to collect, and analyses the data. The fourth chapter deals with the presentation   interpretation, analysis of the data and the fifth chapter deals with of the Summary , findings, conclusion and recommendations are presented in the this chapter.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter deals with reviews of the concepts of school self-evaluation practice, the purpose and important of school self-evaluation ,principle of school evaluation , the role, commitment, attitudes and views of different stakeholder in school self-evaluation, the practice of self-evaluation in primary schools, the concept of quality and quality assurance, different approach to quality and quality assurance , approaches to and methods of quality assurance and educational quality assurance are going to discuss.

2.1. The Concepts of School Self-Evaluation

Self-evaluation is a process of reflection on practice, made systematic and transparent, with the aim of improving pupil, professional and organizational learning (Mac Beath, 2006). School self-evaluation is a process of collective reflection that provides insight into the current circumstances of schools, so that their staff can evaluate strengths and weaknesses of the schools in order to identify areas that need to be improved for sustainable development. Evaluating means judging the value of an object, and evaluation in the sense of a particular type of disciplined inquiry emphasizes that this 'judging' and 'valuing' is based on some kind of systematic information gathering approach (David Nevo, 2002). Tyler defines evaluation as 'The process of determining to what extent educational objectives are actually being realized' (Tyler, 1950, cited by Nevo, 1995). Christopher, also suggested that ,in many countries ,policy makers and parents are increasingly preoccupied with the quality of schools and with the knowledge and skills obtained through schooling .Traditionally ,the inspection system was supposed to exercise control over schools and to offer advice for improvement ,In most countries ,however ,the inspection system has failed to play either of both roles ,leaving many schools unsupervised and unsupported .In response, countries have attempted to reform their inspection and/or have strengthened alternative evaluation tools. School self-evaluation is becoming more popular, especially among policy makers, although it is integration in school in counters many challenge. Its popularity can to some extent, be explained by the fact that the term is loosely defined and

can refer to a brief document written almost in solution by the principal, following strict central guidelines, or to long drawn – out process in which all school parents (teachers, parents and student) are involved .Probably still more popular with policy makers is a school evaluation using examination and test results. The transformation of examinations from student selection and certification tool into an indicator of school effectiveness and an accountability instrument is a core reform in educational policy making. In many education systems around the world, including England, academics, teachers and trade unions have been calling for self-evaluation to be at the heart of school improvement; effectively, schools should be improved from within (Barth, 1990).

Self-evaluation refers to the study of institutional processes and practices by members of the respective institution. This practice has proved to be both effective and cost effective (Harman, 1998). According to him, the concept of self-review first emerged in the US in relation to institutional and courses accreditation. However, this methodology has now become an important feature of many quality assurance systems. Harman (1998), explains the positive features of self-study as follows:

They are cost effective. The main work is done internally; hence, often few additional resources are necessary (Harman, 1998).

They usually achieve a high degree of ownership since key staff is involved and such involvement increases the chances of substantial improvements being achieved (Harman 1998).

The overall process of review or assessment is less threatening when emphasis is placed on self-evaluation.

As indicated by Harman (1998), school self-evaluation has holistic importance for school improvement and development in regards of cost effective, in usually achieving a high degree of ownership since key staff is involved and such involvement increases the chances of substantial improvements being achieved and to see overall process of review or assessment is less threatening when emphasis is placed on self-evaluation.

2.1.1. The Process of Inspection

Focus areas of inspection are based on the learning environment, the school leadership and management, learning-teaching, partnership between parents and the community and students outcomes. All of them are inherently related to input, process and output. To conduct proper inspection, it is worthwhile to follow and implement the following procedures (MoE, 2013).

2.1.1.1. Pre inspection

2.1.1.1.1. Selection of schools for inspection

Inspections of schools will be carried out in accordance with the national inspection framework once every three years. Selection of schools for inspection is based on consultation of regional/city administrations education bureaus, zonal and *Woreda* education offices. Besides, the selection considers factors such as number of schools, geographical location (whether the school is in rural or urban area) as well as the performance level of the school. Regions/ city administrations are required to notify the details of the schools to be inspected to the Ministry of Education (MoE, 2013).

2.1.1.1.2. Inspection team formation

Schools inspected by the Regional Educational Bureau, Zone Education Offices and Wareda Education Offices are visited by teams of at least two inspectors, for three or four days. One member of the team should be designated as coordinator (MoE,2013).

2.1.1.1.3. Communication with the school before the inspection

Schools are given two weeks' notice of their inspections. Schools should produce key documents prior to the inspection. Inspectors are required to analyze and apply the data during inspection (MoE,2013).

2.1.1.1.4. Conducting school classification

In accordance with school classification framework, each school is required to conduct self-evaluation at the beginning or end of the academic year. During inspection, inspectors check whether the school has properly carried out the self-evaluation and school classification (MoE, 2013).

2.1.1.2. During inspection

2.1.1.2.1. How the inspection begins

When they arrive at the school, the inspectors meet the director and other senior leaders. They explain the purpose and nature of the inspection and invite the director and his or her colleagues to ask any questions they may have. The school leaders give a short presentation about the school's current situation. The inspectors meet the director regularly throughout the inspection, to ensure that any questions or problems that arise can be resolved quickly (MoE, 2013).

2.1.1.2.2. Gathering evidence

Inspectors spend their full time in the school gathering evidence to enable them to make an accurate judgment about each of the standards. The evidence they gather must be relevant to the standards listed in the National School Inspection Framework (MoE, 2013).

2.1.1.2.3. Classroom observation

The inspection team should focus on activities that are directly related to the learning-teaching process. It is very difficult to do observation of all classes. Therefore, it is worthwhile to see a representative sample of classes, teachers and lessons across the range of subjects. It is also important to make the necessary arrangements prior to the observation.

Classroom observations should normally be of whole lessons. When visiting classrooms, inspectors should be courteous but as unobtrusive as possible: they should not disrupt the work of the class (MoE, 2013).

2.1.2. School self-evaluation and inspection

School self-evaluation and external evaluation are complementary processes, both focused on improvement. External evaluations, in particular whole-school evaluations, take note of schools' identified priorities and assess their teaching and learning practices. The school self-evaluation process gives schools a means of identifying and addressing priorities, and of ensuring a whole-school focus on improving specific aspects of teaching and learning. Given this common focus on improvement, the Inspectorate will take account of schools' engagement with and outcomes of self-evaluation, as set out in this circular, in the course of its evaluations.

2.1.3. The Difference between Inspection and School Self-Evaluation.

Self-inspection	**Self-evaluation**
Top-down	Bottom-up

A one-off event	Continuous
Provides a snapshot	Offers an evolving picture
Time-consuming	Time-saving
Accountability-focused	Improvement-focused
Based on a rigid framework	Flexible and spontaneous
Uses existing pre-determined criteria	Takes risks
Can detract from teaching and learning.	Improves teaching and learning

(C. Chapman and P. Sammons, 2013).

2.2. The Purpose and Importance of School Self-Evaluation.

School self-evaluation is an essential task of the central education authorities and serve three different purpose ,namely : a) to comply with administrative demands: b) to fulfill accountability purpose :and c) to lead to pedagogical and managerial improvement .In many cases ,the administrative objectives take precedence over the more developmental one .At the same time ,in most countries ,evaluation has been of concern much more to the teachers or the students than the schools .While it is universally recognized evaluation in education is vitally necessary for quality improvement, the well documented tension between the summative/accountability purpose and the formative/accountability purposes and the formative /development purpose of evaluation has resulted in many negative perception of evaluation systems and strategies, particularly among teachers(IIEP, 2004).

In addition to these, David Novo (2002), suggested that, school self-evaluation is a process of conceiving, collecting and communicating information and evidence for three distinct purposes:

- Informing decision making within the school, i.e.to facilitate a process of school development;
- Ascribing value to a policy within the school or to the school itself;
- Establishing public confidence in the school (David Novo, 2002)

The purpose of evaluation is to see if a given program is working, an institution is successful according to the goals set for it, and the original intent is being successfully carried out. It means to determine social utility, desirability or effectiveness of a process, product or a program and includes recommendation for some course of action. Evaluation does not just mean measurement of the level of learning outcomes but more so an approach for further improving the system. It needs to be diagnostic and formative in nature to provide remedial help to the students (Preet Vihar, 2009).

According to (UNESCO, 2004) school evaluation can serve several purpose. Two are particularly important: accountability 'schools should prove that they spend public money wisely' and quality improvement 'the identification of a school's strength and weaknesses as crucial step in an improvement process'.

This subsection specifies whether there are central/top-level requirements or recommendations on the implementation of internal evaluation and explains its purposes such as enhancing school quality, issuing a report for education authorities, feeding external evaluation. It also explains to what extent the emphases of internal evaluation is imposed by education authorities or left to school's autonomy (Eurydice, 2015).

Christopher (2013) suggested that, three drivers have been helpfully identified, and it is argued these are often interlinked with 'competing logics'. These drivers help to bring some clarity to the possible purposes for self-evaluation:

- Economic logic – self-evaluation is cheaper than expensive external inspection frameworks particularly where money is devolved directly to schools.
- Accountability logic – that schools must provide proof to key stakeholders (i.e. parents and the local community) as well as to the government that they are providing value for money. This has become increasingly important in the English context, as budgets are being devolved to schools.
- Improvement logic– it is seen as obvious that in order to know how to improve, a school must be able to evaluate where it is, what it needs to improve, and what indicators will suggest that it has achieved its aims (Christopher 2013).

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However, these logics are not mutually exclusive and they may create tensions depending on how they are interlinked. For example, where accountability is driven by external factors such as competition between schools, league tables, teachers and staff may see the process of self-evaluation as ritualized and not as meaningful or relevant in terms of real school improvement or their professional development compared with other high-stakes accountability mechanisms including external review, performance management and the publication of student outcome data (Sommons, 2013).

There is no specific mechanism for the internal evaluation of schools, which is mostly left to their discretion. Nevertheless, there are two mechanisms that may contribute to this evaluation:

- Since the 1997 Decree defining the priority missions of education, the school council of each school has been responsible for monitoring the school plan, evaluating its implementation, and monitoring the school's activity report;
- Head teachers are provided with an annual scoreboard containing a series of administrative and statistical data characterizing the school and its operation. This set of indicators has been available to primary schools since 2011 and to secondary schools since 2012.

2.2.1. Developing a Framework for Self-Evaluation

It is widely accepted that self-evaluation should be guided by a framework that articulates desired outcomes and clear aims for developing practice. These will be underpinned by a rationale for why these particular outcomes and developmental aims are important. Some schools may have a clear and well developed vision of organizational purpose. For others, however, devising a self-evaluation framework provides the opportunity for members of the organization to reflect on what it is they are trying to achieve (Chapman and Gallannaugh, 2008).
To a greater or lesser extent, the nature of the education system will inform the exact approach taken by schools. Schools in most educational systems are required to operate within a national policy framework and this necessarily affects the goals that they set and their plans for service delivery. Historically, much of the emphasis in evaluation has been on using attainment evidence to judge pupils' standards of achievement, and identifying targets for improvement (Gray and Wilcox 1995). Much of the support for self-evaluation in the English context (from the 1998

Autumn Package onwards) has focused on providing data analyses to help schools' evaluation within this tradition. In many systems national policy also provides a strong steer for school improvement strategies in the form of guidance on good practice, curriculum strategies and targeted funding streams. .

2.2.2. Key steps in the SSE process

Ruairi Quinn .TD. (2012) in his 'School Self Evaluation Guidelines' listed   six -step of schools' self-evaluation process. These are:

1. Identify focus
2. Gather evidence
3. Analyze and judgment
4. Write and share report and improvement
5. Put improvement plan in to action
6. Monitor actions and evaluation impact (Ruairi Quinn .TD. 2012).

In addition to these, Quinn, suggested that, school self-evaluation process is best described as a series of six steps. According to him, schools and teachers will already be familiar with many of these steps from their experience of school development planning (SDP).

The first three steps outline the review element of the SDP process. These important steps ensure that conclusions about strengths and areas for improvement are based on evidence from a range of relevant sources. The next steps ensure that schools retain a record of the evaluation and describe the actions for improvement. The final step, implement and monitor, takes place over a three-year period
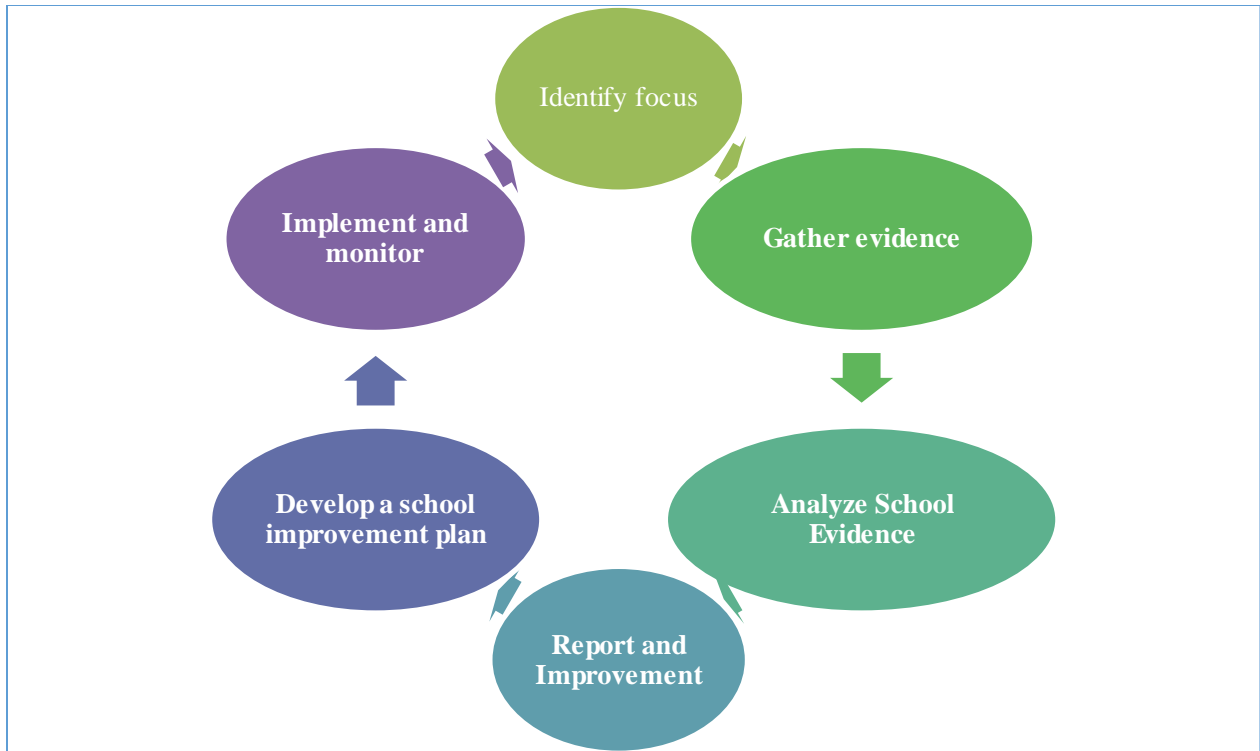
Figure 1: Key Steps of School Self-Evaluation (Angus, 2016)

Step -1 Identify Focus

Step 1 involves identifying the focus for inquiry. Members of the school community will need to identify a particular aspect of teaching and learning that they wish to investigate. This will be based on their sense of their own context and where they feel their school might profitably explore the potential for improvement (Angus, 2016).

Step 2: Gathering evidence

Step 2 once a focus for the school self-evaluation process has been identified, the school can move to gather evidence about what is working well and what can be improved. Typically, information should be gathered from a number of sources. The type of information or evidence that needs to be gathered will depend on the focus of the school's evaluation. Both quantitative and qualitative data can be gathered from a number of sources including teachers, students, parents, management, classrooms and other learning settings .It is important to ensure that evidence gathered is manageable, useful and focused. Gathering too much information can undermine each of these important considerations.

Schools may decide to analyses assessment data and records of student progress as a starting point. Teachers' views and their records (assessment, uptake at foundation, ordinary and higher level in specific subjects and attainment in state examinations) are useful examples of evidence. It is also important to ensure that the views of others form part of the evidence base. Schools should gather information from students and parents to ensure that they have sufficient knowledge to make accurate judgments. Professional reflection and dialogue between teachers, focusing on specific aspects of teaching and learning, are very important when gathering evidence. As collaborative practices are further developed among the teaching staff, team teaching and professional collaborative review will become an effective means of gathering evidence. Sample tools to support the effective gathering of evidence may be accessed at www.schoolself-evaluation.ie and should be adapted to suit the particular context of each school (Angus, 2016).

Step 3: Analyze School Evidence

Step 3 is about analyzing the data and drawing conclusions based on the analyzed data. Schools should determine, affirm and celebrate the strengths they identify in the aspects of practice being evaluated. They should also acknowledge the areas that should be prioritized for improvement. In order to be as objective as possible they should judge the quality using the statements of practice in chapter 4 of the Guidelines, taking due cognizance of the school context. The statements of practice are given at two levels. Statements of effective practice describe practices operating at a competent and effective level.

The statements of highly effective practice describe very effective and successful practices. Using the statements in this self-evaluative way, a typical school is likely to find that its practice corresponds in many areas to the statements of effective practice, and that some areas of its work are highly effective. It may identify areas that require development and improvement to bring them to the level of effective practice. The statements will also assist a school to develop areas of practice from 'effective' to 'highly effective', where relevant.

Quinn ,(2012) confirmed that, when evidence has been gathered, schools will need to decide how to record and analyze the information. Step 2 involves analyzing the information gathered, and in light of the school's context, benchmarking this against standards for the aspect(s) of practice being evaluated (Angus, 2016).

Step 4: Write and share report and improvement and Draw conclusions

Step 4 ensures that schools keep a record of their self-evaluation; plan for how they will improve the curriculum area or aspect of teaching and learning being evaluated; and share the findings of the evaluation and the improvement plans with the school community. Typically, the school self-evaluation report and improvement plan should be a single document of no more than three pages in length. Normally, it should be completed once annually. A template for this document is available on www.schoolself-evaluation.ie. The first section is the report and should outline:

Quinn, (2012) also added that, the school self-evaluation report provides a basis for discussion and reflection amongst teachers, management and others in relation to the work of the school. It may be used by boards of management as an important information source in reporting to parents on the work of the school. It will provide a basis upon which school improvement targets can be developed and a school improvement plan agreed.

Step 5: Develop a school improvement plan

School self-evaluation should result in action. The setting of specific targets is the starting point of action for improvement. Having formed a judgment based on the relevant information or evidence, a school will be in a position to decide on specific, measurable, attainable, realistic and time bound (SMART) targets to bring about improvement. This is an important step in determining the actions that need to be taken (Inspectorate, Department of Education and Skills (2011).

Step 6: Implement and monitor

In order to evaluate the impact of the actions, they must be monitored. A number of questions are useful when considering this:

- Has practice changed in classrooms?
- What are teachers' experiences of the agreed changes?
- What are students' experiences of the agreed changes?
- What is the impact on student learning?

Schools will need to decide:

- How monitoring will occur
- Who will be responsible for monitoring
- How progress will be determined and reported
- When and to whom progress will be reported (for example, at staff meetings, planning meetings, board meetings)
- If targets and actions are realistic or need to be changed.

The role of those leading the process, and the role of all teachers, in the ongoing and systematic monitoring of the implementation of the plan is important. In this regard, the gathering and use of information at specified intervals to check if the required improvements are being made is necessary. The implementation of the school improvement plan ultimately leads to a new cycle of school self-evaluation (Angus, 2016). (Quinn, 2012). Suggested that, step 6, the final step, is vital if the SSE process is to bring about improvement. It is only when the actions in the improvement plan are implemented that the work of the school can improve. All relevant school personnel should be aware of the actions to be implemented at individual teacher, class, or whole-school level. These actions should become part of the normal teaching and learning process (Angus, 2016).

2.3. Reason for the Current Worldwide Interest in School Evaluation

- In most countries, quality improvement has become a top priority of policy makers, and they rely on evaluation mechanisms to monitor quality.
- Various studies have shown that one important determinant of the deterioration of the quality of schools precisely relates to the weakening of evaluation mechanisms, including the professional supervision and support services.
- More recently, the 'value for money 'syndrome, which permeates all sectors of society ,has also hit the education system .This is linked to a stronger demand for accountability in the public service ,thereby increasing the claim for strong control and evaluation mechanisms.
- Finally, the interest in school evaluation finds an additional justification in the present trend towards school autonomy.

Recently, in many countries around the world, schools are receiving more freedom in making decisions in fields as crucial as the curriculum, staff management and budget. This greater degree of freedom granted to schools has provoked equally greater demand for accountability at school level and for evaluation procedures which should allow central government to guarantee standards of quality and equity across the system (Ofseted, 2013).

Ofsted recognizes the importance of self-evaluation as a crucial part of schools' ongoing cycle of review and improvement planning. A self-evaluation summary is an important tool in this process, which enables schools to draw together an evaluation of different aspects of their work leading to an evaluation of the quality of education provided by the school overall. There is no fixed time in the year when a self-evaluation might be completed. This will depend on the individual circumstances of each school (Ofseted, 2013).

2.4. Principles of School Self-Evaluation.

Much of the self-evaluation guidance suggests the process should be part of an ongoing process of outcomes-focused review in schools and integrated with the systems for managing an developing provision and practice. Guidance also recognizes that self-evaluation is not a task for school leaders alone. While they will be responsible for coordinating the process, there are other groups who should be included in it if their position as stakeholders in schools is to be taken seriously. In many countries education system the principles of self-evaluation are described as:

- Rigorous self-evaluation helps schools to improve; it should not be undertaken solely for the purpose of inspection
- Schools should shape for themselves a process that is simple and integrated with their routine management systems
- Schools must listen to and do something about the views of their stakeholders
- The school's recorded summary of its self-evaluation process should be updated at least annually and include information about the impact of its action on learners; assertions and lists of initiatives are unhelpful. (Christopher.Ch.,2013)

In addition to these, Ruairi Quinn, (2013), describe the school self-evaluation principles as:

- Collaborative, inclusive: Effective school self-evaluation involves principals, deputy principals, teachers and boards working together in a climate of trust and

respect, in consultation with parents and pupils, to bring about school improvement.

- Leadership: Effective school self-evaluation requires effective leadership.

- Reflective: Effective school self-evaluation involves schools thinking critically about the aims and key priorities of the school and what needs to be done to bring about improvements in their pupils' learning.

- Evidence based: Decisions taken during effective school self-evaluation are based on sound, reliable and specific information or evidence.

- Flexible :Flexibility, creativity and a willingness to rethink, revise and redesign ways of doing thing on the part of teachers, principals, deputy principals and school management are features of effective school self-evaluation.

- Continual, ongoing: Each step of effective school self-evaluation is part of an ongoing cycle focused on improving the work of the school and the learning of the pupils. Evaluation findings inform school improvement plans and strategies for improvement, the impact and effect of which are in turn evaluated.

- Improves teaching: Effective school self-evaluation is focused on making a positive, measurable and significant difference to the quality of teaching in the school.

- Improves pupils' learning: Effective school self-evaluation is focused on making a positive, measurable and significant difference to the learning of the pupils and the work of the school.

- Communication: Effective school self-evaluation provides the school with a mechanism to engage in open and transparent communication with the entire school community..

2.5. Teachers Attitude to Wards School Self - Evaluation

Lias Mavromatidis ,(2007) suggested that teachers are important stakeholders in a SSE process. This section indicates points in the relevant literature, which shows that attitudes, perceptions and views of teachers and other school staff towards SSE are crucial factors for an effective SSE.

Chapman and Sammons, (2013) also argue that "only when this [consensus among teachers] can be achieved will school self-evaluation fulfill its aims of promoting student and professional learning" .

Attitude is defined as: a) the evaluation of something that is in our memory (Fazio, Jackson, Dunton, & Williams, 1995); b) the tendency towards the evaluation of something (Eagly & Chaiken, 1993) the categorization of something along an evaluative dimension (Zanna & Rempel, 1988); d)The tendency to respond positive or negative to something (de Souza Barros & Elia, 1997) "the mental position with regard to a fact or state" (Merriam-Webster, 2016) "the tendency to behave towards the object so as to keep or to get rid of it" (Culbertson, 1968,).
Some researchers (Bagozzi & Burnkrant, 1979; de Souza Barros & Elia, 1997; Kauts & Kaur,2013) threat attitudes as a construct consisting of three components (under the label ABC model): the Affective component, the Behavioral component and the Cognitive component. Others (Edwards, 1990; Edwards & Von Hippel, 1995; Malhotra, 2005; Verplanken, Hofstee, & Janssen, 1998) separate these elements and their prediction capacity over possible behavior. Attitude does not stand alone but it is characterized by "how intensely a person feels about the attitude object" (Culbertson, 1968, p. 80). The degree of intention may depend on i) social roles, ii) the extend that this attitude is irreversible, iii) the extent of the imposition of this attitude from 'above' and iv) the certainty about this attitude (Culbertson, 1968). Attitudes have played crucial role in history. For example French revolution was partly based on attitudes towards the socio-political situation of that time (Petty & Krosnick, 2014).
Attitudes sometimes can be identified as over simplifications of the complex world in order to understand it; this is the case for stereotypical attitudes. Attitudes can only observed by the behavior that stems from them. But this is not always the case: Wicker (1969) who reviewed 30 relevant studies argues that in most cases behavior and attitude were unrelated or slightly related. This can be easily understood if one takes into consideration the law requirements that should be followed even if one does not have the appropriate attitudes towards the law.

Moreover, social pressures can lead our behavior even if our attitudes are different. On the other hand Gordon All port, a famous social psychologist, identified the attitude concept as "the primary building stone in the edifice of social psychology" (All port, 1954).

Teachers are important stakeholders in a SSE process. This section indicates points in the relevant literature, which shows that attitudes, perceptions and views of teachers and other school staff towards SSE are crucial factors for an effective school self-evaluation.

Jan Vanhoof *et al.*, (2011) draw on their research finding from 96 schools in Belgium conclude that "attitudes with regard to self-evaluation are powerful predictors of the quality of self-evaluation". According to the same research principals have more positive attitudes towards school self-evaluation than teachers. Countries can support SSE by removing teachers' fear for evaluation. Ireland, a country that SSE is highly promoted, can be used as example: The LAOS (Looking at Our Schools) framework "as implemented by the inspectors, had affirmed teachers and schools, dispelled fear of evaluation convince school staffs that this is the way to do it" (Mcnamara, 2006).

Mac Beath (2005c) as cited by Van hoof *et al.*, (2009) argues that school self-evaluation cannot work if teachers' attitudes are not positive. Van hoof *et al.*, (ibid) state that the attitude towards school self-evaluation is a factor that determines the extent to which SSE would have worthwhile results.

The study draws on 35 Turkish teachers. One of the findings is that "school-based evaluation efforts are not positively taken by teachers and school-based evaluation is found to have low potential to solve problems". Some teachers state that evaluation from parents and students is humiliation for teachers. Researchers also state that the cooperation spirit between teachers and students is been harmed by evaluation; they refer to this fact as the Ferries' paradox (Bülbül, Tunc, Ozdem, & Inandi, 2013).

To sum up, teachers' attitude towards school self-evaluation are playing crucial role for SSE it is worthy to be investigated in countries like Greece that evaluation culture is absent.

2.6. Challenges of School Self- Evaluation.

School self-evaluation does not come free of problems, misconceptions and unintended effects. Many of these challenges have to do with the main actor of school improvement: the teacher. A non-exhaustive list of teacher-related challenges is provided below:

1. School self- evaluation may be seemed as ritualized or bureaucratic process (especially when it is imposed and handled by external forces) rather than a practical and reliable school improvement process (Avitzis & Mavromatidis, 2012; Chapman & Sammons, 2013).

2. Sometimes teachers rely on a pre-determined, ready-made, 'of-the-shelf' approach to SSE. This one-size-fits-all approach is easier to be adopted instead of a real bottom-up approach. It is the case that SSE is transformed to self-inspection (Mac Beath, 2005b).

3. The contradictive role of school teacher and interval evaluator of the school (Mathison, 1991) affects teachers' willingness to highlight hard truths about their school (Chapman & Sammons, 2013).

4. "Teacher unions are perceived as hindrance to school self-evaluation activities" (OECD, 2013).

5. Teachers perceive SSE activities as time-consuming and difficult (Van hoof, Van Petegem, & De Maeyer, 2009).

6. Teachers may use SSE to promote their own interest; micro-politics of the school may act as a hindrance to school improvement (Ball, 1987; Berman, 1978).

7. Teachers may afraid possible vindictive behaviors when it comes to the evaluation of the school's management (E-Governance, 2016); the principal-teacher relationship may be a crucial factor of SSE (OECD, 2013).

8. The ideal balance between external and internal evaluation and consequently between the accountability and improvement logic has not be found yet (F. Janssens & G. van Amelsvoort, 2008; SICI, 2003) "There was not a single or simple way of achieving this balance" (SICI, 2003).

All these challenges undermine the quality of SSE. Teachers are often identified as a crucial factor in order to improve the quality of SSE (Mac Beath, 1999; Schildkamp & Visscher, 2010; Van hoof *et al.,* 2009). In fact, the process of SSE "...can be successfully implemented only if the attitudes towards self-evaluation of the participants involved in the process are positive" (Drvodelić & Domović, 2016).

2.7. The practice of Self-Evaluation in primary Schools.

The notion of self-evaluation/assessment first developed in the United States with regard to institutional and course accreditation, over the last decade or so has become an important feature of many quality assurance systems. Self-evaluations have many positive features. They, in the right context, are useful for encouraging fundamental reviews of objectives, practices and outcomes. Self-evaluations are a key element in most assessment procedures. It provides a standard against which the schools can measure itself, and a framework for developing a definition of quality. Thus it helps the schools/institutions to check how far it has achieved its strategic mission and goals, and it allows it to prepare an action plan for further development. Self-reviews are carried out by many educational institutions, though their nature varies significantly (Kis, 2005).

Furthermore, in recommending the use of self-evaluation Harman (1998) and Van Damme (2000:13) highlighted a number of its positive features. According to them, self-evaluations are cost effective, since the main work is done internally, often with a few additional resources. They usually achieve a high degree of ownership since key staffs are heavily involved, and such an involvement increases the chances of substantial improvement being achieved. The overall process of review or assessment is made less threatening when emphasis is placed on self-evaluation. Harvey (2002a) in supporting the use of self-evaluation argues that, "... internal reviews and assessments are more accurate and fruitful than those done by outsiders."

However, Barnett (1990) as early as 1990 argued that there were indications that the positive achievements that education institutions had achieved through self –evaluation/ assessment were coming under threat. Gosling and D'Andrea (2001) stated that since the time of Barnett's observations the quality assurance processes have far exceeded Barnett's fears in terms of their intrusiveness, external control, requirements on reporting, and external accountability. De Vries (as cited in Kis, 2005) distinguishes between full-scale self-assessment and self-assessment for compliance, referring to the latter as write-up, and warns against the risk of such practices. It is argued that there is a risk of compliance and of using self-assessment as a political act.

Harvey (2002b) also draws a distinction between self-assessment for internal use and self-assessment for external use, which according to him, may lead to two different sets of reports,

one prepared for internal consumption and another for external consumption. This lack of openness, he says, is due to a fear of revealing weaknesses or problems in the self-evaluating process, especially when resources are used to reward strengths rather than eliminate and reduce weaknesses. Brennan (1997a) points out that if self-assessment is a stage preliminary to a process of some form of external judgment, it is likely to be carried out primarily in order to attempt to influence these external judgments rather than to inform the self. Thus self-assessment which has external consequences runs the danger of producing compliance on the part of those who are carrying it out.

Individual teacher evaluation is carried out only when there is a complaint against a teacher. Moreover, in accordance with the Regulation on Secondary Education Institutions, school heads are required to observe teachers in the classroom once every semester. However, this class visit is made for guidance purposes rather than teacher evaluation (ESDP-V, 2015)

A performance evaluation system was introduced for school heads in March 2014. According to this system, school heads are appointed for a four year-period. At the end of this period, they are subject to an evaluation conducted by various stakeholders, including the chair of the student board; the chair and deputy chair of the school-parent association; two teachers elected by the board of teachers, the most senior and junior teacher; the unit manager in the Provincial Education Directorate responsible for the school; the unit manager in the Provincial Education Directorate responsible for human resources; and the head of Provincial/District Education Directorate a standard evaluation form is used. School heads who obtain a minimum 75 % in the evaluation are appointed for another four-year period (ESDP-V, 2015).

Aggregated student results of national tests are not directly delivered to school staff by MoE. However, individual student results may be accessed online by the school staff. Schools commonly make their own aggregated analysis of their performance (Eurydice, 2015, Taken as a whole, the quality framework provides a comprehensive picture of what happens in an effective or very effective school. It is designed to provide teachers and schools with the widest possible scope to identify strengths and areas for development in their practice, and to identify what improved practice would look like. However, it needs to be used selectively and judiciously, so that schools and teachers focus on the standard(s) and related statements that are of most

relevance to them, to create a manageable and meaningful focus for self-evaluation each year. Using the statements as a benchmark, schools can evaluate their own practice and make sound judgments based on the evidence they have gathered. Schools will naturally aspire to very effective practice, but should in the first instance compare their findings to the statements of effective practice. In this way, they can identify existing strengths as well as possible gaps or weaknesses. Then, by considering the statements of highly effective practice, schools can build on existing strengths and work towards excellence (Eurydice, 2015).

2.8. The Concept of Quality and Quality Assurance in Education

Primary education systems throughout the developing world face the "twin challenges" of expanding access equitably and improving the quality and relevance of education at the same time (World Bank 2005). A recent World Bank publication (Verspoor, 2008) argues that under these conditions, expansion of primary education as it currently exists in the region is financially and educationally inconceivable. The absence of action in the face of rapidly expanding demand for secondary school places is likely to have highly negative consequences for educational quality. Major changes in the way in which resources are deployed and mobilized are the core of reforms that countries in Sub-Saharan Africa must consider if a purposeful, orderly development of secondary education is to occur. The challenges of financing education at this level fit the pattern that many other countries in the region are experiencing, but are perhaps more challenging in Ethiopia, given both the ambitious education targets that it has set for itself and the high cost of primary, secondary, technical and vocational education and training (TVET), and tertiary education.

The phenomenon of assuring quality is quality assurance. "Quality assurance is an all-embracing term referring to an ongoing, continuous process of evaluating (assessing, guaranteeing, maintaining and improving the quality of a secondary education system, institutions or programmes" (Vlasceanu, *et al.,* 2004). There are two types of quality assurance: internal and external. Internal quality assurance ensures an institution's or a programmer's policies and mechanisms in place for making sure that it is meeting its own objectives and standards. External quality assurance refers to the actions of an external body different from the institution, which assesses its operation or that of its programs in order to determine whether it is meeting the

agreed or the predetermined standards as mentioned .Quality assurance exists at three levels: the institutional level, the program and course level. In all cases, it has to address issues imposed on them by the respective stakeholders.

In May 2014, the EU's national Education Ministers acknowledged the important role played by quality assurance mechanisms in helping education and training institutions and policy makers to meet today's challenges. However, quality assurance systems need to be based on principles that go beyond a mere 'checklist' approach: We need to foster a culture that strives to constantly improve the quality of teaching and learning. Member States are encouraged to develop and promote such a culture, to ensure transparency of quality assessment outcomes – a process the European Commission is committed to strengthening by promoting mutual learning in the field (Eurydice, 2015).

Quality assurance covers a variety of practices among which three mechanisms can be distinguished. Frequently, quality assurance agencies implement more than one mechanism and apply them to different units of analysis (institutions, programmers, courses). (Sanyal and Martin, 2007; UNESCO, 2013).

This examines the existence of a system of quality assurance procedure and its adequacy, adopted by an institution or one of its sub-units, and is realized by individuals not involved in the subjects being examined. In that sense, a quality audit is the first step in the procedure of assuring quality. South Africa uses this approach for quality assurance. Sallis E 1996, "Quality assurance is broadly prevention of quality problems through planned systematic activities (including documentation)." Wadsworth, *et al.,* (2002) say quality assurance is a system of activities whose purpose is to provide an assurance that the overall quality control is in fact being done effectively. UNESCO (2012) clearly agrees with these views by arguing that quality assurance is, "The totality of systems, resources and information devoted to maintaining and improving the quality and standards of teaching, scholarship and research, and of the students' learning experience." This involves an audit of the system and its key operations as well as establishing a good quality management system. This view is supported by Sallis (1996) who says of quality assurance, "It is a before and during the event process." Both authors agree that the focus of quality assurance is the prevention of defects rather than the identification of the

defects when they have already occurred. Quality assurance is thus a way of managing quality by ensuring that quality is designed into the process rather than the product, and thus the costs of rectifying defective outputs is substantially foregone. The production process is well defined and teams are set up to implement it. Quality becomes a concern for the workers, and the thrust is to get things right the first time, every time.

2.9. Different Approaches to Quality and Quality Assurance

Over the past decades, extensive experimentation has taken place internationally with quality assurance and how it is managed. The literature reporting these developments points to a variety of approaches and methods of quality assurance. This section describes the different approaches to quality that can be taken by quality assurance systems. Quality assurance agencies can adopt one or more of these according to different educational systems and traditions (Woodhouse, 1999). The three main approaches to quality are accreditation, assessment and audit.

2.9.1. Accreditation

Accreditation is the most widely used method of external quality assurance to be introduced recently in many education systems, either as a transformation of previously used methods of external quality assurance, or as an entirely new method. Accreditation is the process by which governmental or private bodies evaluate the quality of educational institution as a whole, or a specific educational programme in order to formally recognize it as having met certain predetermined minimal criteria or standards. The result of this process is usually the awarding of a status (a yes/no decision) of recognition, and sometimes of a license to operate with a time-limited validity (Vlãsceanu, *et al*., 2004). Within the Analytic Quality Glossary (Harvey, 2004-2012), accreditation is defined as the "… establishment of the status, legitimacy or appropriateness of an institution, programme (i.e. composite of modules) or module of study …", and is bound to a certain time limit when a re-accreditation process has to be undergone.

Accreditation is an evaluation of whether an institution or program meets a threshold standard and qualifies for a certain status. It is based on assessment and evaluation methods, but it makes an explicit judgment on whether a programme or an institution meets particular quality standards. Accreditation, therefore, inevitably involves some kind of benchmarking (of what is

acceptable and what is not) and a set of existing quality criteria. Accreditation is thus the only method within the quality assurance spectrum which makes an explicit judgment about the degree to which an institution or programme actually meets the pre-determined standards or requirements. Obtaining accreditation may have implications for the higher education institution itself (e.g. permission to operate) and/or its students (e.g. eligibility for grants), (Woodhouse, 1999). The focus of accreditation is comprehensive, in examining the mission, resources, and procedures of education institution, or programme (Dill, 2000a).

When accreditation is also linked to authorization to operate, it is usually called licensing or registration. These two activities have different emphases, but similar outputs. Specialized or professional accreditation is an evaluation of whether an institution or programme qualifies its graduates for employment in a particular field (Woodhouse, 1999). Critique on the accreditation approach demonstrates that national accreditation arrangements work towards national uniformity rather than diversity, and fail to prevent problems in both academic and administrative integrity (Westerheijden, 2001).

2.9.2. Audit

Audits are a rather recent approach, and currently, a clear trend towards audits is visible. In the Analytic Quality Glossary (Harvey, 2004), the term audit, in the context of education, is defined as "... a process for checking that procedures are in place to assure quality, integrity or standards of provision and outcomes." The term audit is often short for "quality audit". Harvey and Asking (2003) further specify the process as "... checking to ensure externally or internally-specified practices and procedures are in place" – most commonly "... to assure quality or standards of education." The same approach could, if the audit is subject focused, also be used to validate or accredit programmes (Harvey & Askling, 2003). Quality audits can be undertaken to meet internal goals (an internal audit) or external goals (an external audit). The result of the audit must be documented (the audit report), (Vlãsceanu *et al.*, 2004).

A quality audit checks the extent to which the institution is achieving its own explicit or implicit objectives. When an institution states objectives, it is implicitly claiming that this is what it will do, and a quality audit checks the extent to which the institution is achieving its own objectives. When the claims are explicit (as in financial reporting or if the institution has done a self-quality

audit), the audit becomes a validation (or otherwise) of those claims. An audit asks the question, Are your processes effective? The output is a description of the extent to which the claims of the education systems are correct (Woodhouse, 1999). Academic audits are carried out at the institutional level. However, unlike accreditation or assessment, audits do not aim at a comprehensive review of a programme's resources and activities, nor do they directly evaluate the quality of the teaching or learning. Rather audits focus on those processes implemented by education systems in order to assure and improve the quality of teaching and learning (Dill, 2000a).

2.9.3. Assessment

Assessment is a "... general term that embraces all methods used to judge the performance of an individual, group or organization" (Harvey, 2004-2012). Assessment is an evaluation that makes graded judgments about quality, in this respect it goes beyond accreditation that makes a binary judgments (Dill, 2000a). Assessment asks the question, how good are your outputs? The output of an assessment is a quantitative evaluation, resulting in a grade (whether numeric, literal or descriptive). There may or may not be a pass/fail boundary along the grade spectrum (or it may simply be a two-point scale), (Woodhouse, 1999).

Quality assessment in many instances is a synonym for evaluation or review. Quality assessment indicates the actual process of external evaluation (reviewing, measuring, and judging) of the quality of education institutions and programmes. It consists of those techniques, mechanisms, and activities that are carried out by an external body in order to evaluate the quality of education processes, practices, programmes, and services. Some aspects that are important when defining and using the concept of quality assessment are: (i) the context (national, institutional); (ii) the methods (self-assessment, assessment by peer-review, site visits); (iii) the levels (system, institution, department, individual); (iv) the mechanisms (rewards, policies, structures, cultures); (v) certain quality values attached to quality assessment such as academic values, traditional values (focusing on the subject field); managerial values (focusing on procedures and practices); pedagogical values (focusing on staff and their teaching skills and classroom practice); employment values (emphasizing graduate output characteristics and learning outcomes), (Vlăsceanu, *et al.*, 2007).

2.10. Approaches to and Methods of Quality Assurance

Despite the varied objectives of evaluation and the array of different types of agencies, there is conformity in the methods that are adopted. Approaches to evaluation in education are heavily dependent on three basic elements: self-assessment or self- evaluation; peer evaluation; and statistical or performance indicators. An elaboration of the elements follows.

2.10.1. Self-evaluation/self-assessment

The notion of self-assessment first developed in the United States with regard to institutional and course accreditation, over the last decade or so has become an important feature of many quality assurance systems. Self-assessments have many positive features. They, in the right context, are useful for encouraging fundamental reviews of objectives, practices and outcomes. Self-assessment is a key element in most evaluation procedures. It provides a standard against which the schools can measure itself, and a framework for developing a definition of quality. Thus it helps the schools/institutions **to** check how far it has achieved its strategic mission and goals, and it allows it to prepare an action plan for further development. Self-reviews are carried out by many educational institutions, though their nature varies significantly (Kis, 2005).

Furthermore, in recommending the use of self-assessment Harman (1998) and Van Damme (2000) highlighted a number of its positive features. According to them, self-assessments are cost effective, since the main work is done internally, often with a few additional resources. They usually achieve a high degree of ownership since key staffs are heavily involved, and such an involvement increases the chances of substantial improvement being achieved. The overall process of review or assessment is made less threatening when emphasis is placed on self-assessment. Harvey (2002a) in supporting the use of self-assessment argues that, "... internal reviews and assessments are more accurate and fruitful than those done by outsiders."

However, Barnett (1990) as early as 1990 argued that there were indications that the positive achievements that education institutions had achieved through self-assessment were coming under threat. Gosling and D'Andrea (2001) stated that since the time of Barnett's observations the quality assurance processes have far exceeded Barnett's fears in terms of their intrusiveness, external control, requirements on reporting, and external accountability. De Vries (as cited in

Kis, 2005:15) distinguishes between full-scale self-assessment and self-assessment for compliance, referring to the latter as write-up, and warns against the risk of such practices. It is argued that there is a risk of compliance and of using self-assessment as a political act.

Harvey (2002b:7) also draws a distinction between self-assessment for internal use and self-assessment for external use, which according to him, may lead to two different sets of reports, one prepared for internal consumption and another for external consumption. This lack of openness, he says, is due to a fear of revealing weaknesses or problems in the self-evaluating process, especially when resources are used to reward strengths rather than eliminate and reduce weaknesses. Brennan (1997a) points out that if self-assessment is a stage preliminary to a process of some form of external judgment, it is likely to be carried out primarily in order to attempt to influence these external judgments rather than to inform the self. Thus self-assessment which has external consequences runs the danger of producing compliance on the part of those who are carrying it out.

2.10.2. Peer review

Peer reviews are one of the main methods used by quality assurance systems. Investigation by the external team is commonly called peer review. This is a term with a long tradition in academia, and it has usually denoted an evaluation by another academic or academics, usually in the same discipline. It is argued that peer reviews bring more legitimacy to quality assurance mechanisms. According to Kis (2005), academics are more likely to listen to their peers' opinion than to administrators, inspectors or the like. Hence, peer reviews can contribute effectively to quality improvement by changing the attitude of academics about their contributions to a particular programme. It is argued that external quality assurance agencies cannot operate on the basis of naked power; their authority needs to be considered legitimate by academics. It seems that the only way in which quality assurance agencies can obtain legitimate authority is to depend for their judgments upon the sources of legitimacy recognized by the academic community, namely the opinions of peers. Undoubtedly, peer review can have a stimulating effect on the internal operations of an institution, especially for use in the long term (Kis, 2005).

In highlighting some critiques of this approach, the contributions of Harvey are given prominence in this section. Harvey (2002a) argues that although self-assessment is often taken

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seriously only if a peer review follows, peer reviews themselves are not particularly an effective or efficient means of unraveling what is really going on. He added that during the review process, peer-review teams make judgments based on what they are told and tend to look for discrepancies in the story. Harvey also states that the reviewers neither have detailed documentation, nor fully observe what goes on in the educational institution under review. According to him, even if during the short duration of their visit, reviewers have access to appropriate documentation which allows them some form of cross-checking, and the opportunity to observe facilities and practices firsthand, they tend to see and assimilate only small aspects of the whole institutional operation.

Harvey (2002a) also argues that peer-reviewers are often not trained, and that some of them may even conduct the review without any proper training. Furthermore, the prior experience of peer reviewers tended to influence the outcome of reports. Stensaker (1999) noted that "... on the whole, the visits appeared to be more geared to the needs of the auditing teams than those of the institution." Brennan (1997a) argues that one of the most important issues concerning peer reviews is the selection of peers to assure the legitimacy of the review.

2.10.3. Statistical or Performance Indicators and the Selection of Measures of Quality

The use of statistical or performance indicators and the selection of adequate measures of quality is a widely discussed issue in the literature. A performance indicator can generally be defined as "... an item of information collected at regular intervals to track the performance of a system" (Fitz-Gibbon, 1996). Amid the education reforms around the world, performance indicators have gradually become standard components of the language of educational quality (Dennis, 2010). From a theoretical point of view, the development of performance indicators in the educational context is affected by the idea that quality cannot be improved unless measured (Dill, 1995), and that education is a highly complex system, and to get quality into it "... the best strategy lies in improving the information in the system, particularly by defining and measuring the many outcomes that we care about and feeding back the measurements to the units of responsibility" (Fitz-Gibbon, 1996).

In reality, the use of performance indicators has been fueled by an increasing concern relating to accountability, mainly on the part of government agencies and ministerial officials who are

responsible for ascertaining the appropriate delivery of educational services at an affordable cost. It was also affected by a concern for the transparency of institutional performance, as one of the supposed reasons for the failure of a competitive market, that consumers may have insufficient information and therefore cannot make efficient choices. The above concern has motivated the formulation of quality policies to require an appropriate dissemination of academic quality information to the public, and this requirement is expected to also motivate educational institutions to maintain and improve the quality of their provisions (Dennis, 2010).

It is argued, that the use of performance indicators allows an objective measurement and comparability of quality, which are important to government. Performance indicators are regarded as useful tools, both for accountability purposes and in informing policy and decision-making. They are aimed at the discharging of established accountability obligations to the public and elected officials by providing a relatively straightforward set of publicly available statistics about performance. Furthermore, they provide policymakers with an overall picture of what is happening in a particular institution or system in order to inform policy discussion (Ewell, 1999). For governments, a major role of external quality assurance is to collect objective information on the performance of education, and to provide them with an objective measurement of the quality. Ministries are keen on using performance indicators, since they allow them to measure and compare the effects of government policies on quality as a proof that the right decisions were made (Kis, 2005).

It is argued that the use of performance indicators can contribute to quality improvement by stimulating certain kinds of institutional behavior. The monitoring focuses more on desired outcomes and behaviors, than in the case of traditional accountability mechanisms. Performance indicators are used intentionally to encourage education to increase their progress toward meeting certain standards. The direction of the underlying incentive can be either positive or negative (Ewell, 1999).

Performance indicators, however, have their limitations as measures of quality performance. Reportedly, many academics have been opposed to the increasing use of performance indicators, arguing that they are reductionist, offer inaccurate comparisons, and are unduly burdensome (Kis, 2005:19). Middlehurst and Woodhouse (1995) also warn against the pitfalls in comparisons. It is argued that popular discussion often trivializes comparisons, selecting only one or two aspects, reducing them to simplistic terms and paying little regard to whether the

aspects are truly commensurate. Furthermore, the use of performance indicators might encourage the manipulation of data by schools /institutions to meet their targets (Harvey, 2002b).

Another criticism concerning performance indicators is that there is no necessary link between performance indicators and quality. Viewed from the input-process-output paradigm, the use of these indicators can be criticized for their lack of appropriateness with regard to the relevant aspects of the educational process or outcomes, especially those relating to student development, which are arguably the most important measure of educational quality. Harvey (1998) concluded that, the so-called performance indicators are invariably simplistic, convenience measures that bear no relation to any notion of quality.

Despite the problems regarding the notion of performance indicators, it is believed that under suitable arrangements their employment in the quality assurance endeavor can be fruitful. An example of such an arrangement is proposed by Yorke (1998) who views an education system as a nested set of levels, with the higher levels being more responsible for the accountability aspect of educational quality, and the lower levels more responsible for the enhancement aspect. As suggested by Yorke (1998), when one moves from the higher levels towards the lower levels they tend to get "softer", i.e. they are much more subjective. With this perspective, performance indicator data should be evaluated and acted on at the lowest level possible, and the higher levels are expected to audit whether the data have been obtained and acted on in an appropriate manner (Yorke, 1998).

Yorke (1998:58) also argues that to be effective in measuring and improving educational quality, "... it is not the performance indicators that constitute the primary problem (despite their technical inadequacies), but the context in which they may be used." Overall, for effective employment of performance indicators in the quality assurance process, more research needs to be done to improve the performance indicator data with respect to its surrounding theoretical, technical and socio-political issues; and to balance the performance indicator purpose between external accountability and quality improvement (Yorke, 1998).

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

This chapter presents the research methodology and design. It describes and justifies the research design used; describes sampling procedures for both the quantitative and qualitative phases of the study; describes the data collection instruments and how the data was actually collected. Finally, it describes the data analysis procedures used in the study.

3.1. Research Design

A research design is an important part of the methodology that provides a framework for data collection and analysis. Polit et al ,(2001) defines a research design as the researcher's overall for answering the research question or testing the research hypothesis. Under educational research there are many of research designs. But, in this study, descriptive survey design was employed due to the nature of the problems. According to Elliott (2000), descriptive survey design is important to answer questions related to the current practice of school self-evaluation and used to describe the basic features of the data in a study and provide summaries about the samples and its measures. And Burns and Grove (2003), descriptive survey research is designed to provide a picture of a situation as it naturally happens. This means, it used to justify current practice and make judgment and also to develop theories. So, from the points, descriptive survey design helps to obtain sufficient information from a large number of respondents and enable the researcher find out the solutions for the existing problems. Therefore, in this study, descriptive survey research design was employed with the assumption that it is helpful to obtain sufficient information from a large number of respondents and enable the researcher find out the solutions for the existing problems.

3.2. Research Method

The research method is a strategy of inquiry, which moves from the underlying assumptions to research design and data collection (Myers, 2009). This study employed with quantitative and qualitative methods, but the implementations differ. Quantitative research involves the collection of data that information can be quantified and exposed to statistical treatment in order to support or refute alternate knowledge claims. As Carrie, (2007), quantitative research method involves a

numeric or statistical approach to research design. So, quantitative research method was a key employed in the studies.

The qualitative research method is concerned with developing explanations of social phenomena. Burns and Grove (2003) describe a qualitative approach a systematic that the subjective approach used to describe life experiences and situations to give them meaning. So, the qualitative research method was used as supplementary to explore situations for studies. In general, in this study based on the problem, quantitative research method was employed as key method for numeric or statistical points that quantified approach with questionnaires, but the qualitative method employed to enrich quantitative approach with explore situations and gain the information with interviews.   Therefore, the researcher was used both the quantitative and qualitative methods for the study.

3.3. Source of Data

 The necessary data for the study is collected from both primary and secondary sources. Primary sources refer to individuals or organizations from which information has originated directly as a result of the particular problem under study.   Thus, the primary sources in this study include principals, deputy principals, teachers/department head, members of School Board/PTA and primary schools CRC supervisors. The selection of these participants as a source of data is based on the expectation that they would have better information and experiences with respect to the study topic.

Secondary sources refer to a wealth of published and unpublished articles available from government departments, research organizations, the presses and various other agents' .The secondary sources also comprise government policies and relevant documents, project file, various types of plans, organizational charts, statistics, procedure manuals, training manual and reports. In addition, relevant and recent information from different websites was included in this study.

3.3.1. Primary Sources

For primary data sources, both quantitative and qualitative approaches were employed. Quantitative data were collected using a structured questionnaire consisting of close ended and open ended from teachers, supervisor and Principals/vice principals and school board and

qualitative data was collected using key informants who representatives of stakeholders to the study schools. These were members of business process reengineering and educational office expertise.

3.4. The Study area, target population, sample size and techniques

3.4.1. The Study Area

This study was conducted in Ambo Town of Oromia Regional State. Ambo Town located in western part of Oromia and 114 km far from Addis Ababa to the West. It is bordered by Amaro and Muja farmer Association in the East, Boji River in the West, Debus River in North and Gosu Farmer Association in the South. In Ambo Town, there are different governmental and non-governmental organizations that provide services like university and hospitals. But the study was focused on the practice of school self-evaluation, stakeholder perception and the challenges of school self-evaluation in government primary schools of Ambo Town. Based on the current information, Ambo Town has totally 10 government primary schools. Thus, the Study area was focused in government primary schools in Ambo Town.

3.4.2 .Target Population

The target population is the actual list of sampling units from which the sample is selected and also the list or record of individuals in a population that a researcher can actually obtain. As Nkpa (1997) and Orodho (2008), define it, is the population, which the researcher intends to generalize his/her findings. The total target population for this study was primary school teachers 302, principals 10, vice principals 9, primary school Cluster supervisors 4 and school board 35 are used as part of the target population.

3.4.3 Sample size and Sampling Techniques

3.4.3.1. Sample Size

The sample is the group of participants in a study selected from the target population from which the researcher generalizes to the target population. Thus, in quantitative data a total of 126 respondents were selected. According to Levy, Yalew Endawok and

Limshow among the total population 10-30% can fulfill the sample sizes. From these, 92(30%) teachers were sampled randomly while 7(100%) principals, vice principals, 9(100%), supervisors 4 (100%), and 14(40%) school board were selected randomly selected. Using a structured questionnaire with quantitative information was collected from the indicated respondents. For qualitative information 5 key informants were sampled for in-depth interviews and discussion. The key informants comprised members in school business process reengineering

3.4.3.2 Sampling Techniques

The research is conducted in Ambo Town of Oromia Regional State. This Town is purposively selected to obtain relevant and tangible data on the issues that the practice of school self-evaluation, stakeholders perceptions and challenges of school self-evaluation. The Town has six sub-cities. Accordingly, 5 /five/ sub-city were selected by using simple random sampling techniques. The selected sub-cities are Hora Ayetu,Ya'i Geda,Torban Kutaye,Senkele Farisi , and Kisose Odo liben. And from these sub-cities it has taken 7 primary schools by using a simple random sampling technique to give an equal chance for all schools by using the lottery method.

In general, from all selected sub-cities there were taken 7 primary schools out of 302 teachers 92 (35%) sample teachers were taken by using Simple random sampling techniques. And supervisors 4 (100%), principals / vice principals 16(100%), members of school boards 14(40%) were sample taken by simple random sampling techniques. The main reasons to focus on these groups were that on the school self-evaluation practices, stakeholder's perception, and challenges of school self-evaluation in primary schools, they more related and could give acquiring the reliable information for the study. Whereas, for additional and supplemental information school business process reengineering 5 were sample taken by using purposive sampling techniques to get more depth and reliable information. Because they were daily practices on school self-evaluation and have reliable information.

Table 3.1: Sampling techniques

No	Sub-city Name	School name	Principals			Vice principals			Supervisors			Teachers			Board members					
			Pop.	Sam.	%	Pop	Sam	%	Pop	Sam	%	Pop	Sam	%	Pop	Sam	%	Sam.	%	
1	Hora Ayetu	Addis Ketama	1	1	100	2	2	100	1	1	100	72	22	30	5	2	40			
2	Ya'i Gada	Awaro	1	1	100	2	2	100	1	1	100	62	19	30	5	2	40			
		Ambo	1	1	100	2	2	100	1	1	100	67	20	30	5	2	40			
		Liban Macha	1	1	100	2	2	100	1	1	100	34	10	30	5	2	40			
3	Torban Kutaye	Odo Liban	1	1	100	-	-	-	-	-	-	24	7	30	5	2	40			
4	Sankele Farisi	Sankele	1	1	100	1	1	100	-	-	-	22	7	30	5	2	40			
5	Kisose Odo Liban	Barkume Dambi Salu	1	1	100	-	-	-	-	-	-	21	7	30	5	2	40			
		Total	7	7	100	9	9	100	4	4	100	302	92	30	35	14	40			
Sampling Techniques		Total	Purposive Sampling			purposive Sampling			Purposive sampling			Simple Random Sampling			Simple Random Sampling					

3.5. Data Collection tools

In order to collect the required data, the researcher may use both quantitative and qualitative data collecting instruments. These tools include closed and open ended questionnaires, interviews, and focus group discussion. The data collecting instruments were piloted and validated before the actual survey is conducted.

3.5.1. Questionnaire

As part of data collection procedures, structured questionnaires were administered personally by the researcher to ensure that relevant information was obtained. Open questions required in-depth explanation from the respondents, while closed question required for a specific response. Hence, in this research, both opened and closed questions were used. Because, closed questions were used to get specific responses and open questions were used to get depth explanations.

Furthermore, in the study two sets of questionnaire items were used. The first sets of items deal with the general background of the respondents. The second set of questionnaires, which was prepared in English, administered to teachers, principals, vice principals, supervisors and school board. In terms of content, questionnaires had 43 items which related school self-evaluation ,stakeholders perception and challenges of school self-evaluation in primary schools, consists of five parts with focus on the current practices of school self-evaluation .They contain 6,24,9 and ,5 items respectively. Therefore, for structured question items, Likert scales employed, because Likert scale, mostly used in survey research and easy to construct, simplest way to describe opinion, suggestion and frequency of respondents and also provide more freedom to respondents. The scale consists of five scales that 5 = strongly agree, 4 = agree, 3 = undecided, 2 = disagree, and 1 = strongly disagree.

3.5.2. Interview

An interview is the verbal questions asked by the interviewer and verbal responses provided by the interviewee (Gall *et al.*, 2007). The interview, conducted in English Semi-structured interview and group discussion were designed to gather data from school stakeholder

3.6. Procedure for Data Collection

To answer the basic research question raised, the researcher went through a series of data gathering procedures. The expected relevant data were gathered by using questionnaires, interviews and focus group discussion. In doing so, having a letter of authorization from Jimma University and zone education office for getting permission; the researcher directly went to eleven samples schools seven primary schools. After making an agreement with the concerned participants; the researcher introduced his objective and purposes. Then the questionnaires were administered to sample teachers, Principals/vice principals, school board and supervisors within selected schools. The participants allowed giving their own answers to each item independently as needed by the researcher.

3.7. Method of Data Analysis

Both quantitative and qualitative methods of data analysis were employed and the data collected was analyzed using the SPSS version 20 program. The Quantitative data that were collected using questionnaires from the teachers and school leaders were processed by entering the data into the computer to run descriptive analysis through frequencies, percentages, mean and standard deviation (SD). Whereas, data collected through open-ended questions in the questionnaires, interview and document analysis were analyzed qualitatively through narration, direct quotation, paraphrasing, description of various responses and thematic analysis.

Moreover, the current thoughts from scholars and literature support the Likert type data convert into Likert scale measurements for combining the character and attitude towards the interrelated items indicate the single indicator (Boone and Boone, 2012). Thus, the response of respondents for each item measured on a 5- point Likert scale with the measured value 1=Strongly disagree; 2= Disagree; 3= undecided; 4=agree and 5= Strongly agree.

Furthermore, on the practices and challenges of financial resource management with a mean value of <2 is taken as disagree, the value of = 3 is moderate and the value > 3 agrees, based the questionnaires. On the other hand, qualitative data was analyzed by narration and description for supplementing the data gathered through questionnaires.

3.8. Checking Validity and Reliability of instruments

3.8.1. Validity

Validity refers to the extent to which differences found with a measuring instrument to reflect a true difference among those being tested (Kothari, 2004). To confirm the validity of the instruments which were questionnaire and interview questions a great effort made by the researcher. As a researcher, tried to check the instruments of data by specialists, subject area teachers and department head teachers for comments. So, the instruments were given to different professionals (language professionals from Betekinet primary school of English department teachers who were B.A holders in English) to evaluate the content and construct validity. Each professional was expected to encourage providing comments and suggestions for each item and in some cases; they may provide their own lists of possible questions for each part of the instrument. The instruments were applied after receiving and incorporating comments from the advisor.

3.8.2. Reliability

Mugenda and Mugenda (2003) define reliability, as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. Reliability is the extent to which repeated measurements undertaken using a tool or instrument by different individuals given similar results. Reliability is the extent to which results are consistent over time and an accurate representation of the total population under study and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable. A measure is considered reliable if it would give us the same result repeatedly. In this study to check, the treat of reliability by giving a questionnaire for principals, vice principal teachers, board and supervisors who were not included in the sample taken that in Betekinet school. Before the actual data collection, a pilot test was conducted to see the quality of the instruments. Accordingly, a pilot test was conducted by distributing questionnaires for principals, teachers, vice principal, school boards, and supervisors who were not participating in the actual area of study. The main purposes of the pilot test were to see on the relevance of the contents, item length, clarity of items, layout of the questionnaire, the readability of the items and the consistency. Based on the reflections, the instruments were improved before they were administered to the main participants of the study so irrelevant items were removed, lengthy items were shortened and no readability of the items and the inconsistency were made clear.

The internal consistency reliability estimate was calculated using Cronbach''s Coefficient of Alpha for the questionnaires. Thus, the researcher found the Coefficient of Alpha ($\propto$) to be 0.846 which is suggested by Cronbach (cited by Tech-Hong &Waheed, 2011), the reliability coefficients between 0.70–0.90 are generally found to be internally consistent. Supporting this, George and Mallery (2003) and Cohen, L, et al. (2007) also suggest that, the Cronbach''s Alpha result >0.9 excellent, >0.8 good, >0.7 acceptable, $\propto$ < 0.6 questionable, and < 0.5 poor. So, as indicated in table below, the researcher found the Coefficient of Alpha ($\propto$) to be 0.846. Hence, this result proved that the data used for this study are reliable and the questionnaires were administered to the research respondents for actual data collection of the study.

3.10. Ethical Considerations

Regarding ethics in this study, I used the principles of openness and honesty. I clearly and openly informed my participants regarding the aim of the study. I also informed the participants that participation in the research is voluntary and they can withdraw from the research at any time. I look at most care to secure anonymity and confidentiality of the views and perspectives of my research participants.

CHAPTER FOURE

4.PRESENATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter deals with presentation, analysis, and interpretation of the data gathered from the respondents through questionnaire, interview, and focus group discussion. It consists of two major parts. The first section deals with the characteristics of all those who took part in the study. The second section presents the analysis and interpretation of the main data.

The data was gathered from a total of one hundred twenty six respondents. That is, a total of seven of primary school teachers, directors, assistance directors, supervisors, members of school board which are seven principals, nine vice principals, ninety-two teachers ,four supervisors and fourteen members of school boards. To these effect eighty-four questionnaire distributed to teachers, nine questionnaire distributed to vice principals, seven questionnaire distributed to school principals, four questionnaire distributed for primary schools CRC supervisor, and fourteen questionnaire distributed to members of school boards were filled out properly and returned respectively. These account 91 percent for teachers and 100 percent for CRC supervisors, principals, school boards and vice principals. From total about 54 percent such percentages are taken as appropriate for the purposes of the study. The data was analyzed in both quantitative and qualitative method. The qualitative part was supposed to be complementary to the quantitative analysis. All school BPR Committee Members (Teachers Development, Curriculum development, in school supervisions and plan and project committee members) participants took part in the interview and focus group discussions.

4.1. The Demographic Characteristics of Participants

The demographic characteristics of participants in the study are presented in Table 4.1 Next page.

Table 4.1: Characteristics of Participant in the Study

No	Variables	Category	Participant									
			Teachers		Directors		Vice Directors		Supervisors		School Board	
			No	%	No	%	No	%	No	%	No	%
1	Sex	Male	25	29.8	5	71.4	7	77.8	3	75.0	9	64.3
		Female	59	70.2	2	28.6	2	22.2	1	25.0	5	35.7
		Total	84	100	7	100	9	100.0	4	100.0	14	100.0
2	Age	20-25	10	11.9	1	14.3	4	44.4	1	25.0	0	0
		26-30	18	21.4	4	57.1	2	22.2	2	50.0	1	7.1
		31-35	13	15.5	1	14.3	2	22.2	1	25.0	1	7.1
		36-40	17	20.2	1	14.3	1	11.1	0	0	3	21.4
		41 and above	26	31.0	0	0	0	0	0	0	9	64.3
		Total	84	100	7	100	9	100.0	4	100	14	100.0
3	Experience	0-5	18	21.4	3	42.9	5	55.6	2	50.0	3	21.4
		6-10	9	10.7	2	28.6	1	11.1	2	50.0	1	7.1
		11-15	13	15.5	2	28.6	2	22.2	0	0	1	7.1
		16-20	11	13.1	0	0	1	11.1	0	0	9	64.3
		21 and above	33	39.3	0	0	0	0	0	0	0	0
		Total	84	100.0	7	100	9	100.0	4	100.0	14	100.0
4	Qualification	Diploma	16	19.0	0	0	1	11.1	4	100.0	4	28.6
		BA/BSc/Bed	65	77.4	7	100	8	88.9	0	0	5	35.7
		MA/MSc	2	2.4	0	0	0	0	0	0	1	7.1
		Others	1	1.2	0	0	0	0	0	0	4	28.6
		Total	84	100	7	100	9	100.0	4	100.0	14	100.0

As it has shown in table 4.1 the characteristics of the respondents were summarized by using the variables Sex, Age, Experience, Qualification, work experiences, and current working position as school self-evaluation participant. The sex composition of participants of the study indicates that about 58 percent of them are females while the rests 42 are males. This suggests that personnel working in primary school's levels, particularly teachers, are mainly composed of the female sex. However, the inclusion of about 35 percent of male participants helped to include some data from them. In the composition of directors, vice directors, supervisors and members of school board 28 percent of directors, 22 percent of vice directors, 25 percent of supervisors and 28 percent of boards are respectively females. This suggests that personnel working in educational leadership in primary schools are mainly composed of male. Females empowerment to the position of leaderships is yet need certain effort.

All of the respondents in the school self-evaluation questionnaires teachers, principals, vice principals, supervisors, and members of school boards shows that,31 percent of teachers are above the age of 41 and 64 percent of members of school board are above the age of 41. This suggests that most of the teachers and board respondents are more mature enough to provide data needed for the study. However, 57 percent of directors are between the age of 26-30, 44 percent of vice directors are also between the age of 20-25, and 50 percent of supervisors are between age of 26-30. This indicates that directors, vice directors and supervisor's respondents are not more matured enough to provided data needed for the study. It is also suggested that the current school leaderships are assigning by the young professionals whose luck well experience as regards experience In table 4.1 Item 3 all the respondents of questionnaire in the school self-evaluation practice, teachers and members of school boards 39 percent had more than 21 years' experience on the other hand directors, vice directors, and supervisors are below 10 years' experience. This shows that directors, vice directors, and supervisors in primary school level are not well experienced in their current positions.

Concerning qualification of respondents, majority 81 percent from total respondents were under graduate levels. On the other hand, 100 percent of directors, vice directors, and supervisors, 77 percent and 36 percent of members of school boards had BSc/BA/BEd holders. This indicates that they able to provide data needed implying that most had the maturity level required to provide comprehensive school self-evaluation practice in the study area.

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Thus principals, vice principal's teachers, supervisors, and school boards, who participate in the study incorporating in the school self-evaluation practice appears are necessary.
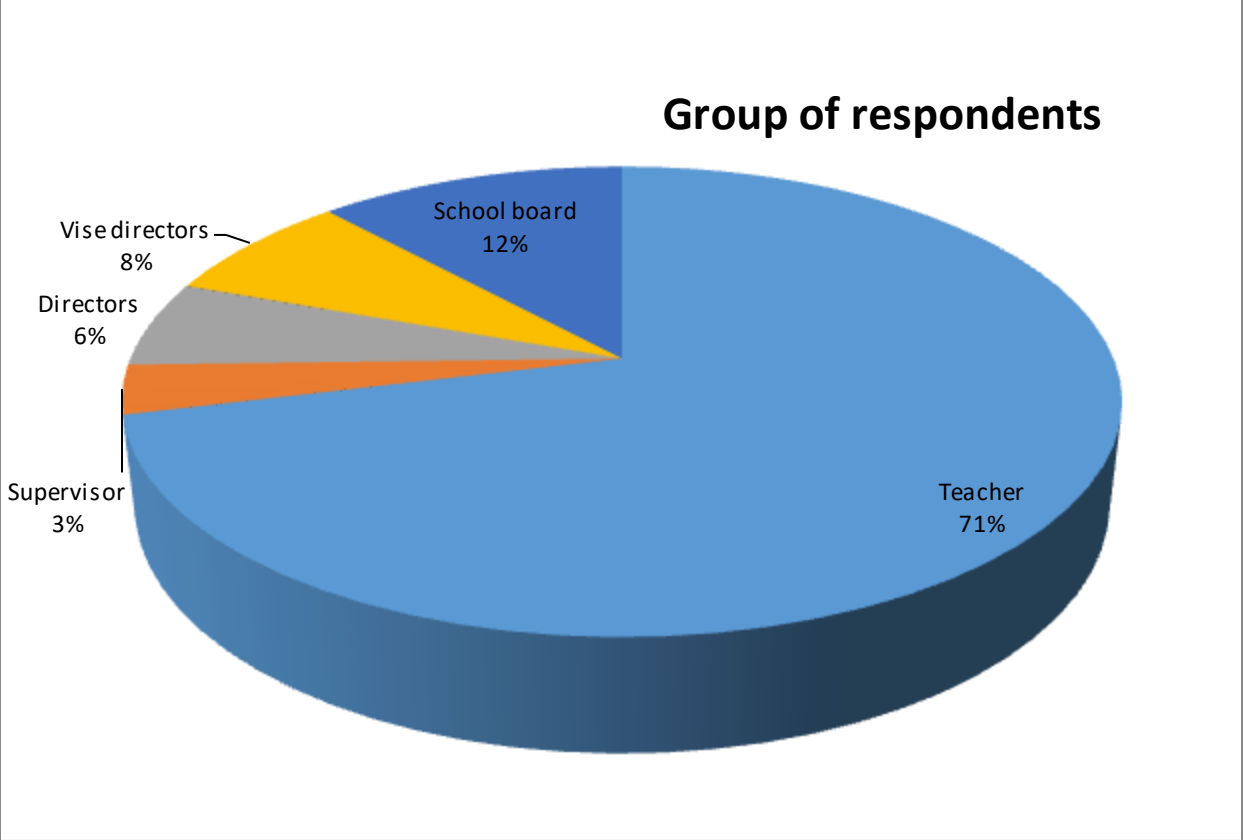
Figure 2: Total Respondents

4.2. Analysis and Interpretation of Data

Table-4.2.1 School Self-Evaluation Practice Related to Identifying School Problems

No	Variables	Respondent	Responses									
			SA.		A		UnD		D		SD	
			Freq	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1.1	School self-evaluation committee identifies focus areas that will be evaluated	Teachers	28	33.3	44	52.4	4	4.8	8	9.5	0	0
		Directors	4	57.1	3	42.9	0	0	0	0	0	0
		Vice Directors	4	44.4	5	55.6	0	0	0	0	0	0
		Supervisors	1	25.0	2	50.0	1	25.0	0	0	0	0
		S. Board	5	35.7	8	57.1	0	0	1	7.1	0	0
1.2	School self-evaluation committee explores the possible potential for improvement.	Teachers	5	6.0	20	23.8	4	4.8	34	40.5	21	25.0
		Directors	1	14.3	2	28.6	1	14.3	2	28.6	1	14.3
		Vice Directors	1	11.1	4	44.4	1	11.1	2	22.2	1	11.1
		Supervisors	0	0	0	0	0	0	2	50.0	2	50.0
		S. Board	2	14.3	6	42.9	0	0	4	28.6	2	14.3
1.3	School self-evaluation committee identifies areas in need of development and to decide on actions that should be taken to bring about improvements in those areas	Teachers	4	4.8	20	23.8	4	4.8	33	39.3	23	27.4
		Directors	3	42.9	1	14.3	0	0	1	14.3	2	28.6
		Vice Directors	4	44.4	2	22.2	0	0	1	11.1	2	22.2
		Supervisors	0	0	0	0	0	0	2	50.0	2	50.0
		S. Board	9	64.3	2	14.3			2	14.3	1	7.1

Source :-Netsanet Kassahun ,(2014) Practice and Challenges of Educational Supervision on Professional Development Teachers in Government Preparatory Schools of Addis Ababa.

Key: SA=Strongly Agree, A=Agree, Und=Un decide. D =Dis Agree ,and SD= Strongly Dis Agree

❖ Based on table 4.2.1 the five scales of measurement have been condensed into two for more clarity and easy analysis and interpretation. Strongly agree and agree are condensed into agree and undecided, strongly disagree and disagree are condensed into disagree.

Step 1 involves identifying the focus for inquiry. Members of the school community will need to identify a particular aspect of teaching and learning that they wish to investigate. This will be based on their sense of their own context and where they feel their school might profitably explore the potential for improvement (Scileanna,2016) .

As it has shown in table 4.2.1.the finding indicate that 85 percent of teachers,99 percent of directors ,100 percent of vice of directors ,75 percent of supervisors ,and 100 percent of school boards are rating strongly agree and agree. This shows that in school self-evaluation practice step one item 1.1. Identifying focus area that will be evaluated is well practiced in primary schools in the study area.

In the same table item 1.2.,65 percent of teachers,34 percent of directors ,100 of supervisors and 43 of members of school boards are rating strongly dis agree and dis agree, in the contrary, about 55 percent of vice directors claimed strongly agree and agree. This shows that vice directors mismatch with teachers, directors, supervisors, and school boards. However, item 2 exploring the possible potentials for improvement of school self–evaluation practice process is not correctly exercised in the study areas.

In support of this all BPR members during an interview and discussion, they stated as follow: *".... assessing or identifying school problems using check list and gathering information is well practiced in their school. In addition, they insure that exploring the possible potentials for school improvement is not well done".*

Item 1.3. Of the same table 53 percent of directors, 67 percent of teachers and 100 percent of supervisors are grading strongly dis agree and dis agree. For the same item 47 percent of directors, 66 percent of vice directors and 78 percent of school board respondents are scoring strongly agree and agree. This suggests that respondents in item 1.3. Indicates that school self-evaluation committee identifies areas in need to development and to decide on actions that should be taken to bring about improvements in those areas is not well implemented in primary schools in study area.

In this regard participants in interview and discussion, suggested as school evaluation is done stakeholders have not the power and in the status of improving schools based on the problem school self-evaluation identified. From this respondent replied through questionnaire and interview made, it is possible to generalized that school improvement is not go side by side with school self-evaluation in Ambo Town government primary schools.

Table-4.2.2. School Self-Evaluation Practice Related to Gathering Evidence

No	Variables	Respondent	Responses									
			SA.		A		UnD		D		SD	
			Freq	%	Freq.	%	Freq.	%	Freq	%	Freq	%
2.1	Data gathered for school self–evaluation from a number of sources including directors, teachers, student, supervisors, school board and other learning settings.	Teachers	22	26.2	43	51.2	3	3.6	10	11.9	6	7.1
		Directors	1	14.3	1	14.3	0	0	1	14.3	2	28.6
		Vice Directors	0	0	3	33.3	1	11.1	3	33.3	2	22.2
		Supervisors	0	0	2	50.0	1	25.0	0	0	1	25.0
		S. Board	2	14.3	8	57.1	0	0	0	0	4	28.6
2.2	Data gathered for school self–evaluation using school different files and documents through observation	Teachers	7	8.3	11	13.1	4	4.8	34	40.5	28	33.3
		Directors	1	14.3	3	42.9	0	0	1	14.3	2	28.6
		Vice Directors	3	33.3	2	22.2	1	11.1	3	33.3	0	0
		Supervisors	0	0	3	75.0	0	0	1	25.0	0	0
		S. Board	4	28.6	10	71.4	0	0	0	0	0	0
2.3	Data gathered for examine trends, to see how performance has changed over time.	Teachers	8	9.5	15	17.9	4	4.8	32	38.1	25	29.8
		Directors	1	14.3	1	14.3	0	0	3	42.9	2	28.6
		Vice Directors	1	11.1	2	22.2	0	0	3	33.3	3	33.3
		Supervisors	0	0	0	0	2	50.0	2	50.0	0	0
		S. Board	1	7.1	5	35.7	0	0	4	28.6	4	28.6

Key: SG=Strongly Agree, A=Agree, Und=Un decide. D =Dis Agree, and SD= Strongly Dis Agree

❖ Based on table 2-6, the five scales of measurement have been condensed into two for more clarity and easy analysis and interpretation. Strongly agree and agree are condensed into agree and undecided, strongly disagree and disagree are condensed into disagree.

Once a focus for the school self-evaluation process has been identified, the school can move to gather evidence about what is working well and what can be improved. Typically, information should be gathered from a number of sources. The type of information or evidence that needs to be gathered will depend on the focus of the school's evaluation. Both quantitative and qualitative data can be gathered from a number of sources including teachers, directors, supervisors, students, parents, management, classrooms and other learning settings. 'It is important to ensure that evidence gathered is manageable, useful and focused. Gathering too much information can undermine each of these important considerations' (Scileanna, 2016).

Table 4.2.2. Analyzed school self-evaluation practice at primary school schools of Ambo Town. As indicated in the table for the first item respondents was asked whether data gathered for school self–evaluation from a number of sources including directors, teachers, student, supervisors, school board and other learning settings. In respect to this 77 percent of teachers, 52 percent supervisors and 57 percent of school boards replied strongly agree and agree. In contrary 53 percent of directors, and 66 percent of vice directors replied un decide, strongly dis agree and agree. from the total respondent suggestion item 2.1. of the school could performed by evaluated committee to improve teaching learning process and other learning setting.

According to the same table regarding data gathered for school self –evaluation using school different files and documents through observation 100 percent of members of boards ,57 percent of vice directors, and 56 percent of directors replied strongly dis agree and dis agree. In the contrary 77 percent of teachers scored strongly dis agree and un decide. From the total respondent 15 percent of them reply un decide.

Item 3 of the same table regarding data gathered for examine trends, to see how performance has changed over time,100 percent of supervisors ,71 percent directors,70 percent of teachers 67 percent of vice directors, and 60 percent of boards rated strongly dis agree and dis agree. From the total suggestion of respondent researcher observed that item 2.3 is not well applied and performed in Ambo Town government primary schools in the study area.

In this regard participants in interview and discussion, suggested as follow: *".... gathering evidence from stakeholders is not done to improving schools based on the problem school self-evaluation identified".* From this respondent replied through questionnaire and interview made, it is possible to generalized that gathering evidence from stakeholder is not well done in Ambo Town government primary schools

Table-4.2.3. School Self-Evaluation Practice Related to Analyzing School Evidence.

No	Variables	Respondent	Responses									
			SA.		A		UnD		D		SD	
			Freq	%	Freq	%	Freq.	%	Freq.	%	Freq.	%
3.1	School evaluation committee determines and confirms the strengths they identify in the aspects of practice being evaluated.	Teachers	19	22.6	36	42.9	14	16.7	8	9.5	7	8.3
		Directors	2	28.6	4	57.1	0	0	1	14.3	0	0
		Vice Directors	2	22.2	5	55.6	0	0	1	11.1	1	11.1
		Supervisors	0	0	1	25.0	0	0	2	50.0	1	25.0
		S. Board	3	21.4	7	50.0	0	0	0	0	4	28.6
3.2	School evaluation committee admits the areas that should be prioritized for improvement.	Teachers	6	7.1	8	9.5	3	3.6	36	42.9	31	36.9
		Directors	0	0	5	71.4	0	0	1	14.3	1	14.3
		Vice Directors	0	0	6	66.7	0	0	1	11.1	2	22.2
		Supervisors	0	0	1	25.0	0	0	1	25.0	2	50.0
		S. Board	1	7.1	3	21.4	1	7.1	4	28.6	5	35.7
3.3	School evaluation committee develop areas of practice from 'effective' to 'highly effective', where relevant school improvement.	Teachers	2	2.4	14	16.7	3	3.6	36	42.9	29	34.5
		Directors	2	28.6	1	14.3	0	0	3	42.9	1	14.3
		Vice Directors	3	33.3	2	22.2	0	0	3	33.3	1	11.1
		Supervisors	0	0	1	25.0	2	50.0	1	25.0	0	0
		S. Board										
3.4	School analyze outcomes for individuals and groups of students as they move from one year level to the next	Teachers	5	6.0	14	16.7	9	10.7	28	33.3	28	33.3
		Directors	0	0	2	28.6	0	0	2	28.6	3	42.9
		Vice Directors	0		2	22.2	1	11.1	3	33.3	3	33.3
		Supervisors	0	0	1	25.0	0	0	1	25.0	2	50.0
		S. Board	1	7.1	1	7.1	0	0	2	14.3	10	71.4

Key: SG=Strongly Agree, A=Agree, Und=Un decide. D =Dis Agree, and SD= Strongly Dis Agree

Step 3 is about analyzing the data and drawing conclusions based on the analyzed data. Schools should determine, affirm and celebrate the strengths they identify in the aspects of practice being

evaluated. They should also acknowledge the areas that should be prioritized for improvement. It may identify areas that require development and improvement to bring them to the level of effective practice. The statements will also assist a school to develop areas of practice from 'effective' to 'highly effective', where relevant (Scileanna, 2016).

As to item 3.1. Of the same table School evaluation committee determines and confirms the strengths they identify in the aspects of practice being evaluated. Concerning this issue at school from respondents about 85 percent of directors, 78 percent of vice directors, 71 percent of school boards, and 65 percent of teachers scored strongly agree and agree. To the opposite 71 percent of CRC supervisors rating un decide, strongly dis agree and dis agree. Concerning item 3 in table 4.2.3. of the total population 96 percent of respondents are replied strongly agree and agree. This shows that in government primary schools analyzing the data and drawing conclusions based on the analyzed data is very well performed in study area

Item 3.2. In the same table 71 percent of directors, and 67 percent of vice directors replied strongly agree and dis agree. In contradictory 78 percent of teachers, 75 percent of supervisors and 64 percent of school boards scoring strongly dis agree, dis agree and un decide. This imply that the majority of respondents indicates item 3.2.is not well performed in the study area.

As to item 3.3. of the table of the total respondent 71 percent of teachers ,75 percent of supervisors ,77 percent of boards and 56 percent of directors, responding strongly dis agree, dis agree and un decide. This shows that school evaluation committee admits the areas that should be prioritized for improvement is not well exercised.

Item 3.4 in the same table 85 percent of boards, 75 percent of supervisors, 71 percent of directors, and 66 percent of vice directors scoring strongly dis agree, dis agree and un decide. This expose that item 3.4 in the primary school in study area in not well implemented.

In this respect participants in interview and discussion, suggested as follow: *".... analyzing school evidence is not done to improving schools based on the problem school self-evaluation identified". From* this respondent replied through questionnaire and interview made, it is possible to generalized that analyzing evidence from stakeholder is not well done in Ambo Town government primary schools

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Table-4.2.4. School Self-Evaluation Practice Related to Writing and Sharing Report Improvement and Draw Conclusion

No	Variables	Respondent	Responses									
			SA.		A		UnD		D		SD	
			Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
4.1	School self-evaluation committee shared and reflected evaluation report amongst teachers, management and others in relation to the work of the school.	Teachers	23	27.4	27	32.1	14	16.7	14	16.7	6	7.1
		Directors	0	0	1	14.3	1	14.3	3	42.9	2	28.6
		Vice Directors	0	0	2	22.2	2	22.2	3	33.3	2	22.2
		Supervisors	1	25.0	1	25.0	1	25.0	1	25.0	1	25.0
		S. Board	2	14.3	3	21.4	0	0	5	35.7	4	28.6
4.2	Boards of management shared important information source in reporting to parents on the work of the school improvement.	Teachers	15	17.9	22	26.2	18	21.4	20	23.8	9	10.7
		Directors	0	0	1	14.3	1	14.3	3	42.9	2	28.6
		Vice Directors	1	11.1	1	11.1	1	11.1	4	44.4	2	22.2
		Supervisors	0	0	1	25.0	0	0	2	50.0	1	25.0
		S. Board	1	7.1	10	71.4	0	0	0	0	3	21.4
4.3	School self-evaluation committee report to the school community about the strengths in the work of the school and its priorities for improvement and development.	Teachers	10	11.9	30	35.7	16	19.0	17	20.2	11	13.1
		Directors	0	0	2	28.6	0	0	3	42.9	2	28.6
		Vice Directors	0	0	3	33.3	0	0	4	44.4	2	22.2
		Supervisors	0	0	1	25.0	0	0	2	50.0	1	25.0
		S. Board	1	7.1	8	57.1	1	7.1	0	0	4	28.6

Key: SG=Strongly Agree, A=Agree, Und=Un decide .D =Dis Agree ,and SD= Strongly Dis Agree

In light of this (Scileanna,2016), ensures that schools keep a record of their self-evaluation; plan for how they will improve the curriculum areas or aspects of teaching and learning being evaluated; and share the findings of the evaluation and the improvement plans with the school community.

As shows in table 4.2.4. item 4.1 school self-evaluation committee   shared and reflected evaluation report amongst teachers, management and others in relation to the work of the school 60 percent teachers, and 50 percent of supervisors replied strongly agree and agree. In contrary 84 percent of directors, 77 percent of vice directors, and 63 percent of board scored un decide, strongly dis agree, and dis agree. Item 4.1. idea was contradicting and mismatch each other among teachers and directors, vice directors and boards were observed.

Item 4.2.   Regarding boards of management shared important information source in reporting to parents on the work of the school improvement 85 percent of directors ,77 percent of vice directors 75 percent of 55 percent of teachers rated strongly dis agree, dis agree and un decide. Only 81 percent of members of boards scored strongly agree and agree. In item 4.2 respondents reveal that the shared important information source in reporting to parents on the work of the school improvement is not performed well in the government primary schools in Ambo Town.

In the same table item 4.3 concerning school self-evaluation committee report to the school community about the strengths in the work of the school and its priorities for improvement and development 75 percent of directors,75 percent of supervisors ,66 percent of vice directors, and 53 percent of teachers recorded strongly dis agree, dis agree, and undecided. Item4.3 is also not well exercised in the study are

In this respect participants in interview and discussion, suggested as follow: *".... writing and sharing report improvement is not done to improving schools based on the problem school self-evaluation   identified". From* this respondent replied through questionnaire and interview made, it is possible to generalized that writing and sharing report from stakeholder is not well done in Ambo Town government primary schools

Table 4.2.5: School Self-Evaluation Practice Related to Developing a School Self-Evaluation Planning

No	Variables	Respondent	SA.		A		UnD		D		SD	
			Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
. 5.1	School self-evaluation committee set specific targets of school self-evaluation planning as the starting point of action for improvement.	Teachers	28	33.3	35	41.7	8	9.5	10	11.9	3	3.6
		Directors	5	71.4	1	14.3	1	14.3	0	0	0	0
		Vice Directors	6	66.7	1	11.1	1	11.1	1	11.1	0	0
		Supervisors	1	25.0	3	75.0	0	0	0	0	0	0
		S. Board	13	92.9	1	7.1	0	0	0	0	0	0
5.2	School evaluation committee prepared specific, measurable, attainable, and realistic and time bound (SMART) targets of plan to bring about improvement.	Teachers	13	15.5	13	15.5	8	9.5	31	36.9	19	22.6
		Directors	2	28.6	3	42.9	1	14.3	1	14.3	0	0
		Vice Directors	3	33.3	3	33.3	1	11.1	2	22.2	0	0
		Supervisors	2	28.6	1	11.1	0	0	1	11.1	0.	0
		S. Board	0	0	14	100.0	0	0	0	0	0	0
5.3	School evaluation committee reflecting on the findings and recommendations of the school's self-evaluation and school review ensuring that the school's profile and environmental context is considered.	Teachers	7	8.3	15	17.9	8	9.5	33	39.3	21	25.0
		Directors	0	0	5	71.4	0	0	2	28.6	0	0
		Vice Directors	0	0	6	66.7	0	0	3	33.3	0	0
		Supervisors	1	25.0	1	25.0	1	25.0	1	25.0		
		S. Board	3	21.4	10	71.4	0	0	0	0	1	7.1
5.4	School evaluation committee assisting in the identification of goals, targets and improvement strategies, and advising how success can be measured	Teachers	5	6.0	20	23.8	6	7.1	30	35.7	23	27.4
		Directors	1	14.3	3	42.9	0	0	1	14.3	2	28.6
		Vice Directors	1	11.1	4	44.4	0	0	2	22.2	2	22.2
		Supervisors	0	0	2	50.0	1	25.0	0	0	1	25.0
		S. Board	4	28.6	4	28.6	0	0	6	42.9	0	0
5.5	School evaluation committee assisting in the identification of key risks and mitigation strategies	Teachers	8	9.5	17	20.2	9	10.7	32	38.1	18	21.4
		Directors	0	0	1	14.3	1	14.3	1	14.3	4	57.1
		Vice Directors	0	0	1	11.1	1	11.1	2	22.2	5	55.6
		Supervisors	0	0	0	0	1	25.0	2	50.0	1	25.0
		S. Board	1	7.1	3	21.4	0	0	0	0	10	71.4
5.6	School evaluation committee checking there is a clear line of sight between the findings of the school review, and the goals and actions	Teachers	7	8.3	15	17.9	8	9.5	34	40.5	20	23.8
		Directors	0	0	2	28.6	2	28.6	2	28.6	1	14.3
		Vice Directors	1	11.1	2	22.2	2	22.2	3	33.3	1	11.1
		Supervisors	0	0	0	0	2	50.0	1	25.0	1	25.0
		Boards	1	7.1	2	14.3	1	7.1	6	42.9	4	28.6

Key: SG=Strongly Agree, A=Agree, Und=Un decide. D =Dis Agree, and SD= Strongly Dis Agree

In light of this MoE, (2005) depicted in ESPD IV inadequate of organizing evaluation and planning capacity at higher levels of the organization structures was critical problem in realizing the goals of education specially with regarding to primary and secondary education.

As shown in Table 4.2.5. Issues related developing a school self-evaluation planning item 5.1. school self-evaluation committee set specific targets of school self-evaluation planning as the starting point of action for improvement100 percent of supervisors ,100 percent of school boards ,85 percent of directors ,77 percent of vice directors, and 75 percent of teachers replied strongly agree and agree. From this views of respondent item 5.1. planning as starting point is properly performed in Ambo Town government primary schools in study areas.

Table 4, 2. Regarding item 5.2. School evaluation committee prepared specific, measurable, attainable, and realistic and time bound (SMART) targets of plan to bring about improvement is also 100 percent of boards ,75 percent of supervisors,70 percent of directors, and 69 percent of teachers rated strongly agree and agree.

In addition to this, interview and group discussion conducted and held among in school work process owner (members of in school BPR) confirmed that "…the school self-evaluation committee come together and set down for school self-evaluation planning" This suggests that item 5.2. Exercised and performed well in the school.

As indicated in item 5.3. School self-evaluation committee reflecting on the findings and recommendations of the school's self-evaluation and school review ensuring that the school's profile and environmental context is considered 100 percent of directors ,100 percent of vice directors 75 percent of teachers, and 50 percent supervisors replied strongly dis agree, dis agree and un decide. This implied that findings and recommendations of the school's self-evaluation is not properly performed.

 Item 5.4. School self-evaluation committee assisting in the identification of goals, targets and improvement strategies, and advising how success can be measured 57 percent of boards ,55 percent of vice directors, and 50 percent of directors scored strongly agree and agree. In the contrary 75 percent of supervisors and 70 percent of teachers responded as strongly dis agree and disagree. This referred that item 5.4 is weakly performed in the study area.

As item 5.5. of table 4.2.5. School evaluation committee assisting in the identification of key risks and mitigation strategies 100 percent of supervisors,86 percent of vice directors ,85 percent of directors, and 70 percent of teachers rating strongly dis agree, dis agree and un decide. As

respondents indicated identification of key risks and mitigation strategies are not properly performed.

Item 5.6. School evaluation committee checking there is a clear line of sight between the findings of the school review, and the goals and actions

100 percent of supervisors ,78 percent of members of school board ,73 of teachers ,71 percent of teachers, and 66 percent of vice directors replied strongly dis agree, dis agree and un decide. This shows that item 5.6. School evaluation committee checking there is a clear line of sight between the findings of the school review, and the goals and actions not performed at all.

In support of this all interviewee during an interview and focal group discussion, they stated as follow: "…. *developing a school self-evaluation planning almost all interviewee insure that school self-evaluation committee develop planning is well prepared in the study area and they indicated identification of key risks and mitigation strategies are not properly performed"*.

Table -4.2.6: School Self-Evaluation Practice Related to Implementing and Monitoring

No	Variables	Respondent	Responses									
			SA.		A		UnD		D		SD	
			Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
6.1	School self-evaluation committee breaks down the plan how it will be implemented and resourced .	Teachers	24	28.6	43	51.2	5	6.0	11	13.1	1	1.2
		Directors	2	28.6	3	42.9	0	0	1	14.3	1	14.3
		Vice Directors	3	33.3	3	33.3	0	0	2	22.2	1	11.1
		Supervisors	0	0	1	25.0	1	25.0	2	50.0	0	0
		Boards	5	35.7	6	42.9	0	0	1	7.1	2	14.3
6.2	School self-evaluation committee assigned the person or team who will implement the action and report back on progress.	Teachers	16	19.0	34	40.5	14	16.7	15	17.9	5	6.0
		Directors	1	14.3	0	0	1	14.3	2	28.6	3	42.9
		Vice Directors	1	11.1	4	44.4	1	11.1	2	22.2	1	11.1
		Supervisors	0	0	2	50.0	0	0	2	50.0	0	0
		S. Boards	2	14.3	9	64.3	1	7.1	1	7.1	1	7.1
6.3	School self-evaluation committee set the time frame for completing the action.	Teachers	16	19.0	31	36.9	15	17.9	11	13.1	11	13.1
		Directors	1	14.3	3	42.9	1	14.3	1	14.3	1	14.3
		Vice Directors	0	0	2	22.2	3	33.3	1	11.1	3	33.3
		Supervisors	0	0	1	25.0	1	25.0	1	25.0	1	25.0
		S. Boards	7	50.0	4	28.6	1	7.1	0	0	2	14.3
6.4	During implementation, school self-evaluation committee monitors and evaluates the impact on student learning.	Teachers	9	10.7	26	31.0	19	22.6	11	13.1	19	22.6
		Directors	1	14.3	0	0	1	14.3	2	28.6	3	42.9
		Vice Directors	1	11.1	0	0	2	22.2	2	22.2		
		Supervisors	0	0	1	25.0	1	25.0	1	25.0	1	25.0
		S. Boards	5	35.7	1	7.1	2	14.3	0	0	6	42.9
6.5	School self–evaluation is done once in a year in the school	Teachers	24	28.6	43	51.2	5	6.0	11	13.1	1	1.2
		Directors	6	85.7	1	14.3	0	0	0	0	0	0
		Vice Directors	7	77.8	2	22.2	0	0	0	0	0	0
		Supervisors	1	25.0	2	50.0	0	0	1	25.0	0	0
		S. Boards	11	78.6	3	21.4	0	0	0	0	0	0

Key: SG=Strongly Agree, A=Agree, Und=Un decide. D =Dis Agree, and SD= Strongly Dis Agree

As suggested by Agus Scilaenna (2016), step 6 is vital if the school self-evaluation process is to bring about improvement. It is only when the actions in the improvement plan are implemented, and monitor that the work of the school can improve. In order to evaluate the impact of the actions, in school stakeholders must be monitored the plan.

As indicated in table 4.2 6. item 6.1 School self-evaluation committee breaks down the plan how it will be implemented and resourced 80 percent of teachers,78 percent of members of boards ,71 percent of directors, and 66 percent of vice directors replied strongly agree and agree. Opposite to this ,75 percent of supervisors rated strongly dis agree and dis agree.

To the item of 6.2. School self-evaluation committee assigned the person or team who will implement the action and report back on progress 78 percent of boas ,60 percent of teachers ,55 percent of vice directors, and 50 percent of supervisors scored strongly agree and agree. In the contrary 82 percent of directors replied strongly dis agree. This shows that idea of school directors and other evaluating committee are mismatch.

In item 6.3. of the same table regarding, school self-evaluation committee set the time frame for completing the action 76 percent of boards ,56 percent of directors, and 56 percent of teachers rated strongly agree and agree. In other way, 76 percent of vice directors, and 75 percent of supervisors replied strongly dis agree, dis agree, and un decide.

Item 6.4. concerning, during implementation, school self-evaluation committee monitors and evaluates the impact on student learning 75 percent of supervisors ,74 percent of directors ,66 percent of vice directors and 57 percent of teachers responded strongly dis agree, dis agree and un decide. This suggested that school self-evaluation committee not well monitored the implementation of plan.

Finally, item 6.5. in table 4.2.6. regarding school self–evaluation is done once in a year in the school ,100 percent of directors,100 percent of vice directors ,100 percent of members of boards ,80 percent teachers, and 75 percent of supervisors responded strongly agree and agree. This confirmed that all government primary schools in the study area approved schools practiced school evaluation once in a year.

In order to assess whether school self-evaluation committee is perceived either positively or negatively in among the practice of school self-evaluation and teachers, directors, vice directors, supervisors and members of school boards Perception questions were raised as follows.

In support of this all BPR work owners in the study area during an interview, interviewee stated as follow: "*…. there are insufficient facilities for conducting school self-evaluation process in Ambo Town primary schools*".

However, many teachers', directors, vice directors, supervisors and members of school boards responses from open-ended questionnaire indicated training and orientation is not given to capacitate for members of in school self-evaluation committee to perform evaluation as intended. In addition to this they confirmed that the   evaluation committee is represented but they have no power in decision improve school problems.

Moreover, the results from interview PBR supported these responses of the teachers, directors, vice directors, supervisor's boards. For instance, some teachers during interview indicated that there are some problems regarding training and orientation of school self-evaluation between the management and at least some staff members. This view was also substantiated partly by one of the participants' teacher who said.

"We are sometimes hesitant to engage in school self- evaluation when the school management infringes our finding due to coercions and poor relationships."

In respect of school self-evaluation most of open-ended respondent and interviewee in interview insure that in the school there is no school self-evaluation guide line, frame works and manuals. Instead, the school evaluation committee used general inspection check list or school improvement program frame work.

Table 4.3: The Perception of in School Stakeholder Toward School Self-Evaluation.

No	Variables		Respondents					Grand Mean
			Teachers	Directors	V. Directors	Supervisors	Boards	
			N=84	N=7	N=9	N=4	N=14	
1	School self-evaluation can be useful tool for the improvement of the school I am currently working	Mean	4.2976	3.8571	4.1111	4.25	4.2143	4.146
		SD	.77272	1.34519	1.26930	.500	.80178	
2	School self-evaluation can have positive impact in school I am currently working.	Mean	4.1667	3.2857	3.2222	3.75	3.1429	3.513
		SD	.96734	1.60357	1.30171	.500	1.4064	
3	School self-evaluation is just another phrase for teachers' evaluation	Mean	3.8214	4.2857	3.5556	4.00	4.1429	3.961
		SD	.86652	1.49603	1.74005	.816	1.4064	4.325
4	School self-evaluation could create safe and secure at school	Mean	4.0952	3.2857	3.4444	4.25	3.2857	3.672
		SD	.87287	1.60357	1.66667	.500	3.2857	4.928
5	School self-evaluation encourages in school stakeholders to give their views, suggestions and concerns on school matters	Mean	4.2381	8.7143	4.4444	4.00	4.2857	4.136
		SD	.80089	14.3377	.52705	000	.46881	4.113
6	School self-evaluation is a bureaucratic process	Mean	3.4286	1.8571	2.3333	2.00	2.6429	3.452
		SD	1.3822	1.06904	1.41421	.816	1.4468	3.128
7	If it is possible, I would avoid to participate in school self-evaluation	Mean	2.5833	1.8571	3.8889	2.00	3.3571	3.732
		SD	1.4579	1.06904	.92796	.816	1.5984	3.869
8	Even if school self-evaluation was not obligatory, I will try to establish a similar process in the school I am working	Mean	2.9524	2.2857	3.5556	1.75	2.3571	2.580
		SD	1.3434	1.25357	1.23603	1.500	1.3926	3.745

9	I feel that school self-evaluation cannot improve Ethiopian education.	Mean	2.5663	2.1429	3.2222	2.50	2.2143	2.529
		SD	1.4072	1.34519	1.56347	1.732	1.3114	3.048

N.B Mean <2.00 "Strongly dis agree and Disagree,"2.00-3.00 "Undecided", mean > 3.00 "strongly agree and agree"

As indicated in table 4.3 above the five group of respondents" were requested to rate their views regarding their perception on the practice of school self-evaluation practice for school development of government in primary schools.

The grand mean for item 1 teachers, directors, vice directors, supervisors, and boards claimed that they agreed that the concept of School self-evaluation can be useful tool for the improvement of the school they are currently working in item 1 of table 4.3. Strongly agree and agree on the point with (m=4.2976) of teachers, (m=3.86),of directors ,(m=4.11) of vice directors ,(m=2.5) of supervisors ,(m=4.21) of school boards .Item 2 of the same table on the point of School self-evaluation can have positive impact in school they are currently working (m=4.17) of teachers ,(m=3.29) of directors,(m=3.22) of vice directors ,(m= 3.75) of supervisors ,and (m=3.14) are claimed strongly agree and agree. Item 3.regarding School self-evaluation is just another phrase for teachers' evaluation (m=3.82) of teachers,(m=4.28) of directors,(m=4.00) of vice directors ,(m=4.14) of supervisors ,and (m=3.96) of school boards rated strongly agree and agree .Item 4 .concerning school self-evaluation could create safe and secure at school (m=4.09) of teachers,(m=3.28) of directors,(m=3.44) of vice directors ,(m=4.25) of supervisors ,and (m=3.28) of school board claimed strongly agree and agree .In the same table of item 5 (m=4.24) of teachers ,(m=8.71) of directors ,(m=4.44) of vice directors ,(m=4.00) of supervisors ,and (m=4.28) of school boards claimed strongly agree and agree. As of item 6 in table 4.3 regarding school self-evaluation is a bureaucratic process (m=3.42) of teachers claimed in the contrary (m=1.85) of directors replied dis agree, ,(m=2.33) of vice directors (m=2.00) of supervisors ,and (m=2.64) of school boards claimed un decide .Item 7.relating to if it is possible, I would avoid to participate in school self-evaluation (m=3.88) of vice directors ,(m=3.35) of members of boards confirmed agree .In the contrary (m=2.00) of supervisors (m=2.58) of teachers claimed un decide and (m=1.85) of directors responded dis agree. Item 8 . in the issue of even if school self-evaluation was not obligatory, I will try to establish a similar process in the school I am working (m=3.55) of vice directors claimed agree .In the opposite

(m=2.95) of teachers ,(m=2.28) of directors ,(m=2.35) of boards replied un decide and (m=1.75) of supervisors claimed dis agree .The last item 9 of perception of stakeholders toward school self-evaluation regarding too   I feel that school self-evaluation cannot improve Ethiopian education (m=3.22) of vice directors claimed agree. In contrary (m=2.56) of teachers, (m=2.50) of supervisors, (m=2.21) of members of boards, and (m=2.14) of directors rated un decide.

In support of this all BPR work owners in the study area during an interview, interviewee stated as follow: '…..*school self-evaluation committee consider school self-evaluation as additional and extra work they do not see as their duty and their usual activities .They also claimed that it as is not important because government officials do not give attention for the outcome and result listed by school self-evaluation committee .Therefore ,they consider school self-evaluation as useless practice and bureaucratic activities '*

However, many teachers', directors, vice directors, supervisors and members of school boards responses from open-ended questionnaire indicated training and orientation is not given to capacitate for members of in school self-evaluation committee to perform evaluation as intended. In addition to this they confirmed that the   evaluation committee is represented but they have no power in decision improve school problems.

Moreover, the results from interview PBR supported these responses of the teachers, directors, vice directors, supervisor's boards. For instance, some teachers during interview indicated that there are some problems regarding training and orientation of school self-evaluation between the management and at least some staff members. This view was also substantiated partly by one of the participants' teacher who said.

"We are sometimes hesitant to engage in school self- evaluation when the school management infringes our finding due to coercions and poor relationships."

In respect of school self-evaluation most of open-ended respondent and interviewee in interview insure that in the school there is no school self-evaluation guide line, frame works and manuals. Instead, the school evaluation committee used general inspection check list or school improvement program frame work.

Table 4.4: Challenges of School Self-Evaluation

No	Variables	Respondent	Responses SA.		A		UnD		D		SD	
			Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
. 1	School self-evaluation committee observes School self-evaluation as bureaucratic process rather than school improvement.	Teachers	18	21.4	28	33.3	15	17.9	13	15.5	10	11.9
		Directors	3	42.9	3	42.9	0	0	0	0	1	14.3
		Vice Directors	5	55.6	4	44.4	0	0	0	0	0	0
		Supervisors	1	25.0	3	75.0	0	0	0	0	0	0
		S. Board	7	50.0	1	7.1	0	0	0	0	6	42.9
2	School self-evaluation committee recognizes school self-evaluation activities as time consuming and difficult.	Teachers	13	15.5	35	41.7	16	19.0	12	14.3	8	9.5
		Directors	1	14.3	4	57.1	0	0	1	14.3	1	14.3
		Vice Directors	1	11.1	4	44.4	1	11.1	2	22.2	1	11.1
		Supervisors	2	50.0	0	0	2	50.0	0	0	0	0
		S. Board	2	14.3	6	42.9	1	7.1	1	7.1	4	28.6
3	School self-evaluation committee consider school self –evaluation as not useful practice.	Teachers	10	13,	5	6.6	0	0	73	82.9	0	0
		Directors	2	28.6	1	14.3	1	14.3	2	28.6	1	14.3
		Vice Directors	3	33.3	2	22.2	0	0	2	22.2	2	22.2
		Supervisors	0	0	0	0	0	0	1	25	3	75
		S. Board	3	21.4	7	50.0	1	7.1	0	0	3	21.4
4	There is no a guidelines for school self-evaluation in the school.	Teachers	16	19.0	25	29.8	11	13.1	15	17.9	17	20.2
		Directors	0	0	3	42.9	2	28.6	1	14.3	1	14.3
		Vice Directors	2	22.2	4	44.4	0	0	2	22.2	1	11.1
		Supervisors	1	25.0	3	75.0	0	0	0	0	0	0
		S. Board	10	71.4	2	14.3	0	0	0	0	2	14.3
5	School self-evaluation lead by general educational inspection guidelines.	Teachers	33	39.3	26	31.0	10	11.9	6	7.1	9	10.7
		Directors	2	28.6	5	71.4	0	0	0	0	0	0
		Vice	5	55.6	4	44.4	0	0	0	0	0	0

Directors										
Supervisors	0	0	4	100.0	0	0	0	0	0	0
S. Board	13	92.9	1	7.1	0	0	0	0	0	0

Key: SG=Strongly Agree, A=Agree ,Und=Un decide .D =Dis Agree ,and SD= Strongly Dis Agree

In order to assess the challenges of school self-evaluation practice in selected government primary schools in Ambo Town some questions were raised for respondents. These are School self-evaluation committee observes School self-evaluation as bureaucratic process rather than school improvement, school self-evaluation committee recognizes school self-evaluation activities as time consuming and difficult, School self-evaluation committee consider school self –evaluation as not useful practice, there is no a guideline for school self-evaluation in the school, and school self-evaluation lead by general educational inspection guidelines. As shown in Table 4.4 item, 1 With regard to School self-evaluation committee observes School self-evaluation as bureaucratic process rather than school improvement about 55 percent of teachers ,85 percent of directors ,100 percent of vice directors ,100 percent of supervisors, and 57 percent of boards claimed that they strongly agree and agree. This indicates that respondent observes school self-evaluation is considered as bureaucratic process.

Item 2. regarding School self-evaluation committee recognizes school self-evaluation activities as time consuming and difficult 67 percent of teachers,70 percent of directors ,55 percent of vice directors ,50 of supervisors, and 56 percent of boards claimed that thy agree .In the contrary 37 percent of teachers,30 percent of directors ,45 percent of vice directors ,50 percent of supervisors ,and 44 percent of members of boards replied dis agree.

Item 3 in the same table concerning School self-evaluation committee consider school self – evaluation as not useful practice 100 percent of supervisors,42 percent of directors ,56 percent of vice directors,75 percent of members of boards, and 88 percent of teachers replied strongly dis agree and dis agree, In the opposite 12 percent of teachers ,58 percent of directors ,44 percent of vice directors claimed that strongly agree, and agree. From this respondent suggestion it is confirmed that usefulness of school self-evaluation is not well accepted by respondents.

Item 4.in relation to a guideline for school self-evaluation in the school 50 percent of teachers ,43 percent of directors ,66 of vice directors ,100 percent of supervisors, and 85 percent of

boards replied strongly agree and agree. To the reverse 50 percent of teachers, 57 percent of directors ,44 percent of vice directors, and 15 percent of boards replied un decide, strongly dis agree. This suggested that school self-evaluation guideline is not clearly existed in schools in the study area.

The last item 5 in table 4.4. regarding school self-evaluation lead by general educational inspection guidelines70 percent of teachers,100 percent of directors ,100 percent of vice directors ,100 percent of supervisors and 100 of boards claimed strongly agree and agree. This item shows that 78 percent of from the whole replied that there is no school self- evaluation guideline except inspection guideline. Therefore ,it is possible to say that , school self-evaluation performed by general educational guideline.

In support of this all BPR work owners in the study area during discussion an interview, interviewee stated as follow: "…..*school self-evaluation committee are less motivated toward school self-evaluation .Parents, school board and PTA's are not want to participate in school self-evaluation .They are not interested to perform school self-evaluation .In addition to this they consider as   extra work they not see as their duty and usual activities .They also claimed that it is not useful practice and bureaucratic process .It is not improve school there is insufficient facilities for conducting school self-evaluation process in Ambo Town primary schools*".

However, many teachers', directors ,vice directors ,supervisors and members of school boards responses from open-ended questionnaire indicated training and orientation is not given to capacitate for members of in school self-evaluation committee to perform evaluation as intended. In addition to this they confirmed that the   evaluation committee is represented but they have no power in decision improve school problems.

Moreover, the results from interview PBR supported these responses of the teachers, directors, vice directors, supervisor's boards. For instance, some teachers during interview indicated that there are some problems regarding training and orientation of school self-evaluation between the management and at least some staff members. This view was also substantiated partly by one of the participants' teacher who said.

"We are sometimes hesitant to engage in school self- evaluation when the school management infringes our finding due to coercions and poor relationships."

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In respect of school self-evaluation most of open-ended respondent and interviewee in interview insure that in the school there is no school self-evaluation guide line, frame works and manuals. Instead, the school evaluation committee used general inspection check list or school improvement program frame work.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter includes summary, conclusion, and recommendations. Firstly, it presents summary of the findings. Next, it outlines the major conclusions drawn from the findings, and lastly, it provides recommendations on the basis of the conclusions and findings.

5.1 Summary of the Study

The study was intended to investigate The Practices of School Self-Evaluation in Government Primary School in Ambo Town. To achieve the purpose, the researcher formulates the following four research questions.

1. To what extent government primary schools are practicing school self-evaluation?
2. Are there any school self-evaluation process and steps followed by school self-evaluation committee?
3. How are in school stakeholders perceive the usefulness of school self-evaluation in primary schools?
4. What are challenges faced self-evaluation practice in government primary schools level?

In order to find out answer for the research questions, related literature was reviewed, a sample of 84 teachers ,7 directors,9 vice directors,14 members of board, and 4 CRC supervisors were selected using different sampling techniques. Descriptive survey method was employed and both primary and secondary source of data were found to be adequate to reach at sound findings. Then to collect data from respondents self-developed questionnaire was used comprising both open and closed ended items was distributed to the targeted groups. To triangulate the information, data were collected from curriculum development committee, teacher development committee, in school supervision committee, and plan and project committee which known as

BPR (business process   reengineering owner), through interview and document analysis also made for further investigation.

The data gathered were analyzed by using percentage, the data obtained from interviews and document analysis were qualitatively analyzed and synchronized with the quantitative data according to their relevance.

Thus the study came up with the following findings

- School self-evaluation evaluation stakeholders never been tried to improve school problems rather than identifying school problem in the study area.

- As of Issues related to data gathering evidence from stakeholder's the study indicated that data gathering evidence was not well practiced.

- Making   priority for school improvement, develop areas of practice from "effective" to "highly effective"   have never been practiced

- Writing and sharing report school self-evaluation on school improvement and draw conclusions were practiced.
- School stakeholders perceive school self-evaluation is a bureaucratic process.
- School stakeholders were embarked on routine administrative activities than school improvement issues.
- School self-evaluation guideline is not clearly existed in schools in the study area.
- Finally, the challenges that affected school self-evaluation practices in the study sites were found to be the majority of respondents agreed that school self-evaluation committee observes school self-evaluation as bureaucratic process rather than school improvement, recognizes activities as time consuming and difficult.

5.2. Conclusion

Based on the above Major findings the following conclusions are made.

- The practices of school self-evaluation were not well organized in the study site.

- It is evident that most of school's self-evaluation committee are entirely engaged in work of general educational inspection rather than in school self-evaluation practice services. This implies that, school self-evaluation do not help improve schools and other educational to solve problems that are associated with the identifying school problems, gathering evidence, analyzing school evidence writing and sharing report, improvement and draw conclusions, and developing a school self-evaluation planning, and implementing and monitoring instructional activities. From this fact it can be concluded that steps of school self-evaluation process were not well done in the study area.

- School self-evaluation activities were not held appropriately. Instead of providing evaluation support to in school evaluation, it becomes bench mark for general educational inspection evaluation, moreover directors, supervisors, vice directors, and members of school boards are less experienced concerning school self-evaluation know how. Therefore, they were not in a position to offer explores the possible potential for improvement, committee identifies areas in need of development and to decide on actions

- The task of analyzing school evidence to admit the areas that should be prioritized for improvement, and areas of practice from 'effective' to 'highly effective', where relevant school improvement was not practically done.

- In respecting to shared and reflected evaluation report amongst teachers, management and others in relation to the work of the school were not well done.

- In addition to this, shared important information source in reporting to parents on the work of the school improvement, and evaluation   committee report to the school community about the strengths in the work of the school and its priorities for improvement and development were not healthy exercised.

- This implies inadequate abilities of school evaluation committee in analyzing, reporting, and understanding school self-evaluation skills causing for practical implementation of evaluation skill.

- In school stakeholder could not able to carry out the tasks of school self-evaluation to enhance quality of learners. The finding of the study revealed that most

stakeholders were embarked on routine administrative activities than school improvement issues.

- The majority of teachers, directors, vice directors, supervisors, and school board agreed school self-evaluation as not useful practice. This indicated that evaluation committee perceives school self-evaluation negatively as not important activities.

- The majority of respondents agreed that no a guideline for school self-evaluation in the school, and lead by general educational inspection guidelines. This shows that school self-evaluation was not performed in its own instead it depend general inspection guideline in the school.

- The challenges that affected school self-evaluation practices in the study sites were found to be the majority of respondents agreed that school self-evaluation committee observes school self-evaluation as bureaucratic process rather than school improvement, recognizes activities as time consuming and difficult.

5.3. Recommendations

Based on the summary of the finding and conclusion drawn the following possible recommendation are forwarded.

- Identifying school problems, gathering evidence, analyzing school evidence, writing and sharing report, improvement and draw conclusions, developing a school self-evaluation planning, implementing and monitoring and related issues should exercise effectively to solve the gap created in the implantation of school self-evaluation in the study site.

- The school self-evaluation committees need to change the trend of using more time for school improvement than teaching learning activities. They may delegate routine administrative activities to teachers. As a result, evaluation committee should be able to make efforts with teachers there by offering effective guidance to promote mutuality, effective performance, and create good relationship with stakeholders.

- To extend the skill development of school self-evaluation committee on the school self-evaluation   to help them keep up with modern trends of education, it

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is advisable that the Ambo Town government primary school organize refresher courses, seminars, workshops to enhance school self-evaluation concepts and action research in solving immediate problems.

- Develop school self-evaluation guidelines, manuals, and frame works to separate school self-evaluation from inspection and school improvement program to enable schools in school evaluation from bottom to up evaluation.

- School stakeholders may improve school self-evaluation perception as it is a bureaucratic process.

- School stakeholders may change embarked on routine administrative activities to school improvement issues.

- School self-evaluation committee observes school self-evaluation as bureaucratic process rather than school improvement, recognizes activities as time consuming and difficult should change in to school self-evaluation as it is continuous activity of the school.

- Regional Bureau of Education should monitor and evaluate whether or not the school self-evaluation was being implemented, and provide constructive feedback for directors, vice directors, supervisors, members of school boards, and teachers, facilitators and the schools.

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APPENDIXES

Appendixes –Teachers Questionnaire

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT.
QUESTIONAIRE TO BE FILLED BY: TEACHERS

Dear Directors /Vice Directors/Supervisors /Teachers /School Boards

This questionnaire is designed to find out the Practice of school Self-Evaluation in some selected primary schools of Ambo Town .Thus, I kindly request you to give the required information provided. Your contribution is highly important for the success of this study. The researcher would like to assure you that all the responses you give will be kept confidential and used only for the research purpose.

The questionnaire is divided into five (5) sub-sections:

Section 1 requires your personal information regarding your gender, academic status, work experience and School.

Section 2 is designed to measure the practice of school self- evaluation in your school. . This section consists of 24 questions.

Section 3 is related to the challenges of in school self-evaluation practice. This section consists of 5 questions

Section 4 is designed to measure in school stakeholder perceptions of school self-evaluation .This section consists of 9 questions .

Section 5 is an open section where you can add positive and/or negative comments regarding your school's service on school self-evaluation improvement practices. As a further assurance, you don't need to write your name.

Thank you in advance for your valuable time and co-operation!

Abera Wolde, (M.A in EDPM Candidate)

Section 1: Personal Information

Instruction: Please give information about yourself for each of the categories below. Put a tick (√) mark in the appropriate box where necessary.

1. Name of the school _____

2. Sex: a) Male   □   b) Female   □

3. Age   a) 21 – 25   □ b) 26 – 30   □ c) 31 – 35   □   d) 36 -40 □   e) 41 and above   □

4. Educational background   a) Diploma □ b) BA/BSC □   c) MA /MSC □   d) any other □

5. Work Experience: 0-5 □   6-10 □   11-15 □   16- 20 □ 21 and above □

6.Current working Position: _____

Section :-2

2.1. Items 1-24 in the table below are accompanied with five options: **Strongly Agree, Agree, and Undecided, Disagree and Strongly Disagree.**   Please tick using this mark (√) your preference according to the information given regarding your perception of active learning.

Keys:-Strongly agree=5, Agree=4, Undecided =3, Dis agree=2, Strongly dis agree=1.

Tick (√) in the column you agree.

No	Matters related to process and steps that enable the practice of the formal school self-evaluation system at primary schools level.	5	4	3	2	1
1	**Issues related to "Identifying school problems "**					
1.1	School self-evaluation committee (Directors, Assistance directors, Teachers, Supervisors, Parents					

	and Class Room Monitors) identifies focus areas that will be evaluated.					
1.2	School self-evaluation committee explores the possible potential for improvement.					
1.3	School self-evaluation committee identifies areas in need of development and to decide on actions that should be taken to bring about improvements in those areas					
2	**Issues related to "Gathering evidence"**					
2.1	Data gathered for school self–evaluation from a number of sources including directors, teachers, student, supervisors, school board and other learning settings.					
2.2	Data gathered for school self –evaluation using school different files and documents through observation					
2.3	Data gathered for examine trends, to see how performance has changed over time.					
3	**Issues Related "Analyzing School Evidence"**					
3.1	School evaluation committee determines and confirms the strengths they identify in the aspects of practice being evaluated.					
3.2	School evaluation committee admits the areas that should be prioritized for improvement.					
3.3	School evaluation committee develop areas of practice from 'effective' to 'highly effective', where relevant school improvement.					
3.4	School analyze outcomes for individuals and groups of students as they move from one year level to the next					

4	Issues Related to "Writing and sharing report Improvement and Draw conclusions"					
4.1	School self-evaluation committee shared and reflected evaluation report amongst teachers, management and others in relation to the work of the school.					
4.2	Boards of management shared important information source in reporting to parents on the work of the school improvement.					
4.3	School self-evaluation committee report to the school community about the strengths in the work of the school and its priorities for improvement and development.					
5	Issues Related "Developing a school self-evaluation planning "					
5.1	School self-evaluation committee set specific targets of school self-evaluation planning as the starting point of action for improvement.					
5.2	School evaluation committee prepared specific, measurable, attainable, and realistic and time bound (SMART) targets of plan to bring about improvement.					
5.3	School evaluation committee reflecting on the findings and recommendations of the school's self-evaluation and school review ensuring that the school's profile and environmental context is considered.					
5.4	School evaluation committee assisting in the identification of goals, targets and improvement strategies, and advising how success can be measured					
5.5	School evaluation committee assisting in the					

	identification of key risks and mitigation strategies					
5.6	School evaluation committee checking there is a clear line of sight between the findings of the school review, and the goals and actions					
6	**Issues Related to " Implementing and monitoring "**					
6.1	School self-evaluation committee breaks down the plan how it will be implemented and resourced .					
6.2	School self-evaluation committee assigned the person or team who will implement the action and report back on progress.					
6.3	School self-evaluation committee set the time frame for completing the action.					
6.4	During implementation, school self-evaluation committee monitors and evaluates the impact on student learning.		`			
6.5	School self–evaluation is done once in a year in the school					

Section 3. Matters related to the challenges of school self-evaluation practice. .

Please write number for the following items appropriately based on the following information:

Keys:-Strongly agree=5, Agree=4, Undecided =3, Dis agree=2, Strongly dis agree=1.

Tick (√) in the column you agree.

No	Matters related to the challenges of school self-evaluation practice.	5	4	3	2	1
1	School self-evaluation committee observes School					

No						
	self-evaluation as bureaucratic process rather than school improvement.					
2	School self-evaluation committee recognizes school self-evaluation activities as time consuming and difficult.					
3	School self-evaluation committee consider school self –evaluation as not useful practice.					
4	There is no a guidelines for school self-evaluation in the school.					
5	School self-evaluation lead by general educational inspection guidelines.					

Section 4. Perception toward school self-evaluation practice.

Please write number for the following items appropriately based on the following information:

Keys:-Strongly agree=5, Agree=4, Undecided =3, Dis agree=2, Strongly dis agree=1.

Tick (√) in the column you agree.

No	Matters designed to measure in school stakeholder (Directors, Supervisors, Teachers, Students and School Boards) perceptions toward school self-evaluation.	5	4	3	2	1
1	School self-evaluation can be useful tool for the improvement of the school I am currently working					
2	School self-evaluation can have positive impact in school I am currently working.					
3	School self-evaluation is just another phrase for teachers' evaluation					

4	School self-evaluation could create safe and secure at school					
5	School self-evaluation encourages in school stakeholders to give their views, suggestions and concerns on school matters					
6	School self-evaluation is a bureaucratic process					
7	If it is possible, I would avoid to participate in school self-evaluation					
8	Even if school self-evaluation was not obligatory, I will try to establish a similar process in the school I am working					
9	I feel that school self-evaluation cannot improve Ethiopian education.					

Section 5. Open ended questions

1.Does   your school organized short term training for school self-evaluation for school stakeholders?...............If   say   yes,   how   often   and   in   what   topic? …………………………………………………………. If not what are the difficulties that hinder the school from doing so?

_____

2. How often do your school evaluate the school ?_____

_____

3.Is there any school self-evaluation guide line in your school ?_____

_____ If say yes ,is there any school evaluation process steps in the guidelines ?_____ If say no, what type of guidelines do school used for school self-evaluation?_____

_____

4. Is school self-evaluation committee formed in your school?_____. If say yes, who participate in your school? Write them in their position _____

_____if say no, who perform it ?_____

_____

5.Please list down some of major challenges   in which your school faced to implement school self-evaluation in your school level?_____

_____

THANK YOU SOMUCH FOR YOUR COOPERATION

Appendix C

Research title:-The Practice of School Self-Evaluation in Government Primary Schools in Ambo Town .

Interview and discussion Protocol: With Focal Group Discussion in   Ambo Town primary schools in study area.

Date_____

Name of School_____

Introduction

I would like to thank you for taking the time to speak with me today. I will be recording and transcribing our conversation so that I can make sure I reflect exactly what you mean .I will be asking you to review the transcriptions at a later date so that I can make sure I accurately record your thoughts and words as you intended them.

As you know, I am interested in learning more about your perceptions regarding implementation of the practice of school self-evaluation in government primary schools in Ambo Town. Specially ,I am interested in your thoughts regarding the practice of school self-evaluation, challenges, and   perceptions of principals ,vice principals ,teachers ,supervisors , members of school boards   in government primary schools in Ambo Town in initiating ,supporting and sustaining this practice in your school.

I really want to know your view, so please feel free to share anything you think is important in helping understanding the topic.

What questions do you have for me regarding this study or the research process I am using ?

Are you ready to start?

Guiding Questions for Interview

Question	Observers notes
1. Discuss in detail the practice and experiences of primary schools to implement school self-evaluation	
2.What do you understand school self-evaluation mean? How can you describe it in your word?	
3.Describe the main steps followed by School Self- Evaluation committee for school self-	

evaluation in your school (sub questions 1,2,3,4,5 and 6)	
4.How are teachers ,directors, vice directors ,supervisors ,and members school board including PTA perceive school self-evaluation ? Are schools willing to implement it ?	
5.Is there any training and orientation regarding school self-evaluation in your school ?	
6.What challenging factors or resistance face actors during school self-evaluation ?	
7.How can increase views, perception of stakeholders toward school self-evaluation in primary school level?	
8.How can increase views, perception of stakeholders toward school self-evaluation in primary school level?	