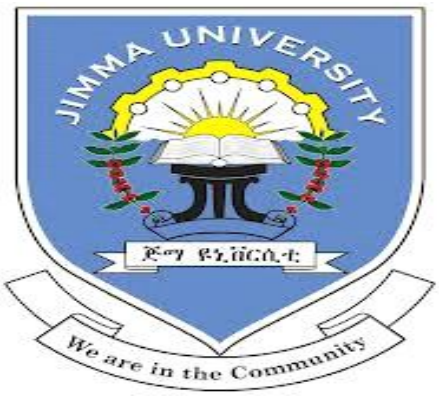

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CELLEGE OF EDUCATION AND BEHAVIOURAL SCIENCE

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By

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ABUNU AREGA(Ph.D)

A THESIS SUBMITTED TO DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT IN PARTIAL FULFILLMENT FOR THE REQUIREMENTS OF DEGREE OF MASTER OF ARTS IN EDUCATIONAL LEADERSHIP

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DECLARATION

I, undersigned, declare that the thesis on ***''Perception of teachers, students and school principals on factors affecting quality of education in secondary schools of Kamashi zone, Benishangul Gumuz Regional State ''*** is my own work and the sources, I have used, are indicated and acknowledge in the references.

Name: Fekadu Korsisa Kanassa

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Date: _____

This thesis has been submitted for the examination with our approval as University advisors.

Main advisor: Mitiku Bekele (Ph.D.)

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Place: Jimma University

College of education and Behavioral Science

Department of Educational Planning and Management

Date of submission: _____

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List of tables

ACRONYMS AND ABBREVIATIONS

ANOVA Analysis of Variance

COVID Corona Virus Disease

EFA Education for ALL

EMPDA Educational Material Production and Distribution Agency

ETP Education and Training Policy

FDRE Federal Democratic and Republic of Ethiopia

HREOC Human Right and Equal Opportunities Commission

IIEP International Institute for Educational Planning

Mgt Management

MOE Ministry Of Education

OECD Organization for Economic Co-operation and Development

PTA Parent Teacher Association

BGREB Benishangul Gumuz Region Education Bureau

SES Socio Economic Status

SIP School Improvement Program

SPSS Statistical Package for Social Science

TQM Total Quality Management

UNESCO United Nation Educational, Scientific and Cultural Organization

UNICEF United Nations International Children's Fund

USA United States of America

Abstract

The purpose of this study was assessing the perception of teachers, students and school principals on factors affecting the quality of education in secondary schools of Kamashi Zone, Benishangul Gumuz Regional State. Socio-economic status of parents, medium of instruction and school facilities are the major independent variables considered. To achieve this purpose, descriptive survey research method was employed. The study used both quantitative and qualitative research approach. The instruments used for data collection were; closed and open-ended questionnaires, semi-structured interview and document analysis. The data were analyzed by regression analysis and described using frequency, percentages, mean and standard deviation. The findings of the study indicated that the contribution of socio-economic status of parents in improving and enhancing the quality of education was found to be insufficient. Medium of instruction affected the quality of education due to teachers' repeatedly use of language translation during the teaching and learning. The shortage of school facilities like well-equipped science laboratory, well-equipped and organized computer lab., well-equipped and up-to-date library, well-equipped and organized pedagogical centre, tap water and insufficiency of text books, reference books, syllabus and teachers guide affected the quality of education in secondary schools of kamashi zone. It is possible to conclude that the quality of education is seriously affected by socio-economic status of parents, low proficiency of students and teachers in the medium of instruction and school facilities were the major problems that contributed for the lack of quality education. From the conclusion given the researcher recommended that more has to be done to improve the living standards of the student parents and the government have to extend extra help to the extremely vulnerable students, woreda and zonal education administrators, supervisors, school leaders and PTA should discuss with the stakeholders to improve community contribution and participation in order to fulfill the school facilities. To enhance the capabilities of students and teachers in the medium of instruction language teaching methodology has to begin from the kindergarten and trainings, workshops, seminars and symposiums have to be given for teachers and students.

CHAPTRE ONE

1. Introduction

This chapter dealt with the background of the study, statement of the problem, objectives of the study, significance of the study, delimitation/scope of the study, limitation of the study, operational definition of terms and organization of the study.

1.1. Background of the study

Education is widely recognized as one indicator of development. It is an issue that touches everyone, personally, professionally, and as citizens of our respective nations and the world. Through education, an individual can obtain his desire knowledge and skills that flourish his country (Parri, 2006). According to him, schools need to help students to develop their potential to the fullest level. It also helps in creating confidence and giving the chance of reinforcement from parents or guardians.

(UNESCO, 2005) noted that education in a country is one of the key indicators of its level of development. In the era of globalization and technological revolution, education is considered as a first step for every human activity. Globally, education is recognized as a basic human right. The Human Rights Charter treats education as one of the human rights. However, the achievement of universal participation in education will be fundamentally dependent upon the quality education available.

Education is universally recognized as a form of investment in human capital development that yields economic benefits and contributes to a country's future wealth by increasing the productive capacity of its people (Woodhull, 2004).

One of the basic purposes of education is to produce quality trained human power which can overcome development impediments of a given country. As it is cited in (Gideon, 2014), quality education is a system of learning that produces well-educated individuals who can handle matters of concern within their area of study proficiently. The systems should impose desirable qualities such as moral ethics in individuals. Schools aim at providing students with knowledge, skills and interpersonal competences required for their development, adult life and contributions to economy and society. To be educated means to understand how to make the future intentions effective in the real world and how to apply knowledge. Therefore, education holds the key to social mobility, personal success and national development. It is to enjoy the present, to get ready to the future, to behave

responsibly as a member of a society and to learn to face diversity. Generally, education accelerates overall development by training skilled workers, enabling individuals to identify with the changing culture in society.

The new and expanding economic, political and social functions pull education in to the main stream of society. As society advanced, situations necessitated education to be reoriented to meet the requirements of the new social order.

Educational qualities keep changes on the life of the society. Attention to the concept of quality of education has come to the most noticeable issue as learners, parents and communities, educators, leaders, and nations acknowledge that what is learned and how learning occur is as important as access of education. However, most people understand intuitively what they mean by "quality education" there may not be a common understanding of the term. According to (UNESCO, 2003), the conventional definition of quality education is linked directly to teachers, contents, methodologies, curriculum, examination system, policy, planning, and management and administration. Additionally, FDRE (1994), cited in (Ashebir, 2014) suggested that educational materials are considered as the major factors for improving the quality of education. The document has also stated that, “in order to promote the quality education, relevance and expansion of education, due attention should be given to the supply, distribution and utilization of educational materials, educational technology and facility to improve quality education.

Successful quality education is a whole school process most often led by the head teacher and the classroom is where inputs are transformed into learning. Without a competent teacher no curriculum can be implemented effectively. Thus, quality educational processes require well-trained teachers who are able to use learner centred teaching and learning methods.

As a result of the expansion of the educational system, many challenging factors have merged throughout the world. The situation is worse especially in developing countries. The issue quality education has been and is still a major concern in the Ethiopian education system. Among other things, provision of quality education has been given more emphases at all levels by Ministry of Education (MOE, 2005). The objective of improving educational quality will be met by strengthening the in-service professional development of the teachers. Ministry of Education (MOE, 2005) indicates that throughout the education system the increase in enrolment would be completed by improvements in quality from better trained and motivated teacher, more relevant curricula, more books, improved school environment, and

improved internal efficiency, to examinations which will provide feedback to schools to help improve classroom teaching.

As it is cited in (Teferi, 2014), a study conducted on early grade reading and writing across the country revealed that many students had not attained the competency levels required for their level of schooling (SIL, 2003). Thus, many children are leaving school without having acquired basic skills of reading and writing in the early primary grades (EFA Summary Report 2010).

The researcher assumed that effective stakeholders' involvement mainly parents activities that involve students' parents in school planning, reviewing and improvement of the school wide program can play the greatest role in improving the quality education and avoiding the factors affecting educational qualities. In light with this (Grisay and Mahlck, 2011) noted that the notion of quality cannot be limited to students alone; it should also take in to account their determinants (especially if the ambition is to improve quality) i.e. the various means such as the provision of teachers, buildings, equipment, curriculum, text books and teaching learning process, etc.. The problem of socio-economic status of parents, medium of instruction and lack of school facilities mainly are some of the factors which affect quality education in secondary schools. Generally, the level of quality education is being the talk of parents, teachers and the community. In Kamashi Zone this issue is also complain of parents and stakeholders mainly on the capacity of students' reading and shortage of proficiency in the language of medium of instruction.

To ensure the quality of education, and improve the students result a survey of the perceptions of teachers, students and school principals on the factors socio-economic status of parents, medium of instruction and school facilities in affecting quality of education in secondary schools of kamashi Zone, were attempted with recommend solutions.

1.2. Statement of the problem

Education is a significant factor for economic development as well as basic human right for any country or community. It is a fact that good education is a key factor in improving the economics of a region or country. Secondary education serves dual purpose. It provides middle level work force that is needed in different sectors of the economy (Hassan, 2007). It also serves as a basis for higher learning, which enables the production of higher-level human

power. These can be achieved by the quality education provided at this level is of a reasonable quality.

Quality is the heart of education. Regarding this (Mitra, 2010) defines that quality education at every level is an absolute necessity today. It influences what students learn, how well they learn and what benefits they draw from their education. Studies of children's educational achievements over time have also demonstrated that social background remains one of the major sources of educational inequality (Graetz, 2018). In other words, educational success depends very strongly on the socio-economic status of one's parents. As it has been cited in (Right, 2008) defines teaching and learning materials as resources which teachers use to deliver instruction. They assist in and support students' learning and increase their success. He emphasizes that teaching materials come in many shapes and sizes, but they all have in common the ability to support student learning. This shows that the shortage of learning materials and school facilities hinders the quality of education. As it has been cited in (Tekeste, 2006) the 1994 education policy greatly contributed to the deterioration of the quality education. The author further highlighted that the problem is on the medium of instruction. He indicated that students' lack of proficiency in English and there are not enough qualified teachers to teach English at the high school level. As part of holding schools accountable for student achievement, teachers are required to become "highly-qualified" in the subject area they teach.

The education system in Ethiopia has been suffering from quality problems (MOE, 2005). This problem caused dissatisfactions from stakeholders and suggestions and recommendation from educators for change in the education system at national level. This implies that quality in fact in some areas has deteriorated at least partly as a result of rapid expansion. Schools are strongly made to focus on students' successful achievement of their academic performance. However, this objective is not successfully achieved due to some factors. Among these the socio-economic status of parents, the medium of instruction and shortage of school facilities factors are the one that directly or indirectly affects the students' achievements. This problem mainly vivid in regional stage and it is specifically to mean that, quality is one of the major problems of education system of the Benishangul Gumuz Regional State. The perception that teachers, students and school principals have on the factors socio-economic status of parents, medium of instruction and school facilities in affecting the quality of education made the researcher to study on the knowledge gap i.e. the afore mentioned problems on addressing

quality of education in the kamashi zone is crucial. Accordingly, the Kamashi Zone education department annual abstract of 2010 and 2011 E.C. showed that, the zonal education system is not efficient enough for secondary education compared to regional and national standard. The researcher interested to study the main causes for the drawbacks of the quality of education in the zone. From the many factors affecting the quality of education, the researcher interested to study as the failure of quality education was on the factors socio-economic status of parents, medium of instruction and shortage of school facilities.

Having this in mind, the researcher was intended to undertake research guided by statement of the problems which focused on the perceptions of teachers, students and school principals on factors affecting quality of education in secondary schools of Kamashi Zone. To address this, the following basic research questions were formulated.

1. To what extent teachers, students and principals perceive socio-economic status of parents as factor affecting quality of education in Kamashi zone secondary schools?
2. To what extent teachers, students and principals perceive medium of instruction as factor affecting quality of education?
3. How do teachers, students and principals perceive the influences of school facilities in affecting quality of education in Kamashi zone secondary schools?

1.3. Objective of the study

1.3.1. General Objective

The general objective of the study was:-

Assessing the perception of teachers, students and school principals on socio-economic status of parents, use of medium of instruction and school facilities as factors affecting the quality of education in secondary schools of Kamashi Zone, Benishangul Gumuz Regional State

1.3.2. Specific Objectives

The specific objectives of the study were:-

- Investigating the extent to which teachers, students and school principals perceive socio-economic status of parents' as factor affecting quality of education in secondary schools of Kamashi Zone.
- Assessing the extent to which teachers, students and principals perceive medium of instruction as factor affecting the quality of education in secondary schools of Kamashi Zone.

- ❖ Examining the teachers, students and school principals' perception on the influences of school facilities as factor affecting quality of education in secondary schools of Kamashi Zone.

1.4. Significance of the study

The quality of education is the basis for the development of students and this should relate to fostering the environment of growth and development of a country. The effectiveness and efficiency of any educational program depends on a thorough understanding of the problem that hinders its successful accomplishment. Thus, educational leaders and teachers have to be aware of the problems, which affect quality of education and this is possible only by conducting systematic research on the issue. Hence, the study becomes useful and timely in considering the problems of quality education in secondary schools. The finding of this study would be expected to have positive influence for effective and efficient teaching and learning activity in secondary schools of the Zone. Based on the findings of the study, students, educational leaders and teachers in collaboration with the community would be expected to make considerable effort to solve the existing educational problems in the Zone. Analyzing the existing conditions is important to determine major discrepancies that affect quality of education in secondary schools of Kamashi Zone and also helps to provide appropriate solution to form actual practices.

In light of this, the study was believed to have the following significances:

- ➢ The finding of the study might provide important information for school principals, teachers, students, PTA members, woreda education experts, zonal education department and REB on how to implement quality education in secondary schools of Kamashi Zone.
- ➢ It may help the school leaders, teachers and education experts as the road map to design their own strategy that enable them to promote the quality of education
- ➢ Finally, it would encourage others to do more and detailed research on the problem and it would be hoped the study results would contribute to the improvement of quality education by encouraging concerned bodies in school improvement program (SIP) which ultimately ends with students' achievement.

1.5 Delimitation/Scope of the study

The research was delimited both conceptually and geographically. Conceptually, investigating factors affecting quality of education in secondary schools is a very wide area of study. It is very difficult to include all the factors that directly and indirectly affect quality of education in this study. Therefore, to make it manageable, the study was restricted only on the perception of teachers, students and principals on socio-economic status of parents, medium of instruction and school facilities as factors affecting quality of education in secondary schools of Kmashi Zone. Geographically the scope of the study was delimited to the secondary schools of Kamashi Zone, Benishangul Gumuz Regional state.

1.6 Limitation of the Study

Although the research has attained its objective, there were some unavoidable limitations. Acute shortage of updated related literature and similar research works on the topic, especially in Kamashi Zone context, impeded the researcher from consulting more findings in the literature as well as in the discussion part. In addition to this, collecting the necessary data was very difficult and time taking because of the COVID-19 epidemic disease. To overcome the shortage of related literature, as much as possible, the researcher tried to use the reliable references. Utilizing the recommendation of Ministry of Health on protection of COVID-19 materials like max and sanitizer were distributed to the sample respondents in collaboration with the donating organization and the healthy center of the sample woredas.

1.7 Operational definition of terms

Customers: people engaging in sorts of interactions with others especially in educational context students, parents and other educational stakeholders

Factors: influential gaps that impede education quality basically related to medium of instruction, parents economic status and school facilities.

Indicator: an instrument that used to show the level of education quality.

Medium of instruction: the English language through which the content of the subject is delivered to learners

Quality: fit for academic achievement.

Quality assurance: the determination of standards, appropriate methods and quality requirements

Secondary school: the school levels teaching from Grade 9-12 which are found in Kmashi zone

School facilities: classrooms, desks, laboratory, library, textbooks, reference books, computer lab, etc.

Socio-economic status: an economical and sociological combined total measure of a person's work experience of an individual or family's economic and social position in relation to others.

Stakeholders: people with responsibility of delivering or doing supportive activities in improving education qualities such as teachers, parents, and school principals

1.8 Organization of the study

The research report has five chapters. Chapter one presented the nature of the problem and it comprises background of the study, statement of the problem, objectives of the study, significance of the study, delimitation/scope of the study, limitation of the study, operational definition of terms and organization of the study. Chapter two discussed on review of related literature. Chapter three concentrated on the research design and methodology specifically which included research design, research method, source of data, study area and population, sample size and sampling techniques, data collection instruments, procedures of data collection, method of data analysis and interpretation, validity and reliability checks and ethical considerations. Chapter four gave the presentation, analyses and interpretation of the research. Finally, chapter five summarized the main findings, conclusions and recommendations of the study.

CHAPTER TWO

2. Review of Related Literature

2.1 The Concept of Quality

Different writers have tried to explain quality. Quality is at the heart of education. It influences what students learn, how well they learn and what benefits they draw from their education. The question to ensure that students achieve decent learning outcomes and acquire values and skills that help them play a positive role in their societies is an issue on the policy agenda of nearly every country (Barrette, 2006). For instance, (Sallis, 2018) defined quality, as 'we all know quality when we experience it, but describing and explaining it is a more difficult task'. He also explained that quality can be used both as absolute and relative concept. Quality in everyday conservation is mainly used as absolute. In the absolute definition things, which exhibit quality, are of the highest possible standard, which cannot be surpassed. This is to indicate that quality products are things of perfection made with no expense spared. Quality as a relative concept is the sense in which it is used in total quality management (TQM). The relative definition views quality not as an attributes of a product or service, but as something, which ascribed to it. As such quality can be judged as a good or service meet the specification that has been laid down for it. This definition of quality has two aspects to it. The first is measuring up to specification. This is measuring up 'fitness for purpose or use'. The second meaning is meeting customers' requirements. Organizations who follow the TQM path regard quality as being defined by their customers (Sallis, 2018); Hoy, (Bayne-Jardine and wood, 2014). The reason for this is that customers are the final attributors of quality and without them the institution does not exist. Quality can, therefore, be defined as that which best satisfies and exceeds customers' needs and wants.

Quality can also be defined by means of identifying longer-term aim, which helps to define medium term goals and lead to the immediate short- term objectives. By closely specifying objective and striving to achieve them, we find ourselves led towards the achievement of related goals in pursuit of the ultimate aims (Hoy, Bayne-Jardine and Wood, 2014).

A very important and powerful definition of quality is that quality can be said to lay in the eyes of the beholder (Sallis, 2018). Accordingly; it is the customers who make the judgement of quality. Customer-driven quality refers to a notion of quality in which those who receive a product or service makes explicit their expectations for product or service and quality is

defined in terms of meeting or exceeding the expectations of customers (Murgatroyd and Morgan, 2016). With this concept; market-driven quality is quality defined in terms of fitness for use.

According to (Murgatroyd and Morgan, 2016:45-46), there are three issues of quality.

Quality assurance-refers to the determination of standards, appropriate methods and quality requirements by an expert body, accompanied by a process of inspection or evaluation that examines the extent to which practice meets these standards.

Contract conformance **–** is where some quality standards have been specified during the negotiation of forming a contract.

Customer-driven quality-refers to a notion of quality in which those who are to receive a product or services make explicit their expectations for this product or service.

Furthermore, (Sallis, 2018) states that there are three other important quality ideas. These are:-

Quality control-is the oldest quality concept. It is an after the event process concerned with detecting and rejecting defective items. Quality professionals known as quality controllers or inspectors usually carry it out.

Quality assurance-it is before the event process. Its concern is to prevent faults occurring in the first place. It is a means of producing defect and fault free product. In this case, the aim is quality for zero defects.

All the definitions of quality indicate the quality is dynamic idea and exact definitions are not particularly helpful (Sallis, 2018). As such how the word ‘quality’ is interpreted will always be open to discussion as it is a subjective term (Deer, 2018).

2.2 Concept of quality in education

Quality is at the heart of education. It influences what students learn, how well they learn and what benefits they draw from their education. The question to ensure that students achieve decent learning outcomes and acquire values and skills that help them play a positive role in their societies is an issue on the policy agenda of nearly every country (Barrette, 2006).

Until the early 1990s, the pursuit of quality in schools was implicit in such activities as curriculum development, rather than the implicit in programs for school improvements. The concept of quality as a management was only just beginning to merge within the car industry. During the 1990s, as the notion of managing quality has become formalized in business applications, so several attempts have been made to transfer the idea of quality to educational settings (Maurice Holt in Hoy, Bayne-Jardine and Wood, 2014).

Quality in education is linked to purpose. Education is to do with learning, rather it is applied. Quality essentially is part of the learning process, a learning process that is the purpose of educational organization. (Margaret Maden and Josh Hillman, cited in Hoy, Bayne-Jardine and Wood, 2014) pointed out that improvement is achieved by the whole school; by the teacher, but also by the pupils, by all staff, not only the teachers; and by the parents and wider community.

Quality implies different things to different people. Everyone is in favour of providing quality education (Sallis, 2018). The argument starts because there is luck of agreement as to what it means. According to Sallis, in defining the quality of education, it is always necessary to ask two fundamental questions when trying to understand quality. The first is what is the product? And the second is who the customers are? The product of education is often pupils or students. Learners are often talked as the output. The difficulty is that it is impossible to produce pupils and students to any particular guarantee standard. The idea of the learner as a product misses the complexities of the learning process and uniqueness of each individual learner. Therefore, it is more helpful it view education as service rather than a product line. Service quality characteristics are more difficult to define than those for physical products since they include many important subjective elements.

(Hoy, Bayne-Jar dine and Wood, 2014) define quality in education as an evaluation of the process of educating which enhances the need to achieve and develop the talents of the customer of the process, and at the same time meets the accountability standards set by the clients who pay for the process or the outputs from the process of educating. Accordingly, quality in education is clearly linked to purpose.

The common views of quality in education given by educators and policy makers, according to Adams (1993) cited in Asseffa (2002) are:

Quality as reputation- the basis for reputation often includes information or assumptions about inputs and outputs, however, the existence of minds of most people folklore about which are the best educational institutions in a country.

Quality as a process- reflects the whole institutional environments, not only inputs or results, but also the nature of the intra institutional interaction of students, faculty, and others.

Quality as a resource and inputs- fiscal resources, number and qualification of teachers, students quality, size of pedagogical materials and curriculum, extent of facilities and over all prestige.

Quality as content- reflects the particular bias of a community, an institution or a country toward a body of knowledge, skill or information.

Quality as outputs or outcomes- achievement in knowledge, skill, entrance ratios to next level of education, income, & occupational status of graduates. This shows how well institution prepares students to become responsible citizens in skills, attitudes & values relevant to the country's needs.

Quality as value added- a means of change- how the students have changed because of the learning program, the culture, and the norms the institution; how the institution helps the students to achieve their potential or enlarge human capacities.

Public debate on the quality of education usually concentrated on a small number of issues that most frequent of which is the students' level of achievement. But it appears that the general concept of educational quality is complex and multidimensional. Evaluating the quality of the educational system as a whole or a part of the system entails analysing first and for most (Grisay and Mahlck, 2011):

a. The extent to which the products or results of the education provided (i.e. the knowledge, skill and values acquired by the students), meet the standards stipulated in the system's educational objectives and

b. The extent to which the knowledge, skill and values acquired are relevant to human and environmental conditions and needs.

But the notion of quality cannot be limited to students alone; it should also take in to account their determinants (especially if the ambition is to improve quality) i.e. the various means such as the provision of teachers, buildings, equipment, curriculum, text books and teaching learning process, etc. (Grisay and Mahlck, 2011). In the line with this (Kellaghan and Greaney, 2001) have explained the role of education as related to its purpose and objective. Accordingly for some, the role of education is fostering student's cognitive, moral and social development; for others, education is a mean of promoting social cohesion and nation building; for others, it is a preparation for the world of work. It may be because of this divergence in views that many, though not all, system assessments focus on knowledge and skills that are universally accepted as important.

In general, quality in education can only be conceived as being relative and related solely to the context in which the education is provided. However, in education, quality makes the difference between success and failure (Sallis, 2018). When quality demand is increasing, work is required to be done faster and better. Quality demands are up. This is due to downsizing, restructuring and the needs of organizations that are facing foreign competitions. Therefore, quality education at every level is an absolute necessity today (Mitra, 2010).

2.3 Measurement of Quality education

(Tegegn, 2003) expressed that a discussion on the quality of education usually focuses on level of pupils' achievement in examinations, parents' satisfaction of the outcome of education, relevant skills, attitude and knowledge acquired for life after schooling and the condition of learning environments. However, some of these are subjective and hence, are difficult to measure. There are a number of indicators that contribute to the quality of educational provisions. These are pupil-teacher ratios, class-size, and availability of facilities, qualification of teachers.

One indicator of the quality of school work is the rate and frequency with which students complete an assignment; the performance, moreover, must conform to the requirements of the task (Schlechty, 2011). On the other hand, the quality of education system or part of the system is often described in terms of inputs into the teaching process rather than in terms of student achievement, basically because inputs are easier and less costly to measure.

Furthermore, these measurements focus on formal rather than actual quality characteristics for example, school can have highly qualified but not necessarily motivated staff, whereas

another can be poorly equipped and yet able to make good use of the few facilities it has. There are also some indicators which are frequently used by planners in developing countries as approximate means of measuring quality, e.g. repetitions, drop-out, promotion and transition rates. This is probably due to their availability (Grisay and Mahlck, 2011). Nevertheless, whilst they are useful for making aggregate comparisons between regions of a country, and between countries, they are less relevant for analysing differences in performance between schools and between students with in the same grade. Learning outcomes are typically being measured through standardized measurements of student learning implemented at the end of the schooling grades (Gropello, 2003). Most countries now have some form of national standardized assessment given at the end of the schooling cycle. In cases where those do not exist, result of simple school leaving examination can be used as proxies, but the probable lack of comparability of the results. These measurements may provide a sort of mechanism to keep some attention placed on quality of instruction (Schiefelbein, 2000). Finally, the participation in regional assessments or even international assessments would also provide a country with some measure of learning outcomes, and allow comparisons with other countries, providing some objective benchmarking of the country's performance. It is, ultimately, advisable to measure learning outcomes through both national and non-national exams (Gropello, 2003) where such data like results in standardized achievement tests and furthermore, the attainment of more complex- but not less vital educational objectives- are rarely evaluated: individuals capable of working in cooperation with others to demonstrate ability of inquiry and problem solving, etc. can be used to measure quality of education (Ross and Mahlck, 2014). In general, according to (Ross and Mahlck, 2014), every society has certain explicit or implicit measures or status indicators of educational quality such as educational inputs, educational outputs and educational processes.

2.3.1 Educational standards

The idea of standards is closely related to the idea of quality, and has had apart in much debate about education since the 1980s (Kellaghan & Greaney, 2001). The philosophy or ideology of a government will implicitly or explicitly determine goals and specify standards for different aspects of education, although naturally each one will differ in the relative emphasis, it places on cognitive as compared to affective achievement and social skills (Grisay and Mahlck, 2011). This means that education standards must be viewed as being relative to the particular purpose, place and time of students. Students receive performance standards which articulate a specific content area or skills focusing on expected students'

work regularly and consistently in advance of their assignments, their work change both qualitatively and quantitatively. Furthermore, standard set should be periodically reviewed on the basis of research studies because aspirations and expectations of the population change (Grisay and Mahlck, 2011). For this purpose, content standards and instructional objectives can serve as important point of entry for teachers and administrators working to revise curriculum (Zmuda and Tomiano, 2001). Finally, changes in standards must be related to changes pertaining to learning conditions, such as resources, classroom practices, and teacher competence.

2.4 Quality, Efficiency and Effectiveness

The concept of good education varies with in the stage of development of the school system and of the teachers who serve it. The most important factor affecting the quality of education is the quality of the individual teacher in the classroom. Hervey cited in (Girma, 2010) stated that, there is clear evidence that a teacher's ability and effectiveness are the most influential determinants of student's achievement. Economist may show an interest in the relation between the 'input' and 'output' of the school system as a measure of its immediate productivity and efficiency. Economic efficiency signifies that cost and benefit values are attached to inputs and outputs (Grisay and Mahlck, 2011). An increase in the quality of resources takes the form of more and better inputs into education. Quality is judged by broader social criteria, new set of values must be taken into account, and clashes of opinion become inevitable. At this level every one becomes an expert on education each judge the school system in terms of final goals we set for ourselves, our children, and our country. Any fall in the quality of the work might be expected to increase the number of failures and drop-outs in schools (Grisay and Mahlck, 2011). The demand for evidence of school effectiveness, over the past few decades billions of dollars were invested in USA in the production, administration, and the use of standardized test (Stiggins, 2002).

Most recently, state wide standard based assessments have become the latest approach to outcome accountability. Standard based approaches are similar in some respects to minimum competency testing, many standard test approaches, however, include performance based assessments that require pupils to produce or apply knowledge, not just remember it (Airasian and Abrams, 2002). An effective school is then a school, which gives a significant contribution to the students' achievement interdependently of the students' back ground and the community context (Gropello, 2003). In other words it is the value added by the

students' literacy, academic and social skills through its teaching practices, general organization and management, etc. High quality schools are sometimes defined by their results e.g. cognitive tests or examination scores or by their material correlates (e.g. resources per students) (Lioyed, Tawilla and Clark, 2003). Quality education puts students at the center of the process; student achievement must be the school's first priority since schools exist because of students, this would seem self-evident (UNICEF, 2000). Assessment of academic achievement outcomes has most often been used in a summative rather than formative way. Testing information tends to be used primarily as a screening device to decide who can continue to the next grade of level rather than as a tool to help improve educational quality for individuals and systems (UNICEF, 2000).

For examinations (tests) to improve quality of education, quality of examinations themselves should be considered carefully. Regarding the quality of examination, (Kellaghan and Greaney, 2001) have argued that defects of examinations have been pointed out in numerous occasions in Africa countries. These are:

i. Most examinations, at both primary and secondary level, are limited to pencil-and-paper tests and ignore a variety of skills that cannot be measured in this way.
ii. Examinations emphasize the achievement of scholastic skills paying very little attention to more practical skills.
iii. In most examination questions, the student is required to recall or recognize factual knowledge, rather than to synthesize material or apply principles to new situations.

Most examinations contain very little references to the everyday life of student outside the school, dealing with scholastic topics and applications for the most

i. Part, rather than, for example trying to find out if a student can use money in the market place.
ii. The quality of actual items used in test is often poor. If schools gear their teaching to such examinations, then they are unlikely to be successful in developing in their students the kind of knowledge and skills that most people would regard as desirable.

As a solution to improve quality examination, accreditation of institutions may be useful. This is on the one hand, the relation between government and increasingly autonomous institutions changing and, on the other hand, individuals are less and less likely to start and complete a

qualification of a single institution over a single period of time. Accreditation mechanisms need to establish a new link between the assessments of individual completeness and evaluation of institutional capacity and performance (World Bank, 2003). This is because accreditation certification systems help learners move easily and efficiently between different parts and levels of learning. Several countries have developed national qualification frame works that assign qualifications from different institutions to a set of levels, with each level linked to competence standards since the 1980s. Australia, England, New Zealand, are Scotland, were the earliest to do so (World Bank, 2003). To control quality and maintain accountability many counties including Chile, Colombia, France and the United Kingdom, have established national standards and assessments at the primary and secondary education levels Lethwood, Edge, Jantzi (1999) in (World Bank, 2003). It is important to distinguish between selection tests for access to the next level of education, which virtually all countries have, and tests at various stages of schooling, certifying, learning and providing for accountability, which are less common (World Bank, 2003). In relation to accountability one may ask as to who may be responsible if quality does not reach an accountable standard. (Kellaghan and Greaney, 2001), in an attempt to answer this question, argue that government, educational planners, managers, teachers, students, teacher training institutions, parents, and even taxpayers are all accountable. In general, it is safe to say that ever one should be held accountable for matters over which each has control. Finally there are alarming numbers of students who do not master certain desirable levels of reading, writing and arithmetic as required for their grade level. Therefore quality control can help identify special and common causes (Mitra, 2010).

2.5 Factors that Influence Educational Quality

2.5.1. Socio-economic status of parents

Socio-economic status can be defined as a person's overall social position to which attainments in both the social and economic domain contribute *(*Ainley *et al.,* 2006). When used in studies of children's school achievement, it refers to the SES of the parents or family. Socio-economic status is determined by an individual's achievements in: education; employment and occupational status; and income and wealth. Several comprehensive reviews of the relationship between SES and educational outcomes are (Williams *et al*., 2012); (Ainley et al., 2006: ix). These studies and reviews make it clear that children from low SES families are more likely to exhibit the following patterns in terms of educational outcomes

compared to children from high SES families: have lower levels of literacy, numeracy and comprehension; lower retention rates (children from low SES families are more likely to leave school early); lower higher education participation rates (children from low SES families are less likely to attend university); exhibit higher levels of problematic school behavior (for instance truancy); are less likely to study specialized math's and science subjects; more likely to have difficulties with their studies and display negative attitudes to school; and have less successful school-to-labor market transitions. These results remain the same irrespective of how SES is measured and whether the studies are based on individual or aggregate level data. Similarly, studies of children's educational achievements over time have also demonstrated that social background remains one of the major sources of educational inequality. In other words, educational success depends very strongly on the socio-economic status of one's parents cited in (Graetz, 2018). The effect of parental SES on children's educational outcomes may be neutralized, strengthened or mediated by a range of other contextual, family and individual characteristics. Parents may have a low income and a low-status occupation, for example, but nevertheless transmit high educational aspirations to their children. What family members have (material resources, for instance) can often be mediated by what family members do (for example parental support, family cohesion). The social and the economic components of socio-economic status, in other words, may have distinct and separate influences on educational outcomes. While both components are important, social factors (for instance, parents' educational attainments) have been found to be more significant than economic factors, such as a family's capacity to purchase goods and services, in explaining different educational outcomes. It is argued that families where the parents are advantaged socially, educationally and economically, foster a higher level of achievement in their children. They also may provide higher levels of psychological support for their children through environments that encourage the development of skills necessary for success at school (Williams et al., 2012)

Socio-economic status may therefore also be linked to family structure. As sole parent families on average have lower levels of income, are headed by parents with lower educational attainment and are less likely to be in the labor force, children from these families are likely to have lower educational performance (Rich, 2000). Other factors in sole parent families that are likely to adversely affect educational outcomes of children compared to those from two-parent families are said to include: reduced contact between the child and non-custodial parent; the custodial parent having less time to spend with children in terms of

supervision of school-work and maintaining appropriate levels of discipline; the lack of an appropriate role model, especially for males; increased responsibilities on children such as childcare roles, domestic duties which impede the time available for school work; and the nature of parent-child relationships in sole parent families may cause emotional and behavioral problems for the child (Rich, 2000). The influence of family structure has been found to be only weakly associated with educational attainment, however, once controlling for other variables (Machin, 2011). It is more detrimental when children in sole parent families also experience a range of other risk factors such as low income (Sparkes, 2009).

2.5.2 Absenteeism of the students

When students are absent from class, they miss valuable information from teacher interaction and the benefits of the specific examples which clarified the difficult concepts by teachers. The students who are absent have low achievement and may be disciplining on the test scores continued losses of instruction or poor academic achievement (Wadesango, 2009). To summarize the above author's suggestion, the students' absenteeism can disturb the dynamic teaching-learning environment and adversely affects the overall well-being of classes academically.

Absence is related to poor educational performance which is the level of truancy or unexplained absence among students. Truancy can be modelled both as an educational outcome and as a causal factor in explaining educational performance. Truancy tends to be higher among students from low SES (Socio Economic Status) backgrounds. Truancy, even occasional, is associated with poorer academic performance at school (Sparkes, 1999). Having high levels of unexplained absence at school has also been found to be associated with poorer early adult outcomes in the labour market for instance higher probability of being unemployed and poorer adult health relative to non-truants (Sparkes, 1999).

2.5.3 Geographical Location

Students from non-metropolitan areas are more likely to have lower educational outcomes in terms of academic performance and retention rates than students from metropolitan areas Human Right and Equal Opportunities Commission (HREOC, 2000). Issues affecting access to education in regional areas include costs, the availability of transport and levels of family income support. In addition, inequity exists with regard to the quality education that rural students receive, often as a result of restricted and limited subject choice. Furthermore,

students may also have limited recreational and educational facilities within their school (HREOC, 2000).

2.5.4 Students' capacity and motivation to learn

Students' capacity and motivation to learn are determined by quality of the home and school environments, the students' health and nutrition status and their prior learning experiences, including the degree of parental stimulation. Family income influences school outputs indirectly through the status and process variables. The principal source of children's capacity and motivation to learn is the family, through the genetic endowment and the direct provision of nutrients, healthcare, and stimulus (World Bank, 2003). This indicates that school systems work with the children who come into them. The quality of students' lives before beginning formal education greatly influences the kind of learners they can be.

The capacity of secondary school students to learn depends on the quality of schooling at elementary level. Hence, the quality learning that schools produce need to be considered. This requires educational institutions to meet outcome criteria through standard setting.

Pupils changing attitudes towards education is one of the problems of formal education. The other important thing is the attitudes that students have for their teachers. Investigations and studies prove that failure of education is due to inharmonious relationship between teachers and students refusing to accept teachers' advice and instruction. More specifically, teachers should trust that students are willing to learn, to uphold this trust and can correct mistakes if they have patient education. Education will become very easy once students trust teachers. The above discussion reveals that students' capacity and motivation to work contribute highly to the quality of education.

2.5.5 Quality of infrastructure / facilities

The quality of learning materials available within an educational institution has positive relationship with the quality of teaching and learning activities which in turn leads to the attainment of goals set (Ayini, 2012). In addition, (Joshua, 2012) explain that, the quality of the school buildings and furniture will determine how long such will last while comfortable classrooms and adequate provision of instructional resources facilitate teachers‟ instructional task performance and students‟ learning outcomes

(Right, 2008) defines teaching and learning materials as resources which teachers use to deliver instruction. They assist in and support students' learning and increase their success. He emphasizes that teaching materials come in many shapes and sizes, but they all have in common the ability to support student learning. Therefore, teachers who take the time to provide instructional materials and options that take into account the different ways students receive and express knowledge, are more likely to see their students succeed. Teaching and learning materials include textbooks, gloves, models, visual aids (such as charts, overhead projector transparencies), flashcards and games.

(Taylor, Scotter, and Coulson, 2007) argue that teachers at all levels utilize a variety of instructional materials such as textbooks, presentations and hand-outs to enhance the quality of their lessons. As a result, the quality of those materials directly impacts the quality of teaching. Thus, knowing how to find the best instructional materials is a valuable skill for a teacher. (Jennifer, 2010) also affirms that teachers normally use chalk and chalkboard as visual aids to accompany lessons. Nevertheless, a student's learning environment can positively or negatively impact his or her ability to learn. However, the availability of visual aids, books, supplies, games and technology support can improve the learning environment by facilitating the learning and teaching process. So, experience shows that unavailability of such materials can make learning and teaching impossible in some circumstances.

Passive learning through lectures and textbook reading may not provide understanding or interest in any field of study. In fact, the use of instructional materials in class can help students connect to the object of study, and student participation may increase. In students' achievement, teaching and learning resources create motivation by supporting the learning process since learners enjoy learning when teaching and learning materials are used.

Quality of school facilities provides students with a functional, clean, and safe environment to learn the curriculum. In contrast, overcrowded and poorly maintained facilities make it difficult to sustain a focus on learning and erode valuable instructional time (Joshua, 2012).

Teaching and learning materials play a significant role in enhancing teacher's lesson preparation and class delivery. However, the provision of textbooks and other teaching and learning materials in developing countries continues to be inadequate and supplemental reading materials are even harder to find although it is a requirement and recommended that teachers must have access to teaching materials for classroom instruction and students as well must have access to learning materials for reading and practice (Ogata, 2012).

Physical learning environments or the places, in which formal learning occurs, range from relatively modern and well-equipped building to open air-gathering places (UNICEF, 2000). Therefore, infrastructure included classrooms, study rooms, offices, toilet rooms, water and electricity service, etc. These materials are required to be proportional to the number of teachers and students in the school. This indicates how much harmful is shortage of school facility in performing instructional activity.

Library is one of the school facilities, which is useful for education to be carried out properly. A school library serves a school's needs in that it is the working tool of education. In it are stored information, ideas and opinions that will provide the basis for learning by pupils. Furthermore, it is described as the center of the school's intellectual life and it is described as the center of the school's teaching program. A lively and effectively teaching program in a school depends on a well-organized library. According to (Rossoff, 2016), an academic library is the heart of the school anatomy and the library in high school teaching reaffirms the fundamental role of the classroom instruction. Since the role of school is essentially curriculum enrichment, it is intensely concerned with course of study content. Hence, the essential purpose of the school library is to help students find the media of information, which they need to carry out classroom assignments and to satisfy their own personal interests. To achieve this purpose, a secondary school library will need first of all an adequate, up-to-date comprehensive stock; need to have enough space accommodate students and finally need to have trained personnel to promote effective library service.

Laboratory is also one of the facilities, which is useful especially for science teaching. To acquire scientific knowledge systematically in depth, the most important means is the teaching of science that should give an increased emphasis in enhancing student involvement in scientific investigation through laboratory work and field study (Rossoff, 2016). The emphasis arises from the view that science cannot be effectively learnt from books and lectures alone neither can it be taught by simply telling students about science. In order to learn science one must do it. That is a student has to be involved in a real scientific investigation. Real scientific investigation does dual purposes. Therefore if scientific studies are to progress, secondary schools should be supported by laboratory which contain adequate facilities and materials. Most curriculum materials such as, text books, teacher guides and manuals were inadequate and teachers limited ability or willingness to use active learning methods as well as lack of instructional materials are major challenges. Overall, facilities and support services are lacking across the educational system. In secondary education, school

facilities, lecture halls, laboratory chemicals and other consumable teaching equipment are all in short supply (MOE, 2008).

Although the in availability of any one of the school facilities affect quality of education, it is hardly possible to imagine teaching-learning process to be carried out in the absence of classroom. Therefore, one of the variables to which a great deal of attention has been devoted, is class-size. A class is a group of pupils who follow one class of a teacher at the same time. Normally one section makes a class. Class-size is useful in organizing teaching-learning process, assessing utilization and in assessing quality indirectly (Tegegn, 2003). According to Nardos cited in (Naser Ousman 2009), class size should allow the teacher to observe pedagogical principles such as knowing ones students by name and attending to the particular needs of each student. Many counties significantly explained access to primary education during the 1990s, but the building of new school has often not kept a pace with the increase in the student population (UNICEF, 2000). In these cases, schools have often had to expand class-size to accommodate large number of students. Now these poorly taught students go to the secondary education, which would result in poor achievement.

. Pupil-teacher ratio is believed that the less the number of pupils per teacher, the higher the degree of contact between pupil and teacher. Lower number of pupils per teacher, is considered a positive indicator of quality (Tegegn, 2003).

2.5.6 Teaching-Learning process

Good teachers are skilled not only in instructional methods, but also in evaluation and assessment practices that allow them to gauge individual student learning and adapt activities according to student needs. In this case many teachers and educational systems continue to rely almost exclusively on traditional paper-and- pencil tests of factual knowledge that tend to promote rote memorization rather than higher order thinking skills (Colby, 2000) cited in (UNICEF, 2000).

Teachers are expected to thoroughly get prepared to carry out their teaching- learning process sufficiently. Also processes through which trained teachers use student centred teaching approaches in well managed classrooms and schools and skilful assessment to facilitate learning improve quality of education (UNICEF, 2000).

2.5.7 Medium of instruction /Language of Instruction

Most of the time, the language of instruction is the concern of all teachers. Not simply because it is through the language of instruction that the content of the subject is delivered to students, but also, because it is through linguistic interaction that, the students acquire the desire intellectual abilities which makes the constructive activities possible (Marew, 1998). In addition to this, (Marew, 2009) stated that medium of instruction is a language used in teaching which may or may not be the official language of the country or territory. Regarding the usefulness of effective communication in teaching-learning process, Kuper, (1998) cited in (Dereje, 1998: 188) has asserted that:

In general, one of the areas that ensure curriculum relevance is the immediacy of events, ideas and phenomena that are communicated to the learner through the language she/he can understand. Instructional processes are by and large the acquisition when classroom instruction is facilitated. That must be the relative end of curriculum under taking, since many educators argue that, low achievement is due not to lack of student intelligence, to communication problems.

The above idea reveals that, medium of instruction /the language of instruction is a key factor either to facilitate or hinder the quality of education. That is there should be effective communication between the students and the teacher in order to enhance the teaching-learning activity and effective communication between the two is determined by the language ability of the learners as well as the teachers. However, majority of secondary school students, for whom the medium of instruction is through their second or third language, are very poor in the language of instruction. Findings of various researches have shown that, English as a medium of instruction has created difficulties on the teaching-learning process. When students do not have language ability, they cannot understand their teachers as well as the teaching materials written in English. If the language of instruction and the language in which the instructional materials are written are the languages, which are not vernacular to the learners, it creates problems. Whenever students cannot read and understand the language, there is no way of performing adequately in schools. Due to this problem students fail to work hard and face academic deficiency. In line with this, teachers have limited proficiency in English and they find it difficult to help students with their academic problems.

The problem of proficiency in the language of instruction (English) at secondary school level is not only the concern of students, but it seems the problem of teachers too. According to

(Wakitavi and Vender, 1997), some teachers are not proficient enough in English language and one wonders how they can help students who struggle to learn. To do so, they need to have good command of the language of instruction (English language in this case). Language of instruction, therefore, affects quality of education.

CHAPTER THREE

3. The Research Design and Methodology

This chapter deals with research design, research method, source of data, study area, sample size and sampling techniques, data collection instruments, procedures of data collection, method of data analysis and interpretation, validity and reliability checks of the instruments and ethical considerations.

3.1 The Research Design

Research design is the plan of action that links the philosophical assumptions to specific methods (Creswell and Plano Clark, 2007).This research employed qualitative and quantitative research methods to examine and describe the perceptions of teachers, students and principals on factors affecting quality of education in secondary schools of Kamashi Zone**,** Benishangul Gumuz Regional State.

The researcher incorporated both quantitative and qualitative research design with more focus on quantitative one. The reason for focusing on quantitative approach was for assessing the perception of teachers, students and school principals on factors affecting the quality of education in secondary schools of Kamashi Zone to demand the collection of quantitative data, which put rigorous quantitative data in a formal and structured manner. Based on this concept, quantitative approach was usually used to get views from large numbers of people. In addition, quantitative design was more preferred than qualitative one as qualitative approach was required more time and experience of the researcher. The qualitative approach was incorporated in the study to validate and triangulate the quantitative data.

3.2. The Research Methods

The method employed in this research is both quantitative and qualitative. The researcher used descriptive survey method since it is helpful to obtain relevant information from concerned respondents. The researcher assessed the perception of teachers, students and school principals' on factors affecting quality of education in secondary schools of Kamashi Zone, data from large number of respondents collected and draw the necessary conclusion. Descriptive survey method gave a better and deeper understanding of a phenomenon which helped as a fact-finding method with adequate and accurate interpretation of the findings to be achieved.

3.3. Sources of Data

The sources of information for this research were both primary and secondary sources. Primary data were collected from grade nine and ten secondary school students, teachers, Parent Teacher Association /PTA, school principals and woreda Education office experts through questionnaire which consist of closed and open-ended items and interview. The decision to use these groups of respondents as a source of primary data was the expectation that they have better information about the factors affecting quality of education in secondary schools. The secondary data sources were obtained from school records or documents consisting of minutes and feedback documents given by woreda and Zonal education experts.

3.4. The Study Area

Benishangul-Gumuz Regional State has three Administrative Zones and one special woreda and Kamashi Zone is one of the three Zones. It is bordered by Metekele Zone in the North, Assosa in the West, Oromiya Region in the South, East and North East. Kamashi Zone has five woredas namely: Belodjiganfoy, Kamashi, Yasso, Agalo Meti, and Sedal woredas. See the administrative map of Benishangul-Gumuz Regional State (Fig.1).

Figure1. Map of Benishangul Gumuz Regional State. Source (BGREB, 2009)

3.5 Sample and Sampling Techniques

To obtain the necessary sample units, purposive, census and simple random sampling techniques were employed. Kamashi Zone was selected purposively among the three Zones of Benishangul- Gumuz Regional State. The researcher chose purposively due to his familiarity and exposure to the area of study. The four woredas (Belodjiganfoy, Kamashi, Yasso, and Agalo Meti) were included using simple random sampling method. Moreover, from the total of 15 secondary schools found in the four woredas 7(46.66%) were taken as a sample by using lottery method of simple random sampling technique. This technique provided each school independent and equal chance of being selected for the study.

The secondary schools included in the study are Belojiganfoy, Angerwaja, Fafuate secondary schools from Belojiganfoy woreda, Gilgila secondary school from Kamashi woreda, Agalometi secondary school from Agalo Meti woreda, Chigsha and Yasso secondary schools from Yasso Woreda. The researcher believed that the sample sizes of 7(46.66%) secondary schools were representative and helped to compose well-founded generalization at the end of the study. The researcher used the lottery method by listing of all the fifteen secondary schools names to give each school an equal chance of being selected as the representative of the whole population (respondents).

The total sample sizes of the study were 438, of which 317 students, 71 teachers, 7 principals, 8 woreda education experts and 35 PTA members. Yemane formula (1967) was used to calculate the sample sizes. Based on this formula **317** students were taken from the total students of **1533** from the sample schools and **71** teachers were taken from the total of **87**. This formula was used to calculate the sample sizes by $n=N/(1+N(e))2$

Where n is the sample size

N is the population

e is the level of precision = 0.05

When this formula is applied

The sample size for students

N= 1533

n=1533/1+1533(0.05) 2

n=1533/1+1533(0.025)

n =1533/1+3.8325

n = 1533/4.8325

n = 317

The sample size for teachers

N = 87

n=N/1+N (e) 2

n=87/1+87(0.05) 2

n=87/1+87(0.0025)

n=87/ (1+0.2175)

n=87/ 1+0.2175

n=87/1.2175

n = 71.

But **7** principals through census, **35** Parent Teacher Associations /PTA and **8** Woreda Education office experts were purposively included in the study. The above data, number of students, teachers, principals, and Parent Teacher Association /PTA and woreda experts were taken from Kamashi Zone education department annual abstract of the 2011 E.C. The purpose of selecting the samples using census and purposive method was to get more critical information and assuming that they could give adequate information about the current factors affecting quality of education because of their close contact to the schools.

Table 3.1: The summary of total population, sample size and sampling technique

No	Types of respondent	Name of school/woredas	Population	Simple size	Sampling technique
1	Teachers	In all sample schools	87	71	Simple random sampling
2	Students	In all sample schools	1533	317	Simple random sampling
3	School principals	In all sample schools	7	7	Census
4	Woreda education office experts	In all sample woredas	8	8	Purposive
5	PTA Committee Members	In all sample schools	35	35	Purposive

3.6. Data Collection Instruments

Employing multiple data collection instruments helped the researcher to combine, strengthen and amend some of the inadequacies of the data and for triangulating it (Cresswell, 2003). In this study, the quantitative and qualitative data were obtained by using different tools**.** These were questionnaire, semi- structured interview and document analysis.

3.6.1 Questionnaire

Both closed and open-ended question items were prepared in a way they could answer the basic questions of the study. For this study, questionnaires were amended and developed by the researcher and were revised and approved by English teachers to approve language cases. The researcher used questionnaires as major data gathering tool to explore the area defined by the research objective. The questionnaires were prepared in English and translated into Amharic Language to make the respondents could understand easily. Accordingly, for students a total of 22 closed-ended and 4 open-ended questions, for teachers and school principals a total of 25 close ended and 4 open ended questions for each were prepared by using logical method. Closed and open-ended questionnaires were preferred by the researcher

as they were relatively objective and easy to respond. The questionnaires had five Likert scales (strongly agree, agree, undecided, disagree and strongly disagree). Likert scale was preferred because it enabled the respondents to choose one opinion from the given scales that best aligns with their views (Koul, 1984). A total of 395 questionnaires were distributed to respondents: 317 students, 71 teachers; 7 schools principals. The questionnaires were personally administered by the researcher himself. This increased the return rate and enabled the researcher to explain the meaning of the questions which could not be clear for respondents.

3.6.2 Semi- structured Interview

Semi-structured interview items had the advantage of flexibility in which new questions could be forwarded during the interview based on the responses of the interviewee. In this line, the scholar Bless et.al, cited in (Labane, 2009) has stated: A semi-structured open-ended interview is based on the fact that data are gathered in a relative systematic manner. And this type of interview does not require a very skilled interviewer. Several authors concur that this kind of interview enables data comparison. It has the potential to lead to the discovery of new aspects related to the topic under investigation.

In this study semi- structured interview was conducted on a total of 43 respondents. Individually: 8 Woreda education office experts, 35 Parent Teacher Association /PTA were selected for interview through purposive sampling technique because of their direct relation to their duties. Semi-structured interview was developed by the researcher to acquire qualitative data on the perception of teachers, students and school principals on factors affecting the quality of education. The semi-structured interview guide line was prepared in English and presented in Amharic language for the parent teacher association group. It helped the researcher to communicate freely and collect sufficient data from the respondents. Eventually, the data collected were translated into English language.

3.6.3 Document Analysis

Documents like students' dro-pout and students' textbook ratio were consulted to supplement and strengthen the data obtained through questionnaire and semi-structured interview.

3.7 Dependent and independent variables

3.7.1 Dependent variables

According to (McQueen and Knussen, 2002,) dependent variables represent "the outcome of the study and they provide the quantitative material that allows us to answer the research questions". As scholars describe dependent variable is the core research questions or hypothesis to be answered at the end of the research. The dependent variables are the variables which rely on the independent variables for support to be certain. Therefore, in this study quality of education is the dependent variable which was connected with the independent variables socio-economic status of parents, medium of instruction and the school facilities.

3.7.2 Independent variables

Independent variables are the causes supposed to be responsible for bringing about change(s) in a phenomenon or dependent variables (Kumar, 2005). The independent variables are the variables which do not depend/ not contingent on the other variable. Therefore, socio-economic status of parents, medium of instruction and school facilities are the independent variables that could be incorporated to see the perceptions of teachers, students and principals on factors affecting quality of education in Kamashi Zone Secondary schools.

3.8 Procedures of Data Collection

To answer the research questions raised, the researcher went through a series of data gathering procedures. Accordingly, questionnaires, semi-interview questions and document analysis check list were prepared in relation to the research questions. These helped the researcher to get relevant data from the sample units. Letter of support was received from Jimma University and Woreda Education office (additional letters to other woredas and sample schools).To make the data more valid and reliable, the draft instruments were pilot tested in Anger Meti secondary school before the actual study was carried out. Consequently, the questionnaires were dispatched independently according to the time schedule given for each selected secondary school. The questionnaires were collected and semi-structured interview was conducted with Woreda education office experts and Parent Teacher Association/PTA members. Document analysis was made by the researcher himself. Finally, the data collected through various instruments from multiple sources were analyzed and interpreted.

3.9 Method of data analysis and interpretation

Both descriptive and regression analysis were used to analyze the data collected through questionnaires. The data collected from students, teachers and school principals through closed- ended questionnaires (the quantitative one) were processed and analyzed using descriptive and regression analysis. Descriptive analysis is used for stating an attribute of the associated data and regression analysis is used for an equation using specified and associated data for two or more variables such that one variable can be estimated from the remaining variables. Frequency and percentage were used to analyze the respondents' background information. Likewise, mean and standard deviation were used to summarize the collected data, on independent variables, in simple and understandable way and to make it easy for further interpretation (Aron et al., 2008). It also used to roughly judge which socio-economic status of parents, medium of instruction and school facilities (independent variables) practiced more in secondary schools of Kamashi Zone. For quantitative data, Likert Scale was employed to identify to what extent the respondents agree or disagree. It provides the respondents more freedom to respond. The scale consists of five scales: 1= strongly disagree, 2= disagree, 3= undecided, 4= agree and 5= strongly agree.

The qualitative data was organized according to concepts identified from research questions, transcribed and then analyzed according to their major concepts. The result of document analysis and open-ended questions was summarized and organized with related category. The data collected from the semi structured interview, document analysis and open ended question items were analysed and interpreted qualitatively through descriptive narration for the purpose of triangulation. Finally, the overall course of the study was summarized with findings, conclusions and recommendations.

3.10 Validity and Reliability

Checking the validity and reliability of data collecting instruments before providing to the actual study subject is the core to assure the quality of the data (Yalew, 1998). The pre-test was providing an advance opportunity for the researcher to check the questionnaires and to minimize errors due to improper design elements, such as question, wording or sequence (Adams et al., 2007). In this study, internal consistency of items under each category of the independent variables has been evaluated through Cronbach's Alpha reliability test. The researcher has prepared draft of the questionnaires and given 50 sample students, 11sample

teachers and 1 sample school principal and told to fill the questionnaires carefully. After the dispatched, questionnaires were returned, necessary modification on 8 items and complete removal and replacement of 2 unclear questions were done. The reliability output was obtained through the analysis of 19 for students, 22 for teachers and 22 for school principals and totally 63 questionnaires on SPSS version 24. The result of the Cronbach's alpha was found to be in the acceptance range i.e. > 0.70.

Table 3.2 Result of pilot test

No	Major variables	No of item	Cronbach's alpha
1	Perception of teachers, students and school principals on the socio-economic status of parents in affecting quality of education	18	0.73
2	Perception of teachers, students and school principals on the medium of instruction in affecting quality of education	19	0.78
3	Perception of teachers, students and school principals on the school facilities in affecting quality of education	26	0.75
Average alpha			0.753

3.12. Ethical consideration

Research ethics refers to the type of agreement that the researcher enters into with his or her research participants. Ethical considerations play a role in all research studies and all researchers must be aware of and attend to the ethical considerations related to their studies. Therefore the researcher communicated all secondary schools legally and smoothly. The purpose of the study was made clear and understandable for all participants. Any communication with the concerned bodies was accomplished at their voluntarily consent without harming and threatening the personal and institutional wellbeing. The school records and information were kept confidential.

CHAPTER FOUR

4. DATA ANALYSIS, INTERPRETATIONS AND PRESENTATIONS

4.1. Introduction

The purpose of this study was to assess the perception of teachers, students and school principals on factors affecting quality of education in secondary schools of Kamashi Zone, Benishangul Gumuz Regional State which is socio-economic status of parents, medium of instruction and school facilities. With the desire to achieve the designed objective of the study, the researcher has distributed a total of 395 copies of questionnaires to 317 students, 71 teachers and 7 principals of targeted respondents. Among the distributed total copies of questionnaires 332 questionnaires were collected. From these 254 questionnaires from students, 71 from teachers and 7 from school principals were properly filled & collected respectively. The full data of teachers and principals are responded but 63 students were excluded because of incomplete and not returned the questionnaires. The response rates were (254)80.12%, (71)100%, (7)100% from students, teachers and school principal respectively. More over 35 parent teacher association and 8 woreda education office experts were interviewed.

This chapter presents the findings from descriptive and regression analysis. Descriptive data were analyzed through statistical package software SPSS version 24. The descriptive analysis employed was based on tables, frequency percentage, mean and standard deviation so as to provide information on key variables in this study. Demographic information was analysed in the form of table, frequency and percentage. Mean and standard deviation were used to show the result of determinants of education quality such as socio economic status of parents, medium of instruction and school facilities.

4.2. Presentation, Analysis and Interpretation of the Research Questions

This part of the study is dedicated to the presentation, analysis and interpretation of the data gathered from respondents' on the perception of teachers, students and principals on the factors affecting the quality of education in the case of kamashi zone secondary schools. With respect to this, students, teachers and school principals responded their perception both by open and closed-ended questionnaires. The closed-ended items across sub-categories are computed and analyzed by using mean scores. In addition, items across each category were arranged under the rating scale with five points. These five points scale range from 1=

strongly disagree, 2= disagree, 3= undecided, 4= agree and 5= strongly agree. Data from semi-structured interviews were triangulated to validate the findings.

4.3 Results of reliability analysis

A reliability test performed to check the consistency and accuracy of the measurement scales. Cronbach's alpha is one of the most commonly accepted measures of reliability. It measures the internal consistency of the items in a scale. The normal range of Cronbach's coefficient alpha value ranges between 0 - 1 and the higher values reflect a higher degree of internal consistency. For this study's instrument the result of the Cronbach's alpha was found to be in the acceptance range i.e. > 0.70.

Table 4.1.Reliability Statistics of the Cronbach's Alpha Test

Reliability Statistics

Cronbach's Alpha	N of Items
.865	3

(SPSS version 24 result)

The three items are socio-economic status of parents, medium of instruction and school facilities

According to the table 4.1 the entire questionnaires of assessment of the perception of teachers, students and principals on the factors socio economic status of parents, medium of instruction and school facilities are 0.865. This indicator shows very good reliability since it is greater than minimum acceptance of Cronbach's (= > 0.7). This shows as indication of acceptability of the scale for further analysis. The regression analysis of the three independent variables is (> 0.7) means it is clear that the data is fit to the analysis.

4.4. Descriptive Analysis of Demographic Variables

Demographic variable selected for the study are grade, gender, educational levels or qualification, teaching and leading experiences. The data gathered were analyzed using descriptive statistics techniques such as table, frequency and percentage.

Table 4.2: Analysis of demographic variable for students

Variable	Category	Frequency	Percent
Gender	Male	153	60.2
	Female	101	39.8
	Total	254	100
Grade of students	Grade nine students	125	49.2
	Grade ten students	129	50.8
	Total	254	100

According to the table 4.2, the highest proportions of students are male which comprise 153 (60.2%) of the respondents. The rest of students who filled up the questionnaires are female who took the share of 101(39.8%). From this, it is possible to conclude that majority of the respondents are male and there is a high difference in gender in the sample schools.

The second component of the table represents the grade of respondent students. It has two categories and the highest number of respondents were grade ten students which scored129(50.8%) and followed by grade nine students with 125(49.2%). This shows that there is a little gap between the two grade students of the sample schools with 4(1.6%).

Table 4.3: Analysis of demographic variable for teachers

Variable	Category	Frequency	Percent
Gender	Male	59	83.1
	Female	12	16.9
	Total	71	100
Teaching experiences of teachers	1-5 years	47	66.2
	6-10 years	17	23.9
	11-15 years	3	4.2
	16-20 years	1	1.4
	21 and above years	3	4.2
	Total	71	100
level of Education qualification of teachers	MA/MSc	1	1.4
	BA/BED Degree	61	85.9
	Diploma	9	12.7
	Total	71	100

According to the table 4.3, the highest proportions of teachers are male which comprise (59)83.1% of the respondents. The rest of teachers who filled up the questionnaires were female who took the share of (12)16.9%. From this, it is possible to conclude that majority of the respondent teachers were male and there is a high difference in gender of teachers teaching in Kamashi Zone secondary schools of the sample schools.

Concerning the teachers teaching experience (service years), (47)66.2% of teachers were between the range of 1-5 years, (17)23.9% were between the experience range of 6-10 years, (3)4.2% were between the experience range of 11-15 years, (3)4.2% were between the experience range of 21 and above years. The remaining respondent, (1)1.4% was between the experience range of 16-20 years of experience. This shows that the work experiences of teachers imply that most teachers in the sample schools have the service years of 1-5 and 6-10 distribution ratios in the zone respectively. With respect to the level of education qualification of teachers the highest number (61)85.9% were BA/Bed degree holders, (1)1.4% of the respondent was MA/MSc holder and the rest (9)12.7% were diploma holders.

Table 4.4: Analysis of demographic variable for school principals

Variable	Category	Frequency	Percent
Gender	Male	7	100
	Female	-	-
	Total	7	100
Year of experience of school principal	1-5 years	1	14.2
	6-10 years	2	28.6
	11-15 years	2	28.6
	16-20 years	-	-
	21 and above	2	28.6
	Total	7	100
Educational level of school principals	MA/MSc	4	57.1
	BA/BED Degree	3	42.9
	College Diploma	-	-
	Total	7	100

According to the table 4.4, the highest proportions of school principals are male which comprise (7)100% of the respondents. From this, it is possible to conclude that all of the respondents are male and there is no female principal in the sample secondary schools of the zone.

Concerning the principals leading experience (service years), (2)28.6% of principals were between the service years range of 6-10 years, (2)28.6% were between the experience range of 11-15 years, (2)28.6% were between the experience range of 21 and above years and (1)14.2% was between the experience range of 1-5 years. This shows that the work experiences of principals indicate that most of them in the sample schools have the service of 6-10, 11-15 and 21 and above year's distribution ratios in the zone respectively.

The third component of the table represents the educational level of school principals. It has three categories and the highest numbers of respondents' MA/MSc holders of school principals which scores (4)57.1% and followed with BA/BED degree holders with (3)42.9%.

4.5. Views of Respondents on the factors affecting the quality of education

All items under the factors affecting the quality of education were listed and the responses of respondents were indicated by descriptive analysis of means score and standard deviation. The rating scales of mean scores were calculated for all responses according to (Aron et al., 2008). That is, if average mean score is between 1.00–1.49 strongly disagree, 1.50 – 2.49 disagree, 2.50 – 3.49 undecided, 3.50 – 4.49 agree and 4.50 – 5.00 strongly agree. Finally, the data obtained from the semi-structured interview sessions, open-ended questions and document analysis were presented and analyzed qualitatively to substantiate the data collected through the questionnaires to validate the findings of the study.

4.6 Factors that affect Educational Quality

4.6.1 Socio-economic status of parents

Teachers, students, and school principals were asked to show their perception on the socio-economic status of parents in affecting the quality of education to their respective schools. For the respondents questionnaires which have five rating-scales were dispatched. The result was summarized in the tables below.

Table4.5 Teachers' perception on socio economic status of parents

No	Item	Total respo nders	Mean	Std. Deviatio n
1	Poor academic performances sometimes relates to family income	71	3.90	1.09
2	Educated parents can enhance their children's academic achievement through guidance		3.66	1.05
3	Parents with low status of educational level contribute minimum support to their children's academic achievement.		3.80	1.12
4	Insufficiency of students' parental income to support their children in their education can affect quality education.		3.64	1.28
5	Students with low parental socio-economic status have difficulties with their studies and have less interest of learning.		3.16	1.25
6	Students from low income family exhibit truancy (mostly absent from school)		2.91	1.29

Source: primary data, 2020

The mean score of the perception of teachers on socio-economic status of parents in affecting the quality of education ranges between 3.90 and 2.91, as presented in table 4.5 above. The mean score was higher for item 1, Poor academic performances is related to family income which is 3.90, followed by the item 3, and parents with low status of educational level contribute minimum support to their children's academic achievement had the mean score 3.80. The majority of the respondents showed their perception agreeing on these two items. With respect to this as it has been cited in (Graetz, 2018), educational success depends very strongly on the socio-economic status of one's parents). The effect of parental socio-economic status on children's educational outcomes may be neutralized, strengthened or mediated by a range of other contextual, family and individual characteristics.

The mean score of item 2, the enhancement of parents to their children's academic achievement through guidance and item 4, the insufficiency of students' parental income to

support their children in their education had scored 3.66 and 3.64 correspondingly. This implies that the majority of the respondents showed highest perception of agreement about the socio-economic status of parents in affecting the quality of education. According to the respondents' perceptions, socio-economic status of parents is among the factors which affect quality of education in kamashi zone. Family income influences school outputs indirectly through the status and process variables. The principal source of children's capacity and motivation to learn is the family, through the genetic endowment and the direct provision of nutrients, healthcare, and stimulus (World Bank, 2003). This indicates that school systems work with the children who come into them.

In the same table 4.5 above, the respondents perception on item 5, students who have difficulties with their studies and have less interest of their learning's due to their parental low income scored the mean of 3.16. Item 6, students from low income family exhibit truancy (mostly absent from school) scored the mean of 2.91. The perception of the respondents in the two items shows average scale in the level of agreement (undecided). The above result resembles with (Wadesango, 2009) which suggested that, the students who are absent have low achievement and may be disciplining on the test scores continued losses of instruction or poor academic achievement and truancy tends to be higher among students from low socio economic status backgrounds. Furthermore, the information obtained from semi-structured interview from woreda education office and open-ended questions from teachers also revealed that, socio-economic status of parents is the causal factor for the absence of students from school which is related to poor educational performance and lowered the quality of education.

Table 4.6 Students' perception on socio economic status of parents

No	Item	Total respondents	Mean	Std. Deviation
1	Your parents level of income can affect your academic performance	254	3.03	1.21
2	Parents with good education status can enhance their children's academic achievement through guidance		3.11	1.34
3	Parents with low status of educational level contribute minimum support to their academic achievement		3.31	1.16
4	Parents with insufficient income do not wisely support their children in their education		3.05	1.21
5	You have difficulties with your academic achievement due to your parents low income		2.68	1.28
6	Students' parental low income leads them to truancy (mostly absent from school)		2.96	1.31

Source: primary data, 2020

The student respondents were asked to show their perception on five response scales (strongly agree, agree, undecided, disagree and strongly disagree). The mean score of socio-economic status of parents of students' responses in affecting the quality of education ranges between 3.31 and 2.68, as presented in table 4.6 above.

The mean score was higher for item 3, parents with low status of educational level on contributing minimum support to their children's academic achievement has scored the mean of 3.31, followed by item 2, the enhancement of parents to their children's academic achievement through guidance which had 3.11. The mean score of item 4, the insufficiency of students' parental income to support their children in their education, item 1 the parental level of income in affecting students' academic performance, item 6 the parental low income which leads students to truancy (mostly absent from school) and item 5 the students who have difficulties with their studies and have less interest of their learning's due to their parental low income scored the mean of 3.05, 3.03, 2.96 and 2.68 with the standard deviation of 1.21, 1.21, 1.31 and 1.28 respectively. This indicates that all of the respondents showed their level of

agreement moderately, which is to mean that the socio-economic status of parents can affect the quality of education.

According to the perception of targeted school students and the information from the semi-structured interview, open-ended questions and document analysis, the researcher could concluded that the socio-economic status of parents found to be average priced(undecided) in affecting the quality of education in secondary schools of kamashi zone.

Table 4.7 School principals' perception on the socio economic of status of parents

No	Item	Total respondent	Mean	Std. Deviation
1	Some students are from low income family perform poor academic achievement	7	3.71	1.380
2	Educated parents can enhance their children's academic achievement through guidance		3.42	0.78
3	Parents with low status of education level contribute minimum support of their children's academic achievement		4.00	0.816
4	Insufficiency of students' parental income to support their children in their education can affect quality education		3.71	1.11
5	Students with low parental socio-economic status have difficulties with their studies and have less interest of learning.		3.14	0.37
6	Students from low income family exhibit truancy (mostly absent from school)		2.85	1.21

Source: primary data, 2020

Concerning the socio-economic status of parents in affecting the quality of education the target schools principals were asked and the mean score of their perception of all items are ranging between 4.00 and 2.85 as presented in table 4.7 above. With regard to item 3, parents with low status of educational level on contributing minimum support to their children's academic achievement had the highest mean score 4.00, followed by items 1 & 4, some students are from low income family perform poor academic achievement and the

insufficiency of the students' parental income to support their children in their education both had the mean score of 3.71. This suggests that the majority of the respondent principals responded high level of agreement (agree) about items 3, 1 & 4 questions. These items mean scores show that socio-economic status of parents plays a great role in affecting the quality of education in the study area of secondary schools.

Different studies and literatures explained families with lower socio-economic status mostly lack the financial, social and educational support that characterizes families with high socio-economic status. With respect to this, (Williams *et al*., 2012), states that, children from low socio-economic status families are more likely have difficulties with their studies and display negative attitude to school and exhibit higher levels of problematic school behavior (for instance truancy). Similarly, studies of children's educational achievements over time have also demonstrated that social background remains one of the major sources of educational inequality (Graetz, 2018).

On the other hand, item 2 of table 4.7, the enhancement of parents to their children's academic achievement through guidance had the mean score of 3.42, followed by item 5, the students who have difficulties with their studies and have less interest of their learning's due to their parental low income scored the mean of 3.14 and item 6, the parental low income which leads students to truancy (mostly absent from school) which had the mean score of 2.85. According to items 2, 5, and 6 in table 4.7 above, the targeted schools principals' responses showed that average level of agreement which is moderate respectively. This indicates that students' academic performance depends on parent's contribution in their school life. The literature found that the children whose parents have positively participate his school life have higher score in his academic career as compared to those whose parents are less involved in his child academic life (D. R. Topora, 2010).

Finally, semi- structured interview with Yasso woreda education experts and Yasso secondary school parent teacher association confirmed that students' academic achievement is affected by low parental income by saying:

''... are experiencing many problems on those students who are from low parental income by helping their children supplying educational materials and school uniform in order to save them not to drop from the school. Although they were given this opportunity, most of the students were dropping-out from school and participating on daily labour work for sustaining daily feeding''.

From this the researcher can conclude that socio-economic status of parents highly affected the quality of education in the study area of Kamashi zone secondary schools.

4.6.2 Medium of instruction

Table 4.8 Teachers' perception to the medium of instruction

No	Item	Total respondents	Mean	Std. Deviation
1	Less students participation in classroom interaction can hinder students' language proficiency	71	4.00	1.00
2	Low proficiency of students in the medium of instruction leads to low performances in students' academic performance		4.01	1.04
3	Medium of instruction can inhibit the learners performance		3.71	1.16
4	Ample exercises develop students skills in the medium of instruction		3.47	1.36
5	To promote effective and efficient teaching and learning in medium of instruction, teachers are given high expectations		3.61	1.15
6	Medium of instruction would lead to a more comprehensive understanding of the subject matter		3.61	1.04
7	Motivation of teachers to teach in the medium of instruction interests the students		3.16	1.34

Source: primary data, 2020

The mean score of teachers' perception on the medium of instruction in affecting the quality of education in the target schools in table 4.8 above is ranging between 4.01 and 3.16 with standard deviation 1.36 and 1.04 and it would be analyzed from general to specific as follows. The item 2, low proficiency of students in the medium of instruction which leads students to low performances in students' academic performance had higher mean 4.01; followed by item 1, less participation in classroom interaction hinders students' language proficiency had the next higher mean score 4.00; the item 3, medium of instruction can inhabit the learners performance scored the mean of 3.71. Items 5 and 6, to promote effective and efficient

teaching and learning; teachers are given high expectations and medium of instruction would lead to a more comprehensive understanding of the subject matter both scored mean of 3.61. The analysis of items 2, 1, 3, 5 and 6, suggested that the majority of respondent teachers responded showing their agreement (agree). This implies that medium of instruction affected the quality of education in the study area of secondary schools. The influence of medium of instruction on students' performance is related to the students' beginning grades.

Regarding the issue, the Belojeganfoy and kamashi woreda education office experts in the semi-structured interview informed that:

''... most of the teachers in their woreda schools use translation in their teaching than using medium of instruction. Even though English is a language of instruction in secondary schools of the zone, teachers use English to write notes. And they are using Amharic or Sagumuz during the discussion and presentation. This method of teaching hindered the students' ability in the medium of instruction and affected the quality of education''.

The problem of proficiency in the language of instruction (English) at secondary school level is not only the concern of students, but it seems the problem of teachers too. According to (Wakitavi and Vender, 1997), some teachers are not proficient enough in English language and one wonders how they can help students who struggle to learn. To do so, they need to have good command of the language of instruction (English language in this case). Language of instruction, therefore, affects quality of education. In line with this, Hervey cited in (Girma, 2010) stated that, there is clear evidence that a teacher's ability and effectiveness are the most influential determinants of student's achievement. In addition to this, (Gropello, 2003) suggested that an effective school is then a school, which gives a significant contribution to the students' achievement interdependently of the students' back ground and the community context.

In table 4.8 above, item 4, ample exercises develop students skills in the medium of instruction had the mean score of 3.47 and item 7, motivation of teachers to teach in the medium of instruction interests the students had scored the mean of 3.16. This indicates that the respondent teachers responded the questions reflecting their agreement as medium of instruction moderately affected the quality of education at the average rate of strongly agree and strongly disagree in secondary schools. The information from the open-ended question also showed that medium of instruction has created difficulties in understanding of the lesson on the teaching-learning process and it affected the quality of education. In light of this, (Deer, 2018), indicated that it is the quality of the teacher that influences the quality of learning in the classrooms.

Table 4.9 Students' perception on the medium of instruction

No	Item	Total reponden ts	Mean	Std. Deviation
1	Lack of participation in class interaction can hinder your language proficiency	254	3.99	0.87
2	The difficulty level of medium of instruction may lead you to low performance in your academic achievement		3.65	1.11
3	Medium of instruction can play a crucial role in inhibiting or accelerating your academic achievement		3.96	0.90
4	Medium of instruction would lead you to a more comprehensive understanding of the subject matter you learn		3.58	1.02
5	The interest of teachers towards teaching using medium of instruction can increase your interest of learning the subject matter		3.41	1.29

Source: primary data, 2020

The mean score of students' perception on the medium of instruction in affecting the quality of education ranges between 3.99 and 3.41, as presented in table 4.9 above. The mean score was higher for the item 1, lack of participation in class interaction which can hinder students' language proficiency scored 3.99, followed by item 3, medium of instruction can play a crucial role in inhibiting or accelerating their academic achievement which scored 3.96, item 2, the difficulty level of medium of instruction which may lead students to low performance in their academic achievement had scored the mean of 3.65 and item 4, the medium of instruction would lead students to a more comprehensive understanding of the subject matter they learn had the mean score of 3.58. This implies that the majority of participants scored highest level of agreement (agree) about the medium of instruction in affecting the quality of education. On the contrary, in the same table 4.9, item 5, the interest of teachers towards teaching using medium of instruction to increase students' interest of learning the subject matter they teach scored the mean of 3.41 which is relatively average scale in the level of agreement (moderate). With respect to this (Carnoy, 2005), teachers are fundamental to

educational delivery and the quality of education will depend largely on the quality of teaching and teacher effort. The item mean score indicated an average rate to the medium of instruction in affecting the quality of education.

Finally, the information from the open-ended questions indicated that teachers are not giving attention over the medium instruction they are using to improve their students' academic achievement. Since the teachers are not applying the medium of instruction in which the text book was prepared and use other language for translating, it put deficiency of medium of instruction on students' academic achievement. These activities of teachers directly affected the quality of education. From this information it is possible to say that medium of instruction is the factor which affected the quality of education in the targeted sample schools.

Table 4.10 School principals' perception on the medium of instruction

No	Item	Total respondents	Mean	Std. Deviation
1	Less students participation in classroom interaction can hinder students' language proficiency	7	4.00	0.57
2	Low proficiency of students and teachers in the medium of instruction leads to low performances in students' academic performance		4.00	0.57
3	Medium of instruction can inhibit or facilitate the learners performance		4.14	0.37
4	Medium of instruction would lead to a more comprehensive understanding of the subject matter		3.57	0.97
5	To promote effective and efficient teaching and learning in medium of instruction, teachers are given high expectations		4.28	0.95
6	Medium of instruction would lead to a more comprehensive understanding of the subject matter		3.71	0.75
7	The interest of teachers towards teaching using medium of instruction is low		3.42	1.13

Source: primary data, 2020

In table 4.10 above, the school principals of the targeted schools were asked their perception as the medium of instruction affects the quality of education and the average responses of the seven items ranged between the mean score of 4.28 and 3.42. With regard to the item 5, promoting effective and efficient teaching and learning in medium of instruction, teachers are given high expectations had the mean score of 4.28, followed by item 3, medium of instruction can inhibit or facilitate the learners performance scored the mean of 4.14, items 1, the less students participation in classroom interaction can hinder students' language proficiency and item 2, the low proficiency of students and teachers in the medium of instruction which leads to low performances in students' academic performance both items scored the mean of 4.00. Item 6, the medium of instruction would lead to a more comprehensive understanding of the subject matter had the mean score of 3.71 and item 4, regarding how to develop students skills of reading, speaking, listening and writing ample exercises should be initiated in the school had the mean score of 3.57. This indicates that the majority of the school principals' responses scored higher level of agreement (agree) about items 5, 3, 1, 2, 6 & 4 respectively. With respect to this, (Fuller, et.al, 1999) cited in (UNCEF, 2000) stated that learning occurs when teachers engage students in instructional activities, rather than attending to administrative or other non- instructional process Regarding this (World Bank, 2003) has recommended that longer school time is directly related to student achievement. In light of this school principals have to give more of their time on instructional activities in order to bring the quality of education.

Regarding item 7, the interest of teachers towards teaching using medium of instruction is low; the respondent school principals' response had the mean value of 3.42. This implied that some respondents scored medium level of agreement (undecided) which is moderate about the medium of instruction in affecting the quality of education.

Generally, according to the perceptions of teachers, students and school principals medium of instruction affected the quality of education in the target secondary schools.

4.6.3 School facilities

The quality of learning materials available within an educational institution has positive relationship with the quality of teaching and learning activities which in turn leads to the attainment of goals set (Ayini, 2012). Teaching and learning materials play a significant role in enhancing teacher's lesson preparation and class delivery.

The school facilities are tools to attract students in general. The facilities play an important role in attracting students to a given school and ensure that students learn in state environment.

FDRE (1994, cited in (Ashebir, 2014) suggested that educational materials are considered as the major factors for improving the quality of education. The document has also stated that, "in order to promote the quality education, relevance and expansion of education, due attention should be given to the supply, distribution and utilization of educational materials, educational technology and facility to improve quality education.

Teachers, students and school principals were asked to rate as the school facilities affect the quality of education. For each the respondents' questionnaires which have five rating-scales were dispatched. The result was summarized in the following table.

Table 4.11 Teachers' perception on the school facilities

No	Item	Total respondent	Mean	Std. Deviation
1	Well-equipped science laboratory with chemicals and equipment	71	2.91	1.28
2	Well-equipped and organized computer lab for both teachers and students		2.67	1.21
3	Well-equipped and up-to-date library		3.00	1.08
4	Sufficient student seats and teacher chairs in the classrooms		3.04	1.11
5	Separate and clean toilets of teachers and students for both boys and girls		3.01	1.06
6	Well-equipped and organized pedagogical centre		2.83	1.23
7	Sufficient text books for individual students		2.92	1.24
8	Sufficient reference books		2.69	1.20
9	Sufficient syllabus books		2.39	1.12

Source: primary data, 2020

As presented in table 4.11above, the respondent teachers were asked their perception to rate the degree of their agreement on the school facilities in affecting the quality of education and the mean responses of all items ranged between 3.04 and 2.39 with the standard deviation

1.28 to 1.06. With respect to this, (UNICEF, 2000) noted that physical learning environments or the places, in which formal learning occurs, range from relatively modern and well-equipped building to open air-gathering places. Therefore, infrastructure included classrooms, study rooms, offices, toilet rooms, water and electricity service, etc. These materials are required to be proportional to the number of teachers and students in the school. This indicates how much harmful is shortage of school facility in performing instructional activity.

.With regard to item 1, well-equipped science laboratory with chemicals and equipment in secondary schools the mean has scored 2.91. This informs that there is no well-equipped science laboratory with chemicals and equipment in the schools. In line with this, it was also evident from the woreda education office experts' semi-structured interview; from seven sample schools only two secondary schools have the laboratory class with the lack of up-date chemicals and equipment. But, the rest five secondary schools have no science laboratory at all. Therefore, it is possible to conclude that, the problem was more serious concerning the facilities and qualities of laboratories in the sampled secondary schools. Thus, it may have impact on the achievement of students. With regard to open-ended questions, the respondent teachers suggested that the students only learn science theoretically in classroom.

Regarding item 2 in the same table, well-equipped and organized computer lab for both teachers and students has scored lower mean 2.67. In line with this, the information from the semi-structured interview made with the parent teacher association and woreda education office experts informs that from the seven sample schools only three secondary schools have computer room which is not organized for both teachers and students. The rest four schools have no computer class or computer at all. To conclude the above data, the availabilities of computer service provided for students and teachers to utilized computer and internet access in the secondary schools of kamashi zone was not adequate. The researcher can generalize that the shortage of computer service as school facility can affect the quality of education.

In their reaction to item 3, of table 4.11, the respondent teachers indicated their agreement moderately on the well-equipped and up-to-date library with the mean score of 3.00. Information from the semi-structured interview held with majority of the interviewees indicated that teachers and students have no separate reading rooms. In addition there are no up-to dated reference books sufficiently. The data signifies that teachers and students did not obtain the opportunity to read up dated reference books in the library. In general, secondary schools in Kamashi Zone had the limitations of up dated library to support the effective teaching learning process and it had the side of affecting the quality of education.

As it can be seen from item 4 of table 4.11, respondent teachers expressed their response on sufficiency of student seats and teacher chairs present in the classrooms the mean score shows 3.04. It moderately indicated the agreement of the respondents. This implies the availability of student seats and teacher chairs in the classrooms.

As it can be seen in the 5th item in the table, the respondent teachers pointed out that the presence of separate and clean toilets of teachers and students for both boys and girls and scored the mean of 3.01. The mean score shows the moderate agreement of the respondents. The data from the open ended question shows, even if the toilet were available it was not clean due to the absence of water. The information from the interview indicates that although separate toilets for both boys and girls are available, the issue of cleanness was still in problem in secondary schools of Kamashi Zone.

The semi-structured interview made with Agalo Meti woreda education office experts indicate that:

''... due to the untidiness of the toilet the students who are in need of using toilet can leave the school during the learning time and go home to use the toilet. In this case it can affect the quality of education.''

In the 6th item of table 4.11, respondent teachers were asked about the well-equipped and organized pedagogical centre and the mean shows 2.83. This confirms that the agreement they have is the average rate of agreement. Regarding this, (Right, 2008), defines teaching and learning materials as resources which teachers use to deliver instruction. They assist in and support students' learning and increase their success. With respect to this, item 7 of table 4.11, the respondent teachers were asked about the sufficiency of text books for individual students and expressed their agreement moderately with the mean score of 2.92. The data from document analysis indicated that the ratio of text books is not 1:1 per student. Because the distribution ratio indicates 1:3 and 1:2, especially grade 9 and 10 history text books.

With regard to item 8 in the same table, concerning the sufficiency of reference books most of the respondent teachers indicate their disagreement. This is because their responses mean score implied 2.69. The data obtained from semi-structured interview of three woreda education office experts indicated that the school libraries were not full field with necessary reference books for both teachers and students. This implies that the quality of education can be affected due to the shortage of reference books. In order to enable quality education, it is essential to provide reference books for both teachers and students. Therefore it may influence the achievement of students in assuring quality of education.

In item 9 of table 4.11, respondent teachers disagreed on the availabilities of sufficient syllabus books in their school. The mean score of this item shows 2.39 with a standard deviation of 1.12. From the data obtained from the respondent teachers, it can be concluded that sufficient syllabus books in secondary schools of Kamashi Zone was low level of available. Thus it may hinder the teachers to prepare effective plan to promote the students' academic achievement and greatly affects the quality of education.

Table 4.12 **Students' perception on the school facilities**

No	Item	Total respondents	Mean	Std. Deviation
1	Well-equipped science laboratory with chemicals and equipment	254	3.13	1.19
2	Well-equipped and organized computer lab for both teachers and students		2.90	1.16
3	Well-equipped and up-to-date library		2.77	1.12
4	Sufficient student sitting desk and teacher chairs in the classrooms		2.78	1.19
5	Separate and clean toilets of teachers and students for both boys and girls		2.86	1.24
6	Well-equipped and organized pedagogical centre		2.67	1.17
7	Sufficient text books for individual students		2.59	1.18
8	Sufficient reference books		2.45	1.20

Source: primary data, 2020

In table 4.12 above, the students of the targeted schools were asked their perception as the school facilities affect the quality of education and the average responses of the eight items range between the mean score of 3.13and 2.45. With regard to the item 1 well-equipped science laboratory with chemicals and equipment in secondary schools the mean has scored 3.13, followed by item 2, well-equipped and organized computer lab for both teachers and students has scored mean of 2.90, In their reaction to item 3, of table 4.12, the majority of respondent students indicated their disagreement on the well-equipped and up-to-date library with the mean score of 2.77. The information from open-ended question on this item indicated that there is no up-to-date library for student.

As it can be seen from item 4 of table 4.12, respondent students expressed their response on sufficiency of student sitting desk and teacher chairs present in the classrooms the mean score shows 2.77. It moderately indicated the agreement of the respondents. This implies the availability of student seats and teacher chairs in the classrooms is at an average rate.

Item 5, the respondent students pointed out that the presence of separate and clean toilets of teachers and students for both boys and girls and scored the mean of 2.86. The mean score shows the moderate agreement of the respondents. And regarding item 6, respondent students were asked about the well-equipped and organized pedagogical centre and the mean shows 2.67. This confirms that the majority of the respondents have shown disagreement on the issue.

With respect to this, item 7 of table 4.12, the respondent teachers were asked about the sufficiency of text books for individual students and expressed their disagreement with the mean score of 2.59. The data from document analysis indicated that the ratio of text books is not 1:1 per student. Because the distribution ratio indicates 1:3 and 1:2, especially grade 9 and 10 history text books. The mean showed that shortage of sufficient text books for individual students affected the quality of education in the target secondary schools of kamashi zone. Concerning this, (Lioyed, Tawilla and Clark, 2003), explained that high quality schools are sometimes defined by their material correlates (e.g. resources per students).

Regarding item 8, in the same table, concerning the sufficiency of reference books most of the respondent students indicated their disagreement. This is because their responses mean score implied 2.45. The data obtained from semi-structured interview of three woreda education office experts indicated that the school libraries were not full field with necessary reference books for both teachers and students. This implied that the quality of education was affected due to the shortage of reference books. Concerning this, (Grisay and Mahlck, 2011) noticed that the notion of quality cannot be limited to students alone; it should also take in to account their determinants i.e. the various means such as the provision of buildings, equipment, text books and teaching learning process, etc.

The result was supported by semi-structured interview with parent teacher association of Fafate and Chigisha secondary schools:

‘‘. . . education plays the greatest role in equipping human resource and secondary schools are the 1st stakeholders in doing such activities but the attention given to it never much the advantage it gives. So, shortage of reference books in secondary schools affected the quality of education’’.

Table 4.13 Principals' perception on the school facilities

No	Item	Total respondents	Mean	Std. Deviation
1	Well-equipped science laboratory with chemicals and equipment	7	2.28	0.75
2	Well-equipped and organized computer lab for both teachers and students		2.28	0.48
3	Well-equipped and up-to-date library		2.57	0.97
4	Sufficient student seats and teacher chairs in the classrooms		3.00	1.00
5	Separate and clean toilets of teachers and students for both boys and girls		2.57	1.13
6	Well-equipped and organized pedagogical centre		2.71	0.75
7	Sufficient text books for individual students		2.28	0.95
8	Sufficient reference books		2.42	1.61
9	Sufficient syllabus books		1.85	0.69

Source: primary data, 2020

As shown in the Table 4.13, the respondent school principals were asked to rate the degree of their agreement on the school facilities in affecting the quality of education and the mean responses of all items ranged between 3.00 and 1.85 with the standard deviation 1.61 to 0.48. Item 4, with regard to the sufficiency of student seats and teacher chairs in the classrooms had the mean score of 3.00. This implied that the majority of the respondent school principals were moderately agreed on the availability of student seats and teacher chairs in the classrooms. In the table 4.13 above, concerning well-equipped and organized pedagogical centre the mean score was 2.71 and this implied that the respondent school principals moderately agreed on the availability of pedagogical centre. With respect to this, (Joshua, 2012) noted that quality of school facilities provides students with a functional, clean, and safe environment to learn the curriculum. In contrast, overcrowded and poorly maintained facilities make it difficult to sustain a focus on learning and erode valuable instructional time. Regarding this, (Adenosine, 2018) implied that management in general can be defined as the organization and mobilization of all human and material resources in any system for effective achievement of the identified objectives of the system.

As shown in the same table, item 3 and 5, regarding well-equipped and up-to-date library and separate and clean toilets of teachers and students for boys and girls, the mean score of the

two items was 2.57. This implied that the agreement of target school principals showed moderate agreement on the two items. Concerning these two items the open-ended questions indicated that there are no clean toilets. Additionally, in the sample schools of the zone, even though the pedagogical centre rooms are available, the availability of materials is not sufficient.

A semi-structured interview held with Kamashi and Belojeganfoy woreda education office experts showed that:

''...lack of school facilities like recreation center, tap water, shortage of materials in the pedagogical center, electricity and health care service are factors for affecting the quality of education''.

With regard to item 8 in the same table, the sufficiency of reference books, the mean score is 2.42. This mean score confirms that majority of the respondent school principals disagreed on the sufficiently availability of reference books. From this the researcher can conclude that to enable quality of education, it is essential to provide reference books for both teachers and students.

With respect to items 1, 2 & 7 in table 4.13 above, concerning the well-equipped science laboratory with chemicals and equipment, well-equipped and organized computer lab for both teachers & students and sufficient text books for individual students, the majority of respondent sample school principals were disagreed and the mean score for the three items is 2.28. The information from the open-ended questions show that the school principals are facing the shortage of laboratory with chemicals and equipment, computer lab and sufficient text books for individual students in the school they are leading.

Laboratory is one of the facilities, which is useful especially for science teaching. To acquire scientific knowledge systematically in depth, the most important means is the teaching of science that should give an increased emphasis in enhancing student involvement in scientific investigation through laboratory work and field study (Rossoff, 2016).

Finally, with item 9 of the same table asked about the sufficiency of syllable books, the majority of sample school respondent principals indicated their disagreement with the mean score of 1.85 the standard deviation 0.69. From the data, it can be concluded that the availability of sufficient syllabus books in secondary schools of Kamashi Zone is very low. Thus it may hinder the teacher to prepare effective plan to promote the students' academic achievement and it affected the quality of education.

4.7 Regression Analysis part

Table4. 14 Regression model Summary for teachers' perception response

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.932[a]	.869	.864	.31182

a. Predictors: (Constant), School facilities , Socio-Economic status of parents, Medium of Instruction

Source: SPSS Output, 2020

The model summary of table 4.14 above shows that the sum degree of association that the stated independent variables have with the dependent one that is quality of education. Again the model summary shows the fitness (goodness) of the model is good and gives direction for analysis through multiple linear regressions. As such, it has been shown by R-square that the stated independent variables (socio economic status of parents, medium of instruction and school facilities) all together have stronger positive relation at a rate of 86.9%. This shows that the better the variables are treated the more the education quality of the students will be. The adjusted R-square result in the same table is 86.4%. It shows that the independent variables included under this study have explaining in what extent change on dependent variable of the study. Accordingly the three independent variables (socio economic status of parents, medium of instruction and school facilities) of this study explained the dependent variable (quality of education) in 86.4% positive influence on the education quality of within under consideration at a significant level according to teachers' perception response.

Table 4.15 ANOVA test on teachers' perception response

ANOVA [a]

Model		Sum of Squares	D f	Mean Square	F	Sig.
1	Regression	43.391	3	14.464	148.755	.000[b]
	Residual	6.515	67	.097		
	Total	49.905	70			

a. Dependent Variable: Quality education

b. Predictors: (Constant), Socio-Economic, Medium of Instruction, School facilities,

(Source: SPSS Output, 2020)

Table 4.15 indicated that the significance level is 0.000 which is less than 0.01. This indicates that the model was statistically significant at the 1% level of significance.

Table 4.16 variables significance test for teachers' perception response

Coefficients [a]

Model		Un standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.191	.298		.642	.523
	Socio-Economic status of parents of Teachers perception	.112	.064	.084	1.743	.086
	Medium of Instruction of Teachers perception	-.144	.075	-.093	-1.919	.059
	School facilities of Teachers perception	.965	.046	.939	21.119	.000

a. Dependent Variable: Quality education

(**Source: SPSS Output, 2020**)

The multiple linear regression models represent the output for the beta coefficients of each independent variable. The regression equation for this research for teachers' perception response is presented below.

EQ=Bo+ B1Socio - B2 Medium +B3school facility +e

Where, EQ= educational quality, Medium= medium of instruction, socio= socio-economic status, school= school facility, BO= Constant, B1 to B3= beta coefficients, and e=the error term

Substituting the results in the model gives us: -

CS=191 + 0.112Socio -0.144Meduim+0.965School +e

According to the results in the above table (table 4.16) socio-economic status of parents' variables of this study is positive and statistically significant at 10% significance level, since the sign value of respective variable is 0.086. The coefficient of the socio-economic variable

implies that one unit change in socio economic of the parent directly change 11.2% of education quality. From this result the researcher concluded that socio-economic factors have impact on education quality.

According to the results in the above table (table 4.16), medium of instructions of the selected schools variable of this study is negative and statistically significant at 10% significance level, since the sign value of respective variable is 0.059. The coefficient of the medium of instructions variable indicates that one level change in medium of instruction on education of the participants' inversely change 14.4% of education quality. From this result, the researcher concluded that medium of instructions factors have impact on education quality.

With regard to the results in the above table (table 4.16), school facilities of the selected schools variable of this study is positive and statistically significant at 10% significance level, since the sign value of respective variable is 0.000 according to the response of teachers. The coefficient of the school facilities variable reveals that one unit change in school facilities of the school directly changes education quality in 96.5%. From this result the researcher concluded that school facilities factors have impact on education quality.

Table4. 17 Regression model Summary for students' perception response

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.846[a]	.716	.713	.43207

a. Predictors: (Constant), school facilities, Socio Economic, Medium of Instruction

Source: SPSS Output, 2020

The model summary the table above shows the sum degree of association that the stated independent variables have with the dependent one that is quality of education. Again the model summary shows the fitness (goodness) of the model is good and gives direction for analysis through multiple linear regressions. As such, it has been shown by R-square that the stated independent variables (socio economic status of parents, medium of instruction and school facilities) all together have stronger positive relation at a rate of 71.6% this shows that the better the variables are treated the more the education quality of the students will be. The adjusted R-square result in the same table is 71.3% shows that the independent variables included under this study have explaining in what extent change on dependent variable of the

study. Accordingly the three independent variables (socio economic status of parents, medium of instruction and school facilities) of this study explain the dependent variable (quality of education) in 71.3% positive influence on the education quality of within under consideration at a significant level according to students' perception response.

Table 4.18 ANOVA test for students' perception responses

ANOVA [a]

Model		Sum of Squares	D f	Mean Square	F	Sig.
1	Regression	117.742	3	39.247	210.237	.000[b]
	Residual	46.670	250	.187		
	Total	164.412	253			

a. Dependent Variable: Quality S

b. Predictors: (Constant), Socio Economic status of parents, Medium of Instruction, School facilities

(Source: SPSS Output, 2020)

Table 4.18 above indicated that the significance level is 0.000 which is less than 0.01. This indicates that the model was statistically significant at the 1% level of significance.

Table 4.19 Variables Significance test for students' perception response

coefficients [a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.029	.268		-.109	.913
	Socio-Economic status of parents of students perception	.154	.042	.128	3.683	.000
	Medium of Instruction of students perception	.959	.044	.768	21.837	.000
	School facilities of students perception	-.174	.048	-.129	-3.645	.000

a. Dependent Variable: Quality Education

Source: **SPSS Output,** 2020

The multiple linear regression models represent the output for the beta coefficients of each independent variable. The regression equation for this research for students' response is presented below.

EQ=-Bo+ B1Socio +B2 Medium -B3school facility +e

Where, EQ= educational quality, Medium= medium of instruction, school= school facility, BO= Constant, B1 to B3= beta coefficients, and e=the error term

Substituting the results in the model gives us: -

CS=-0.029 + 0.154Socio +0.959Meduim-0.174School +e

According to the results in the above table (table 4.19) socio-economic status of parents' variables of this study is positive and statistically significant at 1% significance level, since the sign value of respective variable is 0.000. The coefficient of the socio-economic status of parents' variable implies that one unit change in socio economic status of the parents' directly change 15.4% of education quality. From this result the researcher concluded that socio-economic factors have impact on education quality.

According to the results in the above table (table 4.19) medium of instructions variable of this study is positive and statistically significant at 1% significance level, since the sign value of respective variable is 0.000. The coefficient of the medium of instructions variable indicates that one level change in medium of instruction on education of the participants' directly change 95.9% of education quality. From this result the researcher concluded that medium of instruction factors have impact on education quality.

According to the results in the table 4.19 above, school facilities of the selected schools variables of this study is negative and statistically significant at 1% significance level, since the sign value of respective variable is 0.000 according to the response of students. The coefficient of the school facility variable reveals that one unit change in school facility of the school inversely changes education quality in 17.4%. From this result the researcher concluded that school facility factors have impact on education quality.

Table4. 20 Regression model Summary for school principals' perception response

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.973[a]	.947	.893	.21309

a. Predictors: (Constant), Socio- economic status of parents ,school facilities Medium of instruction

(Source: SPSS Output, 2020)

The model summary of the table above shows the sum degree of association that the stated independent variables have with the dependent one that is quality of education. Again the model summary shows the fitness (goodness) of the model is good and gives direction for analysis through multiple linear regressions. As such, it has been shown by R-square that the stated independent variables (socio economic status of parents, medium of instruction and school facilities) all together have stronger positive relation at a rate of 94.7% this shows that the better the variables are treated the more the education quality of the students will be. The adjusted R-square result in the same table is 89.3% shows that the independent variables included under this study have explained in what extent change on dependent variable of the study. Accordingly the three independent variables (socio economic status of parents, medium of instruction and school facilities) of this study explained the dependent variable (quality of education) in 89.3% positive influence on the education quality of within under consideration at a significant level according to school principals' perception response.

Table 4.21 ANOVA test on school principals' perception response

ANOVA [a]

Model		Sum of Squares	D f	Mean Square	F	Sig.
1	Regression	2.419	3	.806	17.757	.021[b]
	Residual	.136	3	.045		
	Total	2.555	6			

a. Dependent Variable: Quality education

b. Predictors: (Constant), Socio-economic status of parents , Medium of instruction, school facilities

(Source: SPSS Output, 2020)

The above table 4.20 indicated that the significance level is 0.021 which is less than 0.05. This indicates that the model was statistically significant at the 5% level of significance.

Table 4.22 Variables significance test for principals' perception response

Coefficients [a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.352	.644		-.547	.623
	Socio -economic status of parents of principals' perception response	.680	.132	.726	5.151	.014
	Medium of instruction of principals' perception response	.431	.091	.654	4.727	.018
	School facilities of principals' perception response	-.111	.096	-.091	-.625	.076

a. Dependent Variable: Quality education

(Source: SPSS Output, 2020)

The last output in the analysis of the multiple linear regression models represents the output for the beta coefficients of each independent variable. The regression equation for this research for school principals' response is presented below.

EQ=Bo+ B1Socio + B2 Medium –B3school facility +e

Where, EQ= educational quality, Medium= medium of instruction, school= school facilities, BO= Constant, B1 to B3= beta coefficients, and e=the error term

Substituting the results in the model gives us: -

CS=-352 + 0.680Socio +0.431Meduim-111School +e

According to the results in the above table (table 4.22), socio-economic status of parents' variable of this study is positive and statistically significant at 5% significance level, since the sign value of respective variable is 0.014. The coefficient of the socio-economic variable implies that one unit change in socio-economic status of parent directly change 68% of education quality. From this result the researcher concluded that socio-economic factors have impact on education quality.

With regard to the results in the above table (table 4.22) medium of instructions variable of this study is positive and statistically significant at 5% significance level, since the sign value of respective variable is 0.018. The coefficient of the medium of instruction variable indicates that one level change in medium of instruction on education of the participants' directly change 43.1% of education quality. From this result the researcher concluded that medium of instructions factors have impact on education quality.

According to the results in the above table (table 4.22), school facilities of the selected schools variable of this study is negative and statistically significant at 10% significance level, since the sign value of respective variable is 0.076. The coefficient of the school facilities variable reveals that one unit change in school facilities of the school inversely changes education quality in 11.1%. From this result the researcher concluded that school facilities factors have impact on education quality.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1. Summary of the Findings

The main purpose of this study was to assess the perception of teachers, students and principals on factors affecting quality of education in secondary schools of Kamashi Zone, Benishangul Gumuz Regional State. The study focused on socio-economic status of parents, medium of instruction and school facilities as factors affecting the quality of education.

In order to achieve this purpose, the researcher formulated the following three basic research questions:

1. To what extent teachers, students and principals perceive socio-economic status of parents as factor affecting quality of education in Kamashi zone secondary schools?
2. To what extent teachers, students and principals perceive medium of instruction as factor affecting quality of education?
3. How do teachers, students and principals perceive the influences of school facilities in affecting quality of education in Kamashi zone secondary schools?

In order to address the basic questions mentioned above, descriptive survey research design was used in seven selected secondary schools; namely: Yasso, Chigisha, Gilgila, Agalo Meti, Belojeganfoy, Fafate and Anger Waja of Kamashi zone. Consequently, 317 students and 71 teachers were selected through simple random sampling technique, 7 school principals were selected through census sampling technique and 8 woreda education office experts and 35 parent teacher associations were purposively selected.

Accordingly, 395 copies of questionnaires were distributed to 317 students, 71 teachers and 7 principals of targeted respondents. On the other hand, to obtain qualitative data, semi-structured interview sessions were conducted with, 8 woreda education office experts and 35 PTA members of the selected schools and woredas. Moreover, checklists were used for document analysis. All of teachers and principals questionnaires were collected but 63 students were excluded because of incomplete and not returned the questionnaires.

According to the perception of teachers, students and school principals on socio-economic status of parents, medium of instruction and school facilities in affecting the quality of education the major findings were summarized as follow:

1. Low parental income and poor livelihood made the parents not to fulfill the learning materials for their children.

2. The contribution of socio-economic status of parents in improving and enhancing the quality of education was found to be insufficient.
3. Medium of instruction affected the quality of education due to teachers' repeatedly use of language translation during the teaching and learning.
4. The quality of education in secondary schools of kamashi zone was affected by shortage of school facilities like well-equipped science laboratory, well-equipped and organized computer lab., well-equipped and up-to-date library, well-equipped and organized pedagogical centre, tap water and insufficiency of text books, reference books, syllabus and teachers guide.

Finally, it is summarized that the achievement of quality of education in secondary schools of kamashi zone were affected by low parental income, low interest of teachers and students in using medium of instruction and inadequacy and insufficiency of school facilities.

5.2 conclusions

Based on the findings and summary made above, the researcher drawn following conclusions:

1. As indicated in the summary it is possible to conclude that quality of education is seriously affected by socio-economic status of parents', low parental income, poor livelihood and high mismatch between parental income and current education cost.
2. It was found out that the majority of students in the sample schools were low in proficiency of the medium of instruction. Likewise, it was concluded that teachers were also found to be low proficient in the medium of instruction and they use translation during teaching.

3. From the research conducted, it was concluded that, School facilities were the major problems that contributed for the lack of quality education in Kamashi Zone.

5.3 Recommendations

Based on the findings and the conclusion given by the researcher the following recommendations were forwarded:

- Since parental income and livelihood affected students learning and quality of education, the researcher recommended that more has to be done on the improvement of the living standards of student parents. The government should take steps to raise socio-economic status of parents/people and extending extra help to the extremely vulnerable students- giving uniform, offering poor students scholarships, finding the opportunity of free stationaries and designing school feeding programs.

- The researcher recommended that woreda and zonal education administrators, supervisors, school leaders and PTAs should strengthen the collaboration between key education development partners to mobilize the school facilities.
- Encouraging private investors as well as non-governmental organizations to help the students from low parental income and initiating their involvement in fulfilling the school facilities.
- Ministry of education in general and Benishangul Gumuz Region education bureau in particular should render lab. Equipment, access of internet and other necessary materials which contribute to the improvement of quality education.

- In order to enhance the capabilities of students in medium of instruction, it is recommended that Language teaching methodology has to begin from the kindergarten. In addition trainings, workshops, seminars and symposiums have to be given for teachers and students.
- Finally, the researcher acknowledges that this research is not the end to the factors affecting the quality of education and recommends that further studies should concentrate on access to quality education quality.

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APPENDICES
APPENDIX A
Jimma University

College of Education and Behavioural Science

Department of Educational Planning and Management

Questionnaire to be filled by Teachers

General Directions:

The main purpose of this questionnaire is to gather relevant data on perception of teachers, students and principals on factors affecting quality of education in secondary schools of Kamashi Zone Benishangul Gumuz Regional State. The response you provide will have constructive and paramount importance for the successful accomplishment of this study. So, you are kindly requested to give your genuine response and complete the questionnaire carefully and honestly. Your response will be used only for academic purpose and kept confidential.

N.B

1. No need of writing your name on the questionnaire.

2. You are requested to respond according to the general directions given under each part.

Thank you in advance for your kind cooperation

Part One: Personal data

Please, write your personal information and indicate your choice by making an "X" on the space provided.

1. School_____ Woreda_____

2. Sex: Male ☐ Female ☐

3. Educational levels of qualification A. MA/MSc ☐ B. BA/B.Ed. ☐

C. College diploma ☐ D. If other please, specify_____

No	Teaching experiences				
4	1-5 years	6-10 years	11-15 years	16-20 years	21 and above years

Part Two: Items related to factors affecting students' academic achievement on quality education

Instruction: please put your options by marking with "X" on the space provided for each closed ended item from the given rating scales. Your responses can vary from 'strongly agree' to 'strongly disagree'. Give brief description of your opinions for open ended questions on the spaces provided.

Key: 5 = Strongly agree, 4= Agree, 3= Undecided, 2= Disagree and 1= Strongly Disagree

1. Rate the degree of your agreement on the socio-economic status of parents in affecting the quality of education in your school

No	Items related to socio-economic status of parents in affecting quality education	Rating scales				
		5	4	3	2	1
1.1	Poor academic performances sometimes relates to family income					
1.2	Educated parents can enhance their children's academic achievement through guidance					
1.3	Parents with low status of educational level contribute minimum support to their children's academic achievement.					
1.4	Insufficiency of students' parental income to support their children in their education can affect quality education.					
1.5	Students with low parental socio-economic status have difficulties with their studies and have less interest of learning.					
1.6	Students from low income family exhibit truancy (mostly absent from school)					

1.7 Please, list out if there are other problems related to socio-economic status of parents that affect your students' academic achievements.

_____

_____

_____

_____

2. Rate the degree of your agreement on how to use medium of instructions which affects quality of teaching-learning processes in your school

No	Items related to medium of instructions in affecting quality education	**Rating scales**				
		5	4	3	2	1
2.1	Less students participation in classroom interaction can hinder students' language proficiency					
2.2	Low proficiency of students in the medium of instruction leads to low performances in students' academic performance					
2.3	Medium of instruction can inhibit the learners performance					
2.4	Ample exercises develop students skills in the medium of instruction					
2.5	To promote effective and efficient teaching and learning in medium of instruction, teachers are given high expectations					
2.6	Medium of instruction would lead to a more comprehensive understanding of the subject matter					
2.7	Motivation of teachers to teach in the medium of instruction interests the students					

2.8 Please, list down if other problems of medium of instruction affected quality education in students' academic performance_____

_____

_____

2. Rate the degree of your agreement on influences of school facilities on quality of education in your school?

No	Items related to school facilities/instructional materials in affecting quality education	Rating scales				
		5	4	3	2	1
3.1	Well-equipped science laboratory with chemicals and equipment					
3.2	Well-equipped and organized computer lab for both teachers and students					

3.3	Well-equipped and up-to-date library					
3.4	Sufficient student seats and teacher chairs in the classrooms					
3.5	Separate and clean toilets of teachers and students for both boys and girls					
3.6	Well-equipped and organized pedagogical centre					
3.7	Sufficient text books for individual students					
3.8	Sufficient reference books					
3.9	Sufficient syllabus books					

3.10 Please list out other scarcities that your school faces regarding school facilities/instructional materials _____

APPENDIX B

Jimma University

College of Education and Behavioural Science

Department of Educational Planning and Management

Questionnaire to be filled by Students

General Directions:

The main purpose of this questionnaire is to gather relevant data perception of teachers, students and school principals on factors affecting quality education in secondary schools of Kamashi Zone Benishangul Gumuz Regional State. The response you provide will have constructive and paramount importance for the successful accomplishment of this study. So, you are kindly requested to give your genuine response and complete the questionnaire carefully and honestly. Your response will be used only for academic purpose and kept confidential.

N.B

1. No need of writing your name on the questionnaire.

2. Please, follow the general directions given under each part.

Thank you in advance for your kind cooperation

Part One: Personal data

Please, write your personal information and indicate your choice by making an "X" on the space provided.

1. Name of the school_____
2. Grade _____
3. Sex :- Male ☐ Female ☐

Part Two: Items related to factors affecting quality education

Instruction: please put your options by marking with "X" on the space provided for each closed ended item from the given rating scales. Your responses can vary from 'strongly agree' to 'strongly disagree'. Give brief description of your opinions for open ended questions on the spaces provided.

Key: 5 = Strongly agree, 4= Agree, 3= Undecided, 2= Disagree and 1= Strongly Disagree

1. Rate the degree of your agreement on the socio-economic status of parents in affecting the quality of education in your school?

No	Items related to socio-economic status of parents in affecting quality education	Rating scale				
		5	4	3	2	1
1.1	Poor academic performances sometimes relates to family income					
1.2	Educated parents can enhance their children's academic achievement through guidance					
1.3	Parents with low status of educational level contribute minimum support to their children's academic achievement.					
1.4	Insufficiency of students' parental income to support their children in their education can affect quality education.					
1.5	Students with low parental socio-economic status have difficulties with their studies and have less interest of learning.					
1.6	Students from low income family exhibit truancy (mostly absent from school)					

1.6 please, list down if other problems of socio-economic status of your parents have hindered you from your learning's_____

_____

_____

_____

2. Rate the degree of your agreement on medium of instructions in affecting quality of education in your school

No	Items related to medium of instructions in affecting quality education	Rating scale				
		5	4	3	2	1
2.1	Lack of participation in class interaction can hinder your language proficiency					
2.2	The difficulty level of medium of instruction may lead you to low performance in your academic achievement					
2.3	Medium of instruction can play a crucial role in inhibiting or					

	accelerating your academic achievement					
2.4	Medium of instruction would lead you to a more comprehensive understanding of the subject matter you learn					
2.5	The interest of teachers towards teaching using medium of instruction can increase your interest of learning the subject matter					

2.6 Please, list down if other problems of medium of instruction affected quality education in your academic performance_____

_____

_____

_____

3. How do you rate the degree of your agreement on influences of school facilities in affecting quality of education in your school

No	Items related to school facilities/instructional materials in affecting quality education	Rating scales				
		5	4	3	2	1
3.1	Well-equipped science laboratory with chemicals and equipment					
3.2	Well-equipped and organized computer lab for both teachers and students					
3.3	Well-equipped and up-to-date library					
3.4	Sufficient student sitting desk and teacher chairs in the classrooms					
3.5	Separate and clean toilets of teachers and students for both boys and girls					
3.6	Well-equipped and organized pedagogical centre					
3.7	Sufficient text books for individual students					
3.8	Sufficient reference books					

3.9 Please list down other scarcities that your school faces regarding school facilities/instructional materials _____

_____

_____

_____

APPENDIX C

Jimma University

College of Education and Behavioural Science

Department of Educational Planning and Management

Questionnaire to be filled by school principals

General Directions:

The main purpose of this questionnaire is to gather relevant data on perception of teachers, students and school principals on factors affecting quality education in secondary schools of Kamashi Zone Benishangul Gumuz Regional State. The response you provide will have constructive and paramount importance for the successful accomplishment of this study. So, you are kindly requested to give your genuine response and complete the questionnaire carefully and honestly. Your response will be used only for academic purpose and kept confidential.

N.B

1. No need of writing your name on the questionnaire.

2. Please, follow the general directions given under each part.

Thank you in advance for your kind cooperation

Part One: Personal data

Please, write your personal information and indicate your choice by making an "X" on the space provided.

1. School_____ Woreda_____

2. Sex: Male ☐ Female ☐

3. Educational level of qualification A. MA/MSc ☐ B. BA/B.Ed. ☐

C. College diploma ☐

D. Other (please, specify_____)

No 4	Leading experience				
	1-5 years	6-10 years	11-15 years	16-20 years	21and above years

Part Two: Items related to factors affecting quality education

Instruction: please put your options by marking with "X" on the space provided for each closed ended item from the given rating scales. Your responses can vary from 'strongly agree' to 'strongly disagree'. Give brief description of your opinions for open ended questions on the spaces provided.

Key:5= Strongly agree, 4= Agree, 3= Undecided, 2= Disagree and 1= Strongly Disagree

1. Rate the degree of your agreement on the socio-economic status of parents in affecting the quality of education in the school you are leading

No	Items related to socio-economic status of parents in affecting quality education	Rating				
		5	4	3	2	1
1.1	Some students are from low income family perform poor academic achievement					
1.2	Educated parents can enhance their children's academic achievement through guidance					
1.3	Parents with low status of education level contribute minimum support of their children's academic achievement					
1.4	Insufficiency of students' parental income to support their children in their education can affect quality education					
1.5	Students with low parental socio-economic status have difficulties with their studies and have less interest of learning.					
1.6	Students from low income family exhibit truancy (mostly absent from school)					

1.7 please, list down if there are other problems related to socio-economic status of parents that affect your students' academic achievement in the school you are leading

_____

_____

_____

_____

2. Rate the degree of your agreement on how to use medium of instructions which affects quality of teaching-learning processes in your school

No	Items related to medium of instructions in affecting quality education	**Rating scales**				
		5	4	3	2	1
2.1	Less students participation in classroom interaction can hinder students' language proficiency					
2.2	Low proficiency of students and teachers in the medium of instruction leads to low performances in students' academic performance					
2.3	Medium of instruction can inhibit or facilitate the learners performance					
2.4	Medium of instruction would lead to a more comprehensive understanding of the subject matter					
2.5	To promote effective and efficient teaching and learning in medium of instruction, teachers are given high expectations					
2.6	Medium of instruction would lead to a more comprehensive understanding of the subject matter					
2.7	The interest of teachers towards teaching using medium of instruction is low					

2.8 Please, list down if other problems of medium of instruction affected quality education in students' academic performance_____

_____

_____

_____

3. Rate the degree of your agreement on influences of school facilities on quality of education in your school

No	Items related to school facilities/instructional materials in affecting quality education	Rating scales				
		5	4	3	2	1
3.1	Well-equipped science laboratory with chemicals and equipment					
3.2	Well-equipped and organized computer lab for both teachers and					

	students					
3.3	Well-equipped and up-to-date library					
3.4	Sufficient student seats and teacher chairs in the classrooms					
3.5	Separate and clean toilets of teachers and students for both boys and girls					
3.6	Well-equipped and organized pedagogical centre					
3.7	Sufficient text books for individual students					
3.8	Sufficient reference books					
3.9	Sufficient syllabus books					

3.10 Please list out other scarcities that your school faces regarding school facilities/instructional materials _____

_____

_____

_____

APPENDIX D

Jimma University

College of Education and Behavioural Science

Department of Educational Planning and Management

Semi-structured Interview for woreda education office experts

Part I: General information and respondents' personal data

1. Woreda_____ Sex _____

2. Level of Education: _____

3. Year of Experience _____

Part II: Questions

1. How can socio-economic status of parents affect quality of education?
2. To what extent do think parental income per month or year affect quality of education?
3. To what extent can your office offer on job training opportunities to teachers to improve the capacity of teachers on medium of instruction?
4. To what extent do you think poor usage of medium of instruction affect quality education?
5. In your opinion to what extent do you think school facilities affect quality of education?

APPENDIX E

Jimma University

College of Education and Behavioural Science

Department of Educational Planning and Management

Semi-structured Interview for Parent Teacher Association/PTA

Part I: General information and respondents' personal data

1. School _____ Sex _____

2. Level of Education: _____

Part II: Questions

1. How do you think that socio-economic status of parents affect quality of education?
2. To what extent parental income per month or year affect quality of education?
3. How can low level of medium of instruction affect quality of education?
4. What measures do you think should be taken to solve the problems of medium of instruction?
5. To what extent school facilities affect student's academic achievement?

APPENDIX F

Jimma University

College of Education and Behavioural Science

Department of Educational Planning and Management

Document Analysis

This study is aimed at the perception teachers, students and school principals on factors affecting quality education in secondary schools Kamashi Zone: Benishangul Gumuz Regional state. Therefore, the document analysis will focus on assessing students' dropout, student text book ratio and others related to quality education.

Part one: Evaluation of students' dropouts

Grade	Year 2009 E.C.			Year 2010E.C.		
9th	Sex			Sex		
	Male	Female	Total	Male	Female	Total
10th	Male	Female	Total	Male	Female	Total

Part two: Evaluation of student text book ratio

Grade	**Year 2009E.C.**	**Year 2010E.C.**
9th		
10th		

APPENDIX G

ጅማዩኒቨርሲቲ

በትምህርትና ስነ-ባህርይ ኮሌጅ

የትምህርት ዕቅድና ሥራ አሚራር ትምህርት ክፍል

ለ2ኛ ዲግሪ የመሚቂያ ጽሁፍ ማሟያ የተዘጋጀ የጥናት ማከየቂያ

ለወላጅ ማሞህር ህብረት የቀረበ የቃለ-ማከይቅ

ይህንን የመሚቂያ ጽሁፍ ማከይቅ ለመሞላስ ፍቃደኛ በሚያንዎ ምክጋናየን አቀርባለሁ፡ ፡ ይህ ማከየቂያ “በካማሽ ዞን ሁለተኛ ደረጃ ትምህርት ቤቶች የማሞሪን፣ የተሚዎች እና የትምህርት ቤት ርዕሳነ ማሞህራን የትምህርት ጥራትን ሊያጓድሉ በሚችሉ ተግዳሮቶች ላይ ያላቸዉእይታ” በሚል ርዕስ የተዘጋጀ ጥናት የቀረበ ቃለ-ማከየ ቅነዉ፡ ፡

ስለዚህ እርስዎ በትምኀቤትዎ የወላጅ ማሞህር ህብረት ኮሜቴ እንደ ሚያንዎና ለሥራዉያሎት ቅርበት ስለሚ ብዝዎት በማከየ ቁ ለቀረቡየ ቃል ጥያቄዎች ምላሽ እንዲሰጡተጨይቀዋል፡ ፡

በድጋሚአ ማሰግናለሁ!!

ክፍል አንደ፡ አጠቃላይ የተጠያቂዎች ሚጃ

1.ትምህርት ቤት፡ ----------

2.የትምህርት ደረጃ፡ ----------

ክፍል ሁለት፡ የቀረቡጥያቄዎች

1. የወላጆች ህብረተሰባዊ ምጣኔ ሀብት የተሚዎችን የትምህርት ጥራት ከማጓደል አኳያ እንዴት ይታያል?
2. የወላጆች ወረሃዊ ወይምዓመታዊ የገቢ ሁኔታ የተሚዎችን የትምህርት ጥራት ያጓድላል ወይ?
3. የትምህርት ማኅጬቋንቋ እንዴት የትምህርት ጥራትን ልያጓድል ይችላል?
4. በትምህርት ማኅጬቋንቋ ያለዉን ችግር ለመፍታት ምን ዓይነ ት መፍትሄ ቢወሰድ የሚሽል ይማኅሎታል?
5. የትምህርት ግብዓትና ቁሳቁስ እንዴት የተሚዎችን የትምህርት አቀባበል ልያጓድል ይችላል?